

BASIC DETAILS:

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| Subject: | ANGLOSAXON EDUCATIONAL SYSTEM: BEST PRACTICES | | |
| Id.: | 32505 | | |
| Programme: | GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015) | | |
| Module: | MENCION LENGUA EXTRANJERA (INGLÉS) | | |
| Subject type: | OPTATIVA | | |
| Year: | 4 | Teaching period: | Primer Cuatrimestre |
| Credits: | 6 | Total hours: | 150 |
| Classroom activities: | 56 | Individual study: | 94 |
| Main teaching language: | Inglés | Secondary teaching language: | Castellano |
| Lecturer: | CREAN , FIONA (T) | Email: | fcrean@usj.es |

PRESENTATION:

This module introduces students to the analysis and evaluation of best practice educational models. Although the title of this subject refers to Anglo-saxon educational systems, other educational systems from countries where English is not the first language will also be included so that students will acquire a global perspective on educational best practice for teaching and learning. Throughout the course students will identify and critically evaluate key factors, both external and internal, which contribute to best practice models: pedagogical approaches and methodologies; teacher support and training; institutional/ governmental support; cultural and historical contexts. Students will learn how to explain relevant differences and similarities between different countries by using a wide range of sources such as policy documents, articles, statistics, videos and themed discussion. They will demonstrate their learning through written and oral presentation formats. They will evaluate key aspects of their own education system by placing it in a wider context and show how educational borrowing and convergence takes place between countries and highlight some of the unintended consequences. They will compare and contrast best practice models from different countries and create a checklist of key factors relating to best practice, which ultimately will inform their own teaching practice. They will learn to question the educational systems around the world on the basis of their own critical reflection.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

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| General programme competences | G01 | Capacity to analyse and synthesise information from different sources. |
| | G03 | Capacity to organise, plan and self-assess the work undertaken. |
| | G04 | Capacity to apply information technologies critically and constructively as tools to promote learning. |
| | G05 | Capacity to work in a team and cooperate with other professionals from the same or a different sector. |
| | G07 | Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree. |
| | G10 | Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market. |
| | G12 | Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress. |
| Specific programme competences | E01 | Understand the educational and learning processes for the 0-6 age group in family, social and school contexts. |
| | E02 | Know the advances in childhood psychological development for the 0-3 and 3-6 age range. |
| | E03 | Know the basics of early care. |
| | E04 | Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics. |
| | E28 | Know of international experiences and examples of innovative practices in preschool education. |
| | E42 | Know the language and literacy curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned. |
| | E43 | Encourage speaking and writing capacities. |
| | E44 | Know and master techniques in oral and written expression. |

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| | E46 | Understand the change from orality to writing and know the different language registers and usage. |
| | E47 | Know the learning process and methodology for reading and writing. |
| | E48 | Address language learning situations in multilingual situations. |
| | E49 | Recognise and assess suitable usage of verbal and non-verbal language. |
| | E50 | Know and use resources suitably to encourage reading and writing. |
| | E51 | Obtain literary training and be particularly aware of children's literature. |
| | E52 | Be able to initiate a first look at a foreign language. |
| | E67 | Capacity to understand the main ideas of complex texts which cover specific and abstract topics, even if they are technical - as long as they remain within the person's field of specialisation. In addition, capacity to understand the pedagogical bases in the holistic learning of content and foreign language. |
| | E68 | Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker. |
| | E69 | Capacity to work as a Preschool English Teacher using the CLIL (Content and Language Integrated Learning) method. |
| | E70 | Capacity to produce clear, detailed texts and design didactic units in line with the pedagogical principles for learning content and foreign languages. |
| Regulated profession competences | P01 | Know the objectives, curricular content and assessment criteria for Preschool Education. |
| | P02 | Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects. |
| | P03 | Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights. |
| | P07 | Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values. |
| | P09 | Effectively address language learning situations in multicultural and multilingual situations. |
| | P10 | Express oneself orally and in writing and master the use of different expressive techniques. |
| | P15 | Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career. |
| | P17 | Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils. |
| | P19 | Find quality improvement models that can be applied to educational establishments. |
| Learning outcomes | R01 | Know the education system in English-speaking countries. |
| | R02 | Identify Good Practices in teaching implemented in the education systems studied. |
| | R03 | Assess the most noteworthy of the Good Practices analysed. |
| | R04 | Establish connections between the English-speaking education system and its Spanish equivalent. |

PRE-REQUISITES:

Students taking this course should have at least a good B2 level to be able to cope with the demands of the subject.

