

HIED 6/76673
RESEARCH IN INTERNATIONAL AND COMPARATIVE HIGHER EDUCATION
(Research in the Administration of International Higher Education)
Spring 2014

Contact information for Dr. Merrill:

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- mmerril@kent.edu (Note: One “L” in my e-mail, two “Ls” in my name.)
- 330-672-0646 (E-mail is almost always a quicker way to reach me than is calling.)
- Spring office hours TBA

Class information:

- Tuesdays, 2:15 to 5
- The class currently is scheduled to meet in Nixon Hall 204. If a room becomes available in White Hall, we will move the class there. Nixon Hall is next to the Music and Speech building. See <http://www.kent.edu/campuses/maps/map.cfm> for a campus map.

Catalogue course description:

Examines and analyzes research related to higher education administration in the field of international and global education. Implications for application of findings for improvement of colleges and universities at home and abroad will be thoroughly discussed.

[As you will see from the Learning Outcomes, proposed readings, and week-by-week schedule listed below, the focus of the class will be broader than simply administration, and the class also will emphasize recent literature and the shifting paradigms and frameworks in international and comparative higher education.]

LEARNING OUTCOMES

Students who complete the course successfully will be able to:

1. Describe some of the major emerging issues in comparative and international education, and to analyze some of the implications of those issues for their professional practice. These issues include, but are not limited to, those mentioned in the week-by-week calendar listed below.
2. List some of the reasons why the comparative and international education fields are changing, and to support their opinions on where these changes fall on the continuum between cosmetic and profound.

3. Articulate some of the criteria by which a research article may be judged, and explain how these criteria may differ, depending upon whether the research is quantitative or qualitative; what the orientation of the researcher is; what the purpose of the study is (including whether it is academic research or applied); and who the audience is.
4. Explain the differences between exploratory, descriptive, and explanatory research; give examples of situations in which each may be appropriate; and explain how methodologies used may differ in each case.
5. Explain the connection between the research question asked and the methodology chosen.
6. Analyze how changing concepts and frameworks in the comparative and international education fields are changing not only the questions that researchers are asking, but also the methods used to search for answers (or further questions).
7. List major English-language sources of new research in comparative and international education.
8. Describe some of the orientations -- e.g. positivistic, constructivist, post-modern, post-colonial -- and theoretical frameworks researchers may use, and how those influence both what is researched and how it is researched.
9. Name some of the audiences for comparative and international education research and explain how the various audiences may influence the kind of research done.
10. Reflect on who funds and/or sponsors international and comparative education research and how that may influence what is researched.
11. Name some specific topics and questions that they believe need further research, explain why those topics need further work, locate sources of relevant literature, and propose a design for answering a question connected with one or more such topics.
12. Exhibit increased skills in providing substantive and constructive feedback to a peer on his or her scholarly work.

Sources for readings (preliminary):

- Adams, L. L. (1999) The Mascot Researcher: Identity, Knowledge, and Power in Fieldwork. *Journal of Contemporary Ethnography* vol. 28, No. 4, pp. 331-363
- Anderson-Levitt, K. M., ed. (2003) *Local Meanings, Global Schooling* New York and Hampshire, England: Palgrave MacMillan
- Appadurai, A. (2000) Grassroots globalization and the research imagination. *Public Culture* 12 (1), 1-19
- Appiah, K. A. (2006) *Cosmopolitanism: Ethics in a World of Strangers* New York and London: W.W. Norton

- Baker, D. P. and LeTendre, G. K. (2005) *National Differences, Global Similarities: World Culture and the Future of Schooling* Stanford, CA: Stanford University Press
- Brandenburg, U. and de Wit, H. (2011) The End of Internationalization. *International Higher Education*. No. 62, Winter 2011
http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/IHEpdfs/ihe62.pdf
- Bray, M., Adamson, B., and Mason, M. (2007) *Comparative Education Research: Approaches and Methods* Hong Kong: Comparative Education Research Centre, University of Hong Kong and Springer
- Clarke, A. E. (2003) Situational Analyses: Grounded Theory Mapping After the Postmodern Turn. *Symbolic Interaction* vol. 26, no. 4, pp. 553-576
- Croom, P. W. (2012) Internationalization and Institutional Strategy. *AUDEM: The International Journal of Higher Education and Democracy* vol. 3 pp. 99-119
- Deardorff, D., et al., eds. (2012) *The Sage Handbook of International Higher Education* Los Angeles and London: Sage
- DeSoto, H. and Dudwick, N. (2000) *Fieldwork Dilemmas: Anthropologists in Postsocialist States* Madison: University of Wisconsin Press
- Dolby, N. and Rahman, A. (2008) Research in International Education. *Review of Educational Research* vol. 78, No. 3, pp. 676-726
- EAIE (2013) *Handbook on Internationalisation of Higher Education* (online password-protected resource)
- Egron-Polak, E. and Hudson, R. (2010) *Internationalization of Higher Education: Global Trends, Regional Perspectives (IAU 3rd Global Survey Report)* Paris: International Association of Universities
- International Association of Universities. (2012) Affirming Academic Values in Internationalization of Higher Education: A Call for Action. http://www.iau-aiu.net/sites/all/files/Affirming_Academic_Values_in_Internationalization_of_Higher_Education.pdf
- Jones, E. ed (2010) *Internationalisation and the Student Voice: Higher Education Perspectives* New York and London: Routledge
- Jones, E. and Brown, S. (2007) *Internationalising Higher Education* New York and London: Routledge
- Knight, J. (2008) *Higher Education in Turmoil: The Changing World of Internationalization* Rotterdam and Taipei: Sense Publishers
- Lane, J. E. and Kinser, K., eds. (2011) Multinational Colleges and Universities: Leading, Governing, and Managing International Branch Campuses. *New Directions for Higher Education* No. 155, Fall 2011
- Lawn, M. and Grek, S. (2012) *Europeanizing Education: Governing a New Policy Space* Oxford, UK: Symposium Books
- Li, J. (2012) *Cultural Foundations of Learning: East and West* Cambridge and New

