

## COURSE SYLLABUS

### 1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Education Sciences
1.3 Doctoral school	Education, Reflection, Development
1.4 Field of study	Education Sciences
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	Doctoral training / PhD in Education Sciences

### 2. Course data

2.1 Name of discipline	Comparative Research in Education						
2.2 Teacher responsible for lectures	Prof. PhD. Ion Albulescu						
2.3 Teacher responsible for seminars	Prof. PhD. Ion Albulescu						
2.4 Year of study	I	2.5 Semester	I	2.6. Type of evaluation	C	2.7 Course framework	DS

### 3. Estimated total time of teaching activities (hours per semester)

3.1 Hours per week	4	Out of which: 3.2 Lectures	3	3.3 Seminars / Laboratory classes	1
3.4 Total hours in the curriculum	56	Out of which: 3.5 Lectures	42	3.6 Seminars / Laboratory classes	14
Allocation of study time:					
Study supported by textbooks, other course materials, recommended bibliography, and personal student notes					76
Additional learning activities in the library, on specialized online platforms and in the field					10
Preparation of seminars / laboratory classes, topics, papers, portfolios, and essays					40
Tutoring					14
Examinations					4
Other activities: -					
3.7 Individual study (total hours)					144
3.8 Total hours per semester					200
3.9 Number of credits					8

### 4. Preconditions (where applicable)

4.1 Curriculum	<ul style="list-style-type: none"> <li>Going through the curriculum of fundamental pedagogical disciplines.</li> </ul>
4.2 Competences	<ul style="list-style-type: none"> <li>Competences for functional and operational use of fundamental concepts in the field of education sciences</li> </ul>

### 5. Conditions (where applicable)

5.1 Conducting lectures	<ul style="list-style-type: none"> <li>The courses will take place in the Faculty of Psychology and Education Sciences, within UBB, which implies the use of its own technical facilities.</li> <li>In unfavorable health contexts, the courses will be held on online platforms.</li> <li>Conditions of active and interactive learning, didactic activities carried out in an activating, heuristic, problematizing spirit.</li> </ul>
5.2 Conducting seminars / laboratory classes	<ul style="list-style-type: none"> <li>The activities will take place in the Faculty of Psychology and Education Sciences, within UBB, which implies the use of its own technical facilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• In unfavorable health contexts, the courses will be held on online platforms.</li> <li>• Conditions of active and interactive learning, didactic activities carried out in an activating, heuristic, problematizing spirit.</li> </ul>
--	---

## 6. Specific competences acquired

<b>Professional competences</b>	<ul style="list-style-type: none"> <li>• Development and promotion of research practices specific to the specialist in the field of Education Sciences.</li> <li>• Specialized management of educational research activities of distinct types and scopes, to ensure its quality.</li> </ul>
<b>Transversal competences</b>	<ul style="list-style-type: none"> <li>• Application of the principles and norms of professional deontology based on explicit value options specific to the specialist in the field of Education Sciences.</li> <li>• Effective communication and cooperation in professional, interdisciplinary contexts and work teams, specific to the field of Education Sciences, respecting the specific ethics norms.</li> </ul>

## 7. Course objectives (based on the acquired competencies grid)

7.1 The general objective of the course	<ul style="list-style-type: none"> <li>• To use the methodology specific to comparative research in education.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• To critically analyze the concepts and practical applications of comparative research in education.</li> <li>• Use concepts and applications in an inter- and transdisciplinary manner.</li> <li>• To develop personal analyzes and syntheses through exploitation of knowledge in the field.</li> <li>• To develop comparative research projects in education and identify "good practices".</li> </ul>

## 8. Content

8.1 Lectures	Teaching methods	Comments
- The specific of comparative research in education;	Presentation, discussion, case studies, exercises, personal and collective reflection	Capitalizing on students' acquisitions in the field of education sciences
- Issues approached by comparative research;		Capitalizing on the research experience of the students.
- The purpose of comparative research in education;		
- Comparative research methodology;		
- Auxiliary research methods and techniques.		
8.2 Seminars / laboratory classes	Teaching methods	Comments

<ul style="list-style-type: none"> <li>- Projects prepared with the doctoral students, based on their individual doctoral research topics.</li> <li>- Collective analysis of the research projects.</li> </ul>	<p>Presentation, discussion, exercises</p>	<p>Students will be encouraged to:</p> <ul style="list-style-type: none"> <li>- make connections with the issues discussed at the course.</li> <li>- apply the assimilated knowledge in a personalized way, considering its own research topic.</li> </ul>
--	--	--