Students are expected to participate actively in class, ask questions, share opinions and develop a critical thinking mindset.

SUBJECT PROGRAMME:

Observations:

During the course there will be a visit to a bilingual school and also some class visits from teachers will be planned who will talk about different education systems they have experienced. Visits to schools may not be possible on Friday afternoons, therefore, another day of the week will be chosen according to the availability of the schools. Dates are pending for these activities so some modifications may be made to course planning and flexibility on the part of students will be required.

Subject contents:

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| 1 - Introduction to Comparative Education |
| 1.1 - What is comparative education? |
| 1.1.2 - Brief overview of its development |
| 1.1.3 - What is the purpose of comparative education? |
| 1.1.4 - Who compares? |
| 1.1.5 - The challenges of comparing educational systems |

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| 2 - How are comparisons made? |
| 2.1 - Secondary sources in comparative education |
| 2.1.2 - The statistical use of data in educational comparisons |
| 2.1.3 - Databases on systems of education |
| 2.1.4 - The use of international surveys on student achievement |
| 3 - Culture and Education |
| 3.1 - The meaning of culture, and national culture in particular |
| 3.1.2 - The relationship between national culture and education |
| 3.1.3 - The cultural context in which education takes place |
| 4 - Economic, political, social and historical contexts |
| 4.1 - The economic variables that affect education |
| 4.1.2 - The political forces that shape education |
| 4.1.3 - The relationship between society and education |
| 4.1.4 - The historical context for understanding comparisons |
| 5 - Education and the developing world |
| 5.1 - What is meant by 'development'? |
| 5.1.2 - International Development policy |
| 5.1.3 - Theoretical explanations for 'underdevelopment' and inequality |
| 5.1.4 - Barriers to education and possible solutions |
| 6 - Analysing and evaluating Anglo-saxon educational practices |
| 6.1 - Critical and comparative analysis of educational practices in the U.K., the U.S.A., Australia, New Zealand and Canada |
| 6.1.2 - Internal and external factors contributing to best practice in these countries |
| 7 - Analysing and evaluating European education practices (English not L1) |
| 7.1 - Critical and comparative analysis of educational practices in Finland, France, Spain, Ireland, Italy, Germany and the Netherlands |
| 7.1.2 - Internal and external factors contributing to best practice in these countries |
| 8 - Analysing and evaluating East-Asian educational practices |
| 8.1 - Critical and comparative analysis of educational practices in Japan, China, South Korea and Singapore |
| 8.1.3 - Internal and external factors contributing to best practice in these countries |
| 9 - Drawing conclusions and creating a checklist for best practice based on research and evidence |
| 10 - Joining the pieces of the puzzle |

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

Learning and teaching methodologies are based on a socio-constructivist approach in which learners construct and co-construct their understanding of the knowledge and concepts acquired. Classes will normally be based on an interactive approach with students and lecturer working through a wide range of class activities. The class format will consist of a blend of interactive lecture, class discussion, and debate. Activities will include Flipped Learning, case study method, problem solving, mini presentations and interactive learning. Students will encourage to critically evaluate and reflect on the issues and topics covered during the course. Therefore, it is essential that students keep up to date with compulsory readings so that they can participate in class discussions as informed and active members.

Tutorials

Students are encouraged to avail of tutorial sessions as during these sessions, students can ask questions, clarify concepts, ask for additional bibliography, etc. Some tutorial time will be devoted to assistance with group work and the ePortfolio. Your lecturer will inform you about tutorial times.

Independent Study

Students are expected to complete all assessment assignments and independent study tasks mentioned in this syllabus.

As regards assessed assignments students are required to upload their completed tasks on the PDU on the due date as penalties may incur if assignments are submitted after the submission date.

