



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
School around the world	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: prof. Rimantas Želvys Other(s): dr. Makhabbat Kenshegalijewa (Leipzig university)** <i>In a non-recurring way, the course will also give place to theoretical and practical interventions of foreign researchers and experts in the field.</i>	Institute of Educational Sciences, Vilnius university

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

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Blended	Autumn semester	English

Requirements for students	
Prerequisites:	Additional requirements (if any): Group size no more than 20 students

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module): programme competences to be developed

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.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students learn to grasp world events from an educational viewpoint	Interactive lectures, reading assignment, workshop, discussions, self-reflection.	Written exam test.
Students learn to identify the special features of	Interactive lectures, reading	Written exam test. Project

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 develop comparative insights	assignment, workshop, discussions, self-reflection.	evaluation.
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.	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.	Written exam test. Project evaluation.

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Globalisation and internationalisation of education	2						2	6	Read individually chosen excerpts from: Rizvi, F. (2023) Globalization and Education. Prepare to discuss the key ideas.
2. Global organisations and their educational agenda: UNESCO, OECD, EC and the World Bank			2				2	6	Read individually chosen UNESCO, OECD, the World Bank, UNESCO or EC education reports. Prepare to present and discuss the prevailing education policies of each organisation.
3. International comparative studies: PISA, TIMSS, PIRLS, TALIS			4				4	6	Read individually chosen PISA, TIMSS, PIRLS or TALIS survey reports. Prepare to present and discuss the key results.
4. Education in post-socialist countries:	2						2	6	Read individually

modernisation reforms and its consequences									chosen excerpts from Silova, I. (ed) Post-Socialism is not Dead. Prepare to discuss the key ideas.
5. Neoliberal approach to schooling: formula funding, rankings, private tutoring, national testing and examination	2						2	6	Read individually chosen excerpts from Jones, B. M. A. and Ball, S. J. Neoliberalism and Education. Prepare to discuss the key ideas.
6. Concepts and forms of internationalisation (general)	2						2	6	Reading of given literature; preparation for discussion and summarising the results
7. Concepts and forms of internationalisation (respective countries)			12				12	6	Research on forms of school internationalisation in different countries; preparation for their comparison
8. Comparative education: meaning and objectives	2						2	6	Reading of given literature; preparation for discussion and summarising the results
9. School development in selected western countries	6						6	6	Reading of given literature; preparation for discussion and summarising the results
10. Project work			14				14	28	Working in groups: developing concepts for projects and implementing them in schools
Total	16		32				48	82	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Seminars	20	Throughout the semester	2 points: active participation in discussions and activities; responding to questions; formulating problems and questions. 1 point: participation in discussions and activities; responding to questions. 0 points: hardly participates in discussions or attends less than 2/3 of the seminars.
Project work	30	Throughout the semester	Project assessment criteria are as follows: 1. The structure of the project paper is clear and logical with all the necessary parts included, the paper is of appropriate length (1 point). 2. Analysis and generalisation of scientific literature; the intervention is tailored to a specific problem in a specific context; the chosen practical measures are reasoned and clearly described/illustrated (1 point). 3. Oral presentation is clear and interesting; the ideas are reasonably presented and explained (1 point).
Written exam test	50	End of the semester	The test includes 20 multiple choice questions. The questions are based on the assigned readings (self-study) and the materials provided during lectures and seminars. 0.25 points are given for each correct answer, and the student can get the max of 5 points.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsary reading				
Rizvi, F.	2023	Globalization and Education		Routledge
Jones, B. M. A., Ball, S. J. (eds)	2023	Neoliberalism and Education		Routledge
Silova, I. (ed)	2010	Post-Socialism is Not Dead: (Re)Reading the Global in Comparative Education		Emerald
Klees, S. J. et al. (eds)	2012	The World Bank and Education: Critiques and Alternatives		Brill Sense
Cowen, R., Kazamias A. M. (eds.)	2009	International Handbook of Comparative Education	Part I and II	Springer
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
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 Policy Studies		Bloomsbury Publishing