

Course: <b>Comparative Education</b>		ECTS Points: 4
Course Code: 0800-ERA-7ICD		
Language: English		
<p><b>Course description:</b>                  Students gain general orientation in comparative education. They obtain basic knowledge of comparative education and understand its importance for analysing educational reality in the contemporary world. Students are able to analyse educational facts in different countries, explain their complexity taking into account political, economic, social and cultural context of particular countries. Students develop their cognitive competences in scope of analysing educational phenomena in comparative and international terms. What is more, students are able to use comparative analysis method in order to characterize education in the world.</p>		
Lecturer: Agata Butarewicz-Głowacka		
Semester: winter	Number of hours: 30 Lecture: Classes: 30	
<p><u>Courses to be completed before enrollment to the course:</u></p> <p>A student should have basic knowledge of pedagogy, sociology of education, history of education, methodology of educational research. A student should also possess language and communication competences in order to express and exchange opinions and formulate judgements.</p>		
<u>Substantive content</u>		
<b>Classes</b>	<b>Number of hours</b>	
1. Comparative education as an independent scientific discipline.	2	
2. Theoretical foundations of international comparative research.	2	
3. Towards learning society. Organizational types of learning. Components of learning society. Four pillars of education: learning to know, learning to do, learning to live together, learning to be.	2	
4. Priorities of education policy in Europe: equality of educational opportunities (towards disabled students, immigrants and illiterates), improvement of the quality of education, a new model of a teacher, European ideal of education.	4	
5. Examples of alternative educational systems in Europe. Alternative education on the basis of homeschooling in European countries.	4	
6. Key competences in Europe in the light of Eurydice Report: Developing Key	2	

Competences at School in Europe: Challenges and Opportunities for Policy.	
7. Education in European countries in the light of educational research by Eurydice, Eurostat, PISA, IEA.	2
8. European educational programmes.	2
9. Educational systems in chosen European countries – comparative analysis.	8
10. Comprehension	2
<p><b><u>Aim of the course:</u></b></p> <p>1. A student knows basic terminology used in social policy, has basic knowledge of the location of social policy among other disciplines and understands its specificity as an academic discipline and as the activities of the state.</p> <p>2. A student has basic knowledge of international, European and non-governmental objects of social policy.</p> <p>3. A student is able to use basic terminology of social policy to diagnose, analyse and interpret social issues in the world in the context of political, economic, social and cultural situation of different countries.</p> <p>4. A student recognizes the importance of social policy in the fight against social marginalization.</p>	
<p><b><u>Teaching methods:</u></b> lecture, discussion, project assignments, individual consultations</p>	
<p><b><u>Literature:</u></b> “Comparative Education”, “Comparative Education Review”</p> <p>Hayden, M., Introduction to International Education. International Schools and their Communities, Sage, London, 2006.</p> <p>Woods, P.A., Woods G.J.(Eds.), Alternative Education for the 21st Century. Philosophies, Approaches, Visions, Palgrave Macmillan, New York, 2009.</p> <p>Key Data on Education in Europe 2012, Educational, Audiovisual and Culture Executive, Brussels, 2012.</p> <p>Focus on Higher Education in Europe: the Impact of the Bologna Process, Educational, Audiovisual and Culture Executive, Brussels, 2010, <a href="http://eacea.ec.europa.eu/education/eurydic%20/documents/key_data_series/134EN.pdf">http://eacea.ec.europa.eu/education/eurydic%20/documents/key_data_series/134EN.pdf</a></p> <p>White paper on education and training. Teaching and learning. Towards the learning society, <a href="http://ec.europa.eu/languages/documents/doc409_en.pdf">http://ec.europa.eu/languages/documents/doc409_en.pdf</a></p> <p>Internet resources</p>	
<p><b><u>Forms and conditions of credit:</u></b> Assessment on the grounds of a student's individual written test, group projects, attendance and active participation.</p> <p>A course is led in a form of classes stimulating students to work independently and in groups. Interactive projects, which require involvement, responsibility and creativity, prepared and presented by students, constitute an important component of the classes. In order to complete a course a student needs to attend classes regularly, actively participate in classes, fulfil all the assignments, pass the test and prepare and present a project concerning an educational system in a chosen country.</p>	