Student work load:

| Teaching mode | Teaching methods | Estimated hours |
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| Classroom activities | Master classes | 8 |
| | Other theory activities | 4 |
| | Practical exercises | 7 |
| | Practical work, exercises, problem-solving etc. | 6 |
| | Debates | 5 |
| | Coursework presentations | 2 |
| | Films, videos, documentaries etc. | 5 |
| | Workshops | 2 |
| | Other practical activities | 5 |
| | Assessment activities | 8 |
| | Extra-curricular activities (visits, conferences, etc.) | 4 |
| Individual study | Individual study | 20 |
| | Group coursework preparation | 10 |
| | Project work | 10 |
| | Research work | 14 |
| | Compulsory reading | 14 |
| | Recommended reading | 6 |
| | Portfolio | 20 |
| Total hours: | | 150 |

ASSESSMENT SCHEME:

Calculation of final mark:

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| Final exam: | 30 % |
| Oral Defense: | 30 % |
| Portfolio: | 40 % |
| TOTAL | 100 % |

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

MARSHELL, Jennifer. Introduction to Comparative and International Education. London: Sage Publications, 2014
 CREHAN, Lucy. Cleverlands. London: Unbound, 2016
 SAFFORD, Kimberly and Liz Chamberlin. Learning and Teaching around the world: Comparative and International Studies in Primary education. Oxon: Routledge, 2018
 HERNANDO CLAVO, Alfredo. A journey to 21st education. This is how the most innovative schools work. Madrid: Fundación Telefónica, 2015

Recommended bibliography:

HATTIE, John. Visible Learning for Teachers. Oxon: Routledge, 2011
 HEWITT, Des and Susan Tarrent. Innovative Teaching and Learning in Primary Schools. London: Sage Publications, 2015
 CHRISTODOULOU, Daisy. Seven Myths about Education. London: The Curriculum Centre, 2013

Recommended websites:

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| School systems around the world | https://asiasociety.org/global-cities-education-network/school-systems-around-world |
| Schooling the world: the myth of progress | https://educationpolicytalk.com/2014/04/01/schooling-the-world-the-myth-of-progress/ |
| Comparing education systems | https://lplearning.org/comparing-education-systems/ |
| So you want to compare education systems from different countries? Where to start | https://theeconomyofmeaning.com/2013/11/01/so-you-want-to-compare-educational-systems-from-different-countries-where-to-start/ |
| Comparison of education systems around the world | https://yin-yang-india.com/tag/comparison-of-education-systems-around-the-world/ |
| Escuelas changemaker: España | http://spain.ashoka.org/educacion-changemaker/escuelas-changemaker/escuelas-changemaker-ashoka/ |
| Colegio Monserrat: Las 4 transformaciones de la educación | https://www.youtube.com/watch?v=7pssc9YiruU |
| Comparative and International Education: Issues for Teachers | https://www.oise.utoronto.ca/cidec/Research/Issues_for_Teachers.html#film |
| How Finland created one of the best educational systems in the world by doing the opposite of the US | http://www.openculture.com/2017/05/how-finland-created-one-of-the-best-educational-systems-in-the-world-by-doing-the-opposite-of-u-s.html |
| Copy paste or inspiration? Comparing countries in education | https://theeconomyofmeaning.com/2012/08/18/copy-paste-or-inspiration-comparing-countries-in-education/ |
| How the job of a teacher compares around the world | https://www.theguardian.com/teacher-network/teacher-blog/2014/sep/05/how-the-job-of-a-teacher-compares-around-the-world |
| About the OECD | www.oecd.org/about/ |
| Strong performers and successful reformers in education | www.pearsonfoundation.org/oecd/germany.html |
| Teaching best practices around the world | https://asiasociety.org/global-cities-education-network/teaching-best-practices-around-world?page=1 |
| Teaching and learning research summaries | https://teacherhead.com/2017/06/03/teaching-and-learning-research-summaries-a-collection-for-easy-access/ |
| What we can learn from the 5 most innovative schools in the world | https://www.opencolleges.edu.au/informed/features/can-learn-5-innovative-schools-world/ |
| Innovative trends in learning | http://innoveedu.org/trends |