



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
School around the world	

Academic staff	Core academic unit(s)
Coordinator: assoc. prof. dr. Monika Orechova Other(s): lect. Rūta Bružienė, dr. Makhabbat Kenshegalijewa (Leipzig university)	Institute of Education, Faculty of Philosophy, Vilnius University

Study cycle	Type of the course unit
Primary (Bachelor)	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Blended	Autumn semester	English

Requisites	
Prerequisites:	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit		
<p>This international module focuses on analysing different school systems around the world and introducing the internationalisation process in school education systems. Introductory part of the module is delivered as a lecture series. After introductory sessions on theoretical foundations (e.g. the role of international comparisons, concepts of internationalisation), lecturers from Leipzig university (Germany) and Vilnius university (Lithuania) present schools and education systems in different countries from different perspectives focusing on these aspects: What educational policy developments has a particular country experienced? Where do challenges lie and with which concepts do national education systems react to them? The seminar part of the module is designed and carried out in close cooperation with schools. In small groups, students develop concepts for projects and implement these projects in schools, e.g. projects on schools in different countries, European education, intercultural communication, etc.</p>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students learn to grasp world events from an educational viewpoint	Interactive lectures, reading assignment, workshop, discussions, self-reflection.	Classroom projects
Students learn to identify the special features of national education systems and to analyse them in the context of the respective economic, social and cultural environment Students sharpen analytic and research skills to	Interactive lectures, reading assignment, workshop, discussions, self-reflection.	Classroom projects. Project evaluation.

develop comparative insights		
Students are able to reflect on the potential of international cooperation for their own professional development	Interactive lectures, reading assignment, workshop, discussions, self-reflection. Search for supporting information, critical analysis of data and scientific theories, presentation feedback.	Classroom projects. Project evaluation.
Students know concepts and forms of internationalisation and can apply them to the development of their own projects in schools	Interactive lectures, reading assignment, workshop, discussions, self-reflection. Data collection, analysis, and interpretations conducted individually and in groups, presentation feedback.	Classroom projects. Project evaluation.

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Globalisation and internationalisation of education	4		2				6	6	Read individually chosen excerpts from: Rizvi, F. (2023) Globalization and Education; Prepare to discuss key ideas.
2. Neoliberal education reforms. The role of global organisations and their educational agenda (UNESCO, OECD, EC and the World Bank)	4		4				8	6	Read provided UNESCO, OECD, the World Bank, UNESCO or EC documents and discuss the prevailing education policies of each organisation. Read individually E. Carlquist or J. Phelps Neoliberalism and R. Kneyber On Neoliberalism and How It Travels. Prepare to discuss key ideas.
3. Education in post-socialist countries: modernisation reforms and its consequences	2		2				4	6	Read Chankseliani, M., & Silova, I. (2018). Introduction: Reconfiguring education purposes, policies and practices during post-socialist transformations: Setting the stage. In M. Chankseliani & I. Silova (Eds.), <i>Comparing post-socialist</i>

									<i>transformations: Purposes, policies and practices in education</i> (pp. 7–25). Symposium Books. Prepare to discuss key ideas.
4. Comparative education: meaning and objectives	4		4				8	6	Read Bray, M., Adamson, B., & Mason, M. (Eds.) (2014). <i>Comparative education research: Approaches and methods</i> , 1-11 p. Prepare to discuss key ideas.
5. Concepts and forms of internationalisation	2		4				6	12	Reading of given literature; preparation for discussion and summarising the results Research on forms of school internationalisation in different countries; preparation for their comparison
6. International comparative studies: PISA, TIMSS, PIRLS, TALIS	2		8				4	6	Read provided PISA, TIMSS, PIRLS or TALIS survey reports. Prepare to present and discuss the key results.
7. School development in selected countries			6				6	6	Reading of given literature; preparation for discussion and summarising the results
Total	18		30				48	82	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Classroom projects (cumulative assessment)	100	During the seminars	Classroom projects are conducted each week during the seminars (8 tasks in total are given throughout the semester). Each project is valued at 2 points maximum. The students should collect at least 10 points in total to obtain a maximum grade in the course. If less than 5 points are collected, the student must complete the project work (described below) to get a passing grade. If the student collects more than 5 points, the student can choose to do the project work but it is not mandatory. Assessment criteria for classroom projects: 2 points: actively participates in discussions and activities; responds to questions raised by others; formulates problems and questions of their own. 1 point: participates in discussions and activities; responds to questions raised by others. 0 points: hardly participates in discussions or attends less than 2/3 of the seminars.
Project work (provided as alternative assessment to supplement the classroom projects)	30	Throughout the semester	The students have to conduct a comparative analysis of two general education systems in different countries (the students are free to choose the countries of interest) and present it to the class. The structural requirements of the presentation are provided by the course instructors. The maximum amount of

			<p>points available in project work is 3 points.</p> <p>Assessment criteria for project work (each criterion is worth 1 point; all the criteria must be met to achieve the maximum amount of points):</p> <ol style="list-style-type: none"> 1. The structure of the project presentation is clear and logical, all the necessary structural parts are included and the length of presentation is appropriate (20-30 minutes) (1 point). 2. Appropriate methodology has been employed to conduct the comparative analysis; the analysis is specific and illustrative, scientific literature is included (1 point). 3. Oral presentation is clear and engaging; the ideas are reasonably presented and explained (1 point).
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Rizvi, F.	2023	Globalization and Education		Routledge
Kneyber, R.	2015	On Neoliberalism and How It Travels. Interview with Stepen Ball	Evers, J., Kneyber, R. (eds.). Flip the System: Changing Education from the Ground Up.	https://doi.org/10.4324/9781315678573
Carlquist, E., Phelps, J.	2014	Neoliberalism	T. Teo (ed.) Encyclopedia of Critical Psychology	https://doi.org/10.1007/978-1-4614-5583-7_390
Chankseliani, M., & Silova, I.	2018	Introduction: Reconfiguring education purposes, policies and practices during post-socialist transformations: Setting the stage.	Comparing post-socialist transformations: Purposes, policies and practices in education	Symposium Books
Bray, M., Adamson, B., & Mason, M. (Eds.)	2014	Comparative Education Research. Approaches and Methods	2014	Springer
Optional reading				
OECD	2023	Education at a Glance		OECD
UNESCO	2023	Global Education Monitoring Report		UNESCO
European Commission	2022	Education and Training Monitor 2022		EC
OECD	2023	PISA 2022 Results		OECD
OECD	2019	TALIS 2018 Results (Vol. 1)		OECD
IEA	2023	PIRLS 2021 International Results in Reading		Boston College
IEA	2020	TIMSS 2019 International Results in Mathematics and Science		Boston College
Waldow, F., Steiner-Khamsi, G. (eds.)	2019	Understanding PISA's Attractiveness. Critical Analyses in Comparative		Bloomsbury Publishing

		Policy Studies		
Klees, S. J. et al. (eds)	2012	The World Bank and Education: Critiques and Alternatives		Brill Sense
Hörner, W. et al. (eds.)	2015	The Education Systems of Europe		Springer
Steiner-Khamsi, G., Waldow, F. (eds.)	2012	Policy borrowing and lending in education		Routledge
Kennedy, K. J., Lee, Chi-Kin J. 8eds.)	2018	Routledge International Handbook of Schools and Schooling in Asia		Routledge