Comparative Research in Education

GENERAL INFORMATION

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Contact information: Faculty of Psychology and Education Sciences
Cluj-Napoca, Sindicatelor 7, Office 25
Email: albulescum@yahoo.com, ion.albulescu@ubbcluj.ro
Tel. 0749709509

COURSE DESCRIPTION

The interest for comparative research in education is due to the following aspects: the existence of some common educational issues in different countries, the internalization of the university world and the scientific research, which make the reflection, closed in the national frames difficult and even counterproductive.

The globalization of educational facts, the influence of different educational systems on each other, exchanges between partners in different countries are unquestionable. From this perspective comparative research can be helpful in understanding the significant differences between national education systems and in easing borrowing and adapting those ideas or measures whose positive effects have been verified in the education system of another country, in order to apply them in the own country. The magnitude of the comparative education studies is related to the magnitude of the globalization movement that reaches all areas of social life and the international exchanges that accompany it. Mobility has become a current fact also with regard to school and university research and exchange programs.
The contribution of comparative research is fundamental in developing an adequate and optimal educational policy. We cannot imagine the future of education in the world without taking into account the data provided by comparative studies. We can say that there is a very close link between comparative research and the policy of education and of the educational system planning. Naturally, the results of comparative pedagogy studies should be used by policy makers in the field of education, study program developers, education specialists, who have the opportunity to broaden their knowledge of ideologies related to the development of education, learning theories and the consequences of different educational practices in various social contexts. These should also be interesting for teachers. Teachers could benefit from the results of comparative pedagogy studies in various ways, for example in curriculum design, extracurricular activities, the use of more effective teaching and self-evaluation methods, etc.

**The themes of the course**

Within this course we particularly approach the methodology of comparative research in education. The structure of the course incorporates five exhaustive themes, articulated in such a way as to provide the PhD students with a comprehensive picture of comparative research in education. The themes are organized as follows:

1) The specific of comparative research in education;
2) Issues approached by comparative research;
3) The purpose of comparative research in education;
4) Comparative research methodology;
5) Auxiliary research methods and techniques.

**Course objectives**

**Professional Objectives**

1) To critically analyze the concepts and practical applications of comparative research in education;
2) Analyze and apply the methodology specific to comparative research in education;
3) Use concepts and applications in an inter- and transdisciplinary manner;
4) To develop personal analyzes and syntheses through exploitation of knowledge in the field;
5) Develop comparative research projects in education and identify "good practices";
6) Identify the articulations and disconcerts in contemporary educational systems and to design optimization actions.

**Personal goals of autonomy and learning interaction**

1) Use multiple learning strategies and appropriate situational learning styles;
2) To analyze, design and to go through the personal learning path;
3) Evaluate and optimize their own learning performance;
4) Communicate, negotiate, and design teamwork learning activities.

**SKILLS IN TRAINING**
1) Competences of pedagogical analysis and synthesis;
2) Practical skills for designing tools and methodologies of planning and evaluation;
3) Self- and inter-assessment skills;
4) Teamwork skills;
5) Skills of designing personal and professional development;
6) Communication, negotiation and teamwork skills.

Supportive bibliography
Crossley, Michael, „Bridging cultures and traditions in the reconceptualisation of comparative and international education”, in *Comparative Education*, 36, nr. 3, 2000
Hilker, Franz, *La pédagogie comparée: introduction à son histoire, sa théorie et sa pratique*,


**METHODS OF ACTIVITIES CONDUCTING**

- Interactive lectures;
- Learning through cooperation;
- Group activities;
- Debates;
- Project development, group presentation and evaluation;
- Exposing the conclusions, aspects of the elaborated project and debating them;
- Analysis / evaluation of existing materials on relevant educational websites.
ACTIVITY ORGANIZATION:
   Course - *interactive lectures*, debates, case studies, ongoing tests of knowledge.
   Seminar – *individual study, project development, large group discussions*.
   Time / activity: independent work, project development: approx. 50-60 min. per session, large group debates: approx. 40 min. per session, interactive lecture: approx. 30 min. per session, evaluation and synthesis approx. 30 min. per session.

MATERIALS AND MEANS:
   Study, debates and work support, printed or in electronic version, list of supportive bibliography, multimedia presentations, PowerPoint presentations, computer, projector (provided by the faculty), e-group – yahoo groups– materials and information posted on the e-group designated to specific activities of seminars and projects.

