

International Comparisons in Educational Policy

Framework

<i>Estimated Duration</i>	Up to 8 sessions, 8 weeks
<i>Time investment (students)</i>	2-3h per week
<i>Target group</i>	Students of social sciences (eg economics, sociologics, politics)

Project

A primary learning objective of this TEP is for students to improve their English communication skills by exposing them to an international collaborative experience on educational policy issues. A secondary aim of the exchange is to find out more about other education systems and to be able to produce international comparisons. This exposure enables students to acquire skills for working with partners on international educational projects.

Partner information

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University of Burgundy
Science of Education
Master degree in distance learning course (30 students).
Educational policies management (PESE)
(*Pilotage et évaluation dans les systèmes éducatifs*).

Course Information

English Langage (3 ECTS, 24h)
Second year master's course, semester 1 (after November) or semester 2 (before March)

Approximately, 10 students enrolled each year. If the partner University has a large number of students, one option could be to match groups of two/three students with one student from the master PESE.

Organizing face-to-face video exchanges in a group session is not really possible

- Most of the students are employed (by the Ministry of Education of French-speaking countries or by international organizations as Unicef, Unesco, ...).
- They live in different countries where the quality of internet connections is sometimes too random.
- Time difference between countries can be important.

Communication between the students will be primarily asynchronous but communication using synchronous tools on a weekly basis will be encouraged.

Language of task instruction

English, level B1-B2 (intermediate level)

Tasks

Week 1	Define the "Netiquette" for successful intercultural exchanges and a favorable and sustainable communication framework through the use of appropriate digital tools. Presentation of the project and the tasks.
Week 2	Students from each country will introduce themselves (using Padlet, for example) and will briefly present the organization of the education system of their own country (1 page).
Week 3	Students will be put into pairs or small groups. Together, they will choose a contemporary challenge related to an educational policy issue to be analysed. <i>Some possible themes : social and economic inequalities, inclusive education, gender equality, teachers' careers, consequences of benchmarking on teacher's practices, NEET, consequences of the New Public Management on the school leadership, place of private or non-formal education with regard to formal education...</i>
Week 4	Students are required to conduct a brief review of social science research literature on the selected topic and explore policies and interventions addressing the specific challenge. <i>Students from the University of Burgundy will be encouraged to use the master courses. For this purpose, simultaneously, they will be engaged in lessons in Sociology and Economics in Education, Statistics and Evaluation Methodology, Management of Educational Institutions, Learner Assessment, Comparative Evaluation of Education Systems, Educational Planning, Sector Diagnosis, Project Management...</i> Each student is expected to produce written or oral material (text: 2-3 pages, 10-minute video or audio podcast) and organize online contacts to ask or answer questions about the document produced by other members of the group.
Week 5-6-7-8	Together, students will write a group report (5 to 10 pages) in which they will compare the differences and similitudes between countries on the issue, highlight how the issue has been addressed by the public policies in the different countries and what can be learned from the research to improve the situation. <i>To achieve this goal, students from both Universities will work together online using Microsoft Teams Tools on the Moodle platform. They will be invited as often as possible to use synchronous online sessions to discuss the group assignment.</i>

Assessment

In addition to their group report, students from the University of Burgundy will provide a 10-minute video presentation in English for their classmates about the contemporary challenge addressed in their group. During the presentation attention will be given to the differences and similitudes between countries. In addition, they will provide advice on policies that could respond more effectively to the chosen challenge.

Competences and learning outcomes

Knowledge	<ul style="list-style-type: none"> •The tasks will deepen students' knowledge and understanding of the master courses. •Students will be engaged to produce a professional reflection on an educational problem from a critically evaluate national and international research, current trends and practices in educational policies. •They will find out more about other different forms of management to answer a specific educational issue and reflect on their content and effectiveness taking the socio-cultural context into account.
Skills	<ul style="list-style-type: none"> •Language competence : students will improve their english communication skills by learning to lead a professional exchange with people confronted in other cultural context. •Intercultural skills : they will use their communicate knowledge and teams findings to present in a clear way oral or written reports to different audiences. •Online communication skills : they will work with multicultural teams and experiment methods to improve international collaboration enhanced by the use of online tools. •Professional skills : students will be able to design guidelines to cope with a specific educational issue, considering the contextual characteristics of countries.