**Bibliography:**

- Albulescu, Ion, *Pedagogia comparată. Fundamente teoretice și cadre metodologice*, Institutul European, Iași, 2016.
- Alexander, Robin, Broadfoot, Patricia, Phillips, David (eds.), *Learning from Comparing - New directions in comparative educational research*, Symposium Books, Oxford, 1999, <https://eric.ed.gov/?id=ED438595>,
- Bereday, George Z., *Comparative Method in Education*, Holt, Rinehart and Winston, New-York, Chicago, San Francisco, Toronto, London, 1964.
- Cassou, Jean, *École : est-ce vraiment mieux ailleurs ? Un regard comparatif sur les systèmes éducatifs européens par un enseignant de terrain*, L'Harmattan, Paris, 2015.
- Chelcea, Septimiu, *Metodologia cercetării sociologice : metode cantitative și calitative*, Editura Economică, București, 2001.
- Crossley, Michael, „Construire des ponts entre culture et traditions dans la recherche comparée en éducation : dialogue, différences et contextes”, în *Éducation comparée/nouvelle série*, nr. 3, 2010.
- Crossley, Michael, „Bridging cultures and traditions in the reconceptualization of comparative and international education”, în *Comparative Education*, 36, nr. 3, 2000
- Debeauvais, Michel, „Dimension internationale du débat sur la nature des sciences de l'éducation, Une perspective comparative”, în *Perspectives*, vol. XIX, nr. 3, UNESCO, 1989.
- De Landshere, Gilbert, „Éducation comparée expérimentale”, în *Dictionnaire de l'Évaluation et de la Recherche en éducation*, Presses Universitaires de France, Paris, 1972.
- Demeuse, Marc, *Comparer les systèmes éducatifs européens. Une entreprise complexe mais indispensable. Diversité (Ville École Intégration)*, 169 (juillet 2012), <https://halshs.archives-ouvertes.fr/halshs-00722141>.
- Garrido, Jose Luis Garcia, *Fundamente ale educației comparate*, traducere de Paula Braga, Editura Didactică și Pedagogică, București, 1995.
- Groux, Dominique, „L'éducation comparée : approches actuelles et perspectives de développement”, în *Revue française de pédagogie*, vol. 121, 1997.
- Groux, Dominique, Porcher, Louis, *L'éducation comparée*, Éditions Nathan, Paris, 1997.
- Groux, Dominique, Perez, Soledad et alt., *Dictionnaire d'éducation comparée*, Éditions L'Harmattan, Paris, 2002.
- Halls, W. D. (éd.), *L'éducation comparée : questions et tendances contemporaines*, U.N.E.S.C.O., Paris, 1990.
- Holmes, Brian, *Comparative Education: Some Considerations of Method*, Allen and Unwin, London, 1981.
- Iliescu, Vasile, *Abordarea comparativă în pedagogie*, Editura Didactică și Pedagogică, București, 1976.
- Kandel, Isaac Leon, „The Methodology of Comparative Education”, în *International Review of Education*, 5-3, 1959.
- Khôi, Lé Thanh, *L'éducation comparée*, Éditions Armand Colin, Paris, 1981.
- Laderrière, Pierre, Vaniscotte, Francine, *L'éducation comparée : un outil pour l'Europe*, Éditions L'Harmattan, Paris, 2003.
- Lauwerys, Joseph A., „La pédagogie comparée : son développement, ses problèmes”, în Maurice Debesse, Gaston Mialaret (éds.), *Traité des sciences pédagogiques*, volume 3, *Pédagogie comparée*, Presses Universitaires de France, Paris, 1972.

Novoa, Antonio, „Modèles d’analyse en éducation comparée : le champ et la carte”, în *Les sciences de l’éducation - Pour l’Ère nouvelle*, nr. 2-3, Cerse, Université de Caen, Caen, 1995.

Perez, Soledad, Groux, Dominique, Ferrer, Ferran, „Éducation comparée et éducation interculturelle : éléments de comparaison”, în Dasen, Pierre R., Perrégaux, Christiane (éds.), *Pourquoi des approches interculturelles en sciences de l’éducation ?* Éditions De Boeck Université, Bruxelles, nr. 3, 2000.

Resnik, Julia, „Introduction - La globalisation annonce-t-elle la fin de l’éducation comparée ? Reconsidération théorique et méthodologique et nouveaux objets de recherche”, în *Éducation comparée/nouvelle série*, nr. 3., 2010.

Rossellò, Pedro, „Difficultés inhérentes aux recherches d’éducation comparées dynamiques”, în *Revue internationale de pédagogie*, IX, nr. 2, 1963-1964.

Van Daele, Henk, *L’éducation comparée*, Presses Universitaires de France, Paris, 1993.

Vexliard, Alexandre, *La pédagogie comparée. Méthodes et problèmes*, Presses Universitaires de France, Paris, 1967.

Vigour, C., *La comparaison dans les science sociales*, Éditions La Découverte, Paris, 2005.

\*\*\* *Pedagogie comparată*, volum editat de Iosif Antohi, Editura Didactică și Pedagogică, București, 1970.

**9. Aligning the contents of the discipline with the expectations of the epistemic community representatives, professional associations and standard employers operating in the program field**

- 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 policymakers in the field of education, study program developers, education specialists, who could 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.

**10. Examination**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lectures	Assessment of knowledge	Written exam	50%
	Assessment of knowledge	Ongoing tests	
10.5 Seminars / laboratory classes	Activity during seminars	Discussions, answers to questions	40%
	Assessment of knowledge	Written exam	
10.6 Minimum performance standard			
<ul style="list-style-type: none"> <li>• relevant conceptual delimitations,</li> <li>• operationalization of key terms,</li> <li>• developing a coherent and relevant research project.</li> </ul>			

Date of issue

25.09.2021

Signature of the teacher responsible for lectures



Signature of the teacher

responsible for seminars



Date of approval by the doctoral school council

01.10.2021

Signature of the doctoral school director

