

Cluster	Subject Title	Instructor	Credit	Semester
K-P	Seminar on Issues of Education Reform	Professor Chin-Ju Mao	2	Winter 2022
Subject Description				
<p>This seminar focuses on historical and socio-political dimensions of education reforms. The course will examine how the global organizations' educational reform reports are re-contextualized and implemented in the national and local contexts. An international view of education reform will be employed in the class discussion. Students are required to bring their own country's education reform policies and programs to share with the class. The students are invited to employ theoretical perspectives to analyze "what, how, who, when and why" (5w) of such policy or program which can be introduced as an educational reform program and policy in the levels of state and the local, and which is reinvented in the local practice.</p>				
Objective				
<ol style="list-style-type: none"> 1. Differentiate concepts of reform and change 2. Understand educational reform and change historically 3. Discuss different perspectives and issues of education reform 4. Explore how the international educational organizations lead the trend of education reform 5. Establish International and comparative perspectives on educational reform and change 				
Learning Method				
Reading, listening to lectures, participating in discussion, conducting a group presentation, and writing a final paper				
Content				
<ol style="list-style-type: none"> 1. Concepts of reform and change: cases study 2. A brief history of educational reform and change nationally and globally 3. Political sociology of educational reform: local and global interlocking 4. International and comparative perspectives of educational reform and change: cross-national cases 5. UNESCO and OECD: Education 2030 reports 6. National response to global trends of educational reform: policy-makers, educators, principals, teachers and students 7. Detect a global-local mixture of educational policy or program and its transformative practice in the local 				
Requirement				
<ol style="list-style-type: none"> 1. Readings. Students are expected to have completed the required readings and readings assigned to them on the first day of class. 2. Attendance and participation. Students are required to attend the class and encouraged to participate in class discussion and activities as much as possible. 3. In-class Assignments. Several in-class assignments will be distributed in class. Students are expected to complete them and turn them in at the end of the class or at the time required by the instructor. 4. Group oral presentation. Students are expected to collect information/literature regarding their own country's education policy or program, analyze them using theories/concepts learned in this course, and then conduct an oral presentation in class. 5. Final report. Students are required to write a final paper regarding a global-local mixture of educational reform policy or program. Specific details on this paper will be explained in the class. 				

Evaluation

Attendance and participation (25%), in-class assignments (25%), group oral presentations (25%), final report (25%)

Textbook and reference

(please indicate which are to be provided by instructor and which students need to find by themselves)

- Cuban, L. (1990) Reforming again, again, and again. *Education Researcher*, 19 (1) , 3-13.
- Popkewitz, T. S. (1982) Educational reform as the organization of ritual: stability as change, *Journal of Education*, 164(1), 5-29.
- Fullan, M. (2007). *The new meaning of educational change*. New York and London: Routledge.
- Popkewitz, T. S. (1991). *A Political sociology of educational reform: power/knowledge in teaching, teacher education, and research*. Introduction & Ch1(pp.1-44).
- Nespor, J. (2002). Networks and contexts of reform. *Journal of Educational Change* 3: 365–382.
- Hoskins, B., & Deakin Crick, R. (2010). Competences for learning to learn and active citizenship: Different currencies or two sides of the same coin?
- Hopmann, S. T. (2008). No Child, no school, no state left behind: schooling in the age of accountability. *Journal of Curriculum Studies*, 40:4, 417-456.
- Mao, Chin-Ju (2020). The interplay of equity and excellence: what valuable experiences can we learn from each other? *Asia Pacific Journal of Education*.
<https://www.tandfonline.com/doi/abs/10.1080/02188791.2020.1814540?journalCode=cape20>
- Mao, Chin-Ju (2018). A global-local mixture of educational reform policy in Taiwan: taking school choice policy as an example of unevenness of educational opportunity. In Julie McLeod, Noah W. Sobe and Terri Seddon (eds.), *World Yearbook of Education 2018: Space-Times of Education: Historical sociologies of concepts, methods and practices* (pp.70-84). New York and London: Routledge.
- Mao, Chin-Ju (2015). Choice as a global language in local practice: A mixed model of school choice in Taiwan. *International Education Journal: Comparative Perspectives*, 14(2), 101-112.
- Mao, Chin-Ju (2008). Fashioning Curriculum Reform as Identity Politics – Taiwan’s Curriculum in New Millennium. *International Journal of Educational Development.*, 28(5), 585-595 . (NSC 94-2413-H-194-008) (SSCI)
- Mao, Chin-Ju (1997). “Constructing a New Social Identity: Taiwan’s Curricular Reforms of the Nineties,”

International Journal of Educational Reform, 6(4), 400-406.

-  [UNESCO \(2015\). Education 2030 Incheon declaration and framework for action](#) 檔案
-  [OECD \(2018\). The future of education and skills Education 2030](#) 檔案
-  [OECD \(2019\). OECD Learning Compass 2030 A Series of concept notes](#) 檔案

Pre-course reading and preparation (if any)

- Read your national reports of education reform. Describe them briefly.
- Search and categorize any educational reform issues in your local journals. What kinds of issues are popularly discussed? Can you identify reasons for such popularity?