LOCATION: course and seminar room, room for 20 students.

PLANNING / CALENDAR OF MEETINGS AND ONGOING ASSESSMENTS:

C1 – Introductory course.
The following aspects are presented: course structure, issues discussed, objectives, ongoing tasks, way of final assessment and other details requested by PhD students. Bibliographic sources, study tasks, projects, content of the portfolio file will also be discussed.

S1 - Introductory Seminar. Formulating specific learning aims. Discussions with the PhD students on the specific learning aims, according to their training needs for field research and elaboration of the PhD thesis. The PhD students will write a list of learning aims, based on which seminar themes will be defined and selected and afterwards, the ways of their implementation will be negotiated. Each PhD student will prepare in detail a topic of debate and moderate the debate.

C2-C3 – Interactive lecture, theme: The specific of comparative research in education (Specific tasks, Interdisciplinary character).

S2-S3 – Presentation and debate in the group of PhD students of 2-4 topics per seminar, depending on the area of thematic coverage. The tasks will be prepared individually or in small groups and will be presented with posters, PowerPoint slides, concise descriptions, case studies, etc.

C4 - Interactive lecture theme: Issues approached by comparative research.

S4 - Individual activities, group activities, short workshops, debates and oral assessment on the issues in question.

C5 - Interactive lecture theme: The purpose of comparative research in education.

S5 - Presentation and debate in the group of PhD students of 2-4 topics per seminar, depending on the area of thematic coverage. The tasks will be prepared individually or in small groups and will be presented with posters, PowerPoint slides, concise descriptions, case studies, etc.

C6-C7-C8 - Interactive lecture theme: Comparative research methodology.

S6-S7-S8 - Presentation and debate in the group of PhD students of 2-4 topics per seminar, depending on the area of thematic coverage. The tasks will be prepared individually or in small groups and will be presented with posters, PowerPoint slides, concise descriptions, case studies, etc.

C9-C10 - Interactive lecture theme: Auxiliary research methods and techniques.
S9-S10 - Presentation and debate in the group of PhD students of 2-4 topics per seminar, depending on the area of thematic coverage. The tasks will be prepared individually or in small groups and will be presented with posters, PowerPoint slides, concise descriptions, case studies, etc.

C11-C12 and S11-S12 - Interactive revision activity, analysis and thematic synthesis, with in order to complete final projects and portfolios.

C13-C14 and S13-S14: Formative assessment: presentation and discussion of individual projects and portfolios.

STUDENTS' RESPONSIBILITIES FOR COURSE AND SEMINAR:
- Participating in e-group messaging;
- Accessing and reviewing the course and seminar materials and the available bibliographic references;
- Making step by step the portfolio which will be discussed in the seminar / course and presentation of the final portfolio;
- Review the bibliography, enrich the bibliography;
- Implementing a project (8-10 pages) and presenting it for debate with the group of doctoral students;
- Identification, elaboration of case studies for presentation and debate in the PhD students group.

ASSESSMENT FORMS
- Seminar / course portfolio, sequentially built (progress assessment) and final portfolio (Final assessment).
- Assessment in interactive or group activities during debates, workshops, etc.

The rating (satisfactory, good and very good) is based on the composite evaluation of three criteria:
  a) Quality and complexity of individual interventions and presentations at courses and seminars.
  b) Quality and complexity of the final portfolio.
  c) The quality and complexity of the conducted project and the accuracy of the presentation.

ORGANIZATIONAL DETAILS, MANAGEMENT OF LEARNING SITUATIONS
Presence at courses and seminars: It is proposed and negotiated with the Ph.D. candidates a minimum number of attending courses and seminars, attendance that represents a condition for the access to the final assessment, as follows:
- between 8 and 10 attendances out of a total of 14 courses;
- between 4 and 5 attendances out of a total of 7 seminars;

Recuperation – there are no recuperation meetings for doctoral students who are absent. In such cases, PhD students have to fully retake their activities in the next year, with the approval of PhD coordinators and of the Doctoral Studies Institute.
Optional bibliography

The optional bibliography is decided by each doctoral student, with the support of the course responsible and of the doctorate coordinators, depending on the specific learning needs.

Cluj – Napoca
15th October 2017

Prof. PhD. Ion Albulescu