- York: Cambridge University Press
- Merrill, M. C. (2010) Public Good, Private Good, Positional Good: Globalization and Paradigms of Purposes in US Higher Education. *AUDEM: The International Journal of Higher Education and Democracy* vol. 1 pp. 47-64
- Merrill, M. C. (2012) "This rethinking exercise is about reinserting the values": An Interview with Eva Egron-Polak, Secretary-General of the International Association of Universities. *AUDEM: The International Journal of Higher Education and Democracy* vol. 3, pp. 164-177
- Mills, D. and Morton, M. (2013) *Ethnography in Education* London: British Educational Research Association and Sage
- Neuman, W. Lawrence. (1991) *Social Research Methods* Boston: Allyn and Bacon
- Paulston, R. ed. (1996) *Social Cartography: Mapping Ways of Seeing Social and Educational Change* New York and London: Garland Publishing, Inc.
- Phillips, D. and Ochs, K. (2004) Processes of policy borrowing in education: Some Explanatory and analytical devices. *Comparative Education* 39 (4) 451-461
- Rapplee, J. (2012) *Educational Policy Transfer in an Era of Globalization: Theory – History – Comparison* Frankfurt am Main: Peter Lang GmbH
- Rauhvargers, A. (2011) *Global University Rankings and Their Impact* Brussels: European University Association
- Resnik, J. ed. (2008) *The Production of Educational Knowledge in the Global Era* Rotterdam and Taipei: Sense Publishers
- Rumrill, R., Fitzgerald, S., and Ware, M. (2000) Guidelines for evaluating research articles. *Work*. pp. 257-263
- Salmi, J. (2009) *The Challenge of Establishing World-Class Universities* Washington, DC: The World Bank
- Sassen, S. (2008) *Territory, Authority, Rights: From Medieval to Global Assemblages* (Updated edition) Princeton and London: Princeton University Press
- Silova, I. ed. (2010) *Post-Socialism Is Not Dead: (Re)Reading the Global in Comparative Education* Bingley, UK: Emerald Group Publishing
- Silova, I. and Steiner-Khamsi, G. (2008) Introduction: Unwrapping the post-socialist education reform package. In I. Silova and G. Steiner-Khamsi, eds. *How NGOs React: Globalization and Education Reform in the Caucasus, Central Asia, and Mongolia* (pp. 1-42) Bloomfield, CT: Kumarian Press
- Sovic, S. and Blythman, M. eds. (2013) *International Students Negotiating Higher Education: Critical Perspectives* London and New York: Routledge
- Steiner-Khamsi, G., ed. (2004) *The Global Politics of Educational Borrowing and Lending* New York and London: Teachers College Press
- Unterhalter, E. and Carpentier, V. (2010) *Global Inequalities and Higher Education: Whose interests are we serving?* London and New York: Palgrave MacMillan
- Vande Berg, M., Paige, R. M., and Lou, K. H., eds. (2012) *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do*

- About It* Sterling, VA: Stylus
- Van Gaalen, A. ed. (2010) *Internationalisation and Quality Assurance* Amsterdam: EAIE
- Vavrus, F. and Bartlett, L. (2009) *Critical Approaches to Comparative Education: Vertical Case Studies from Africa, Europe, the Middle East, and the Americas* New York: Palgrave MacMillan
- Watson, K., ed. (2001) *Doing Comparative Education Research: Issues and Problems* Oxford, UK: Symposium Books
- Wooden, A. E., Aitieva, M., and Epkenhans, T. (2009) *Revealing Order in the Chaos: Field Experiences and Methodologies of Political and Social Research on Central Eurasia*. In A.E. Wooden and C. H. Stefes, eds. *The Politics of Transition in Central Asia and the Caucasus: Enduring Legacies and Emerging Challenges* London and New York: Routledge

Book recommended for purchase:

- Bray, M., Adamson, B., and Mason, M. (2007) *Comparative Education Research: Approaches and Methods* Hong Kong: Comparative Education Research Centre, University of Hong Kong and Springer
- ISBN 10: 962 8093 53 3
- ISBN 13: 978 962 8093 53 3
- Do *not* buy this directly from Springer, where the cheapest option is \$259! Amazon has Kindle and paperback options in the \$35 range as of mid-October 2013. Or try <http://www.allbookstores.com/book/compare/9628093533> to comparison shop dozens of bookstores.

MAJOR TOPICS OF STUDY

- Week 1 – January 14
 - Introduction to the course
- Week 2 – January 21
 - Changing paradigms in Comparative Education: Rethinking what's compared
- Week 3 – January 28
 - World culture theory and local meanings of globalized discourses
- Week 4 – February 4
 - Educational policy transfer
- Week 5 – February 11
 - Commercialization of higher education, shadow education, and trade-related education, including GATS
- Week 6 – February 18

- The changing role of the nation-state in higher education; international branch campuses and global learning cities; the “world-class university” movement; rankings and their impact
- Week 7 – February 25
 - Whose interests are being served in internationalization of higher education institutions?
- Week 8 – March 4
 - Internationalization and the modification of missions in higher education
- Week 9 – March 11 – CIES – NO CLASS
 - Comparative and International Education Society conference in Toronto
 - <http://www.cies.us/2014/> Consider going – you will learn a lot and make good professional connections!
 - Interim research designs shared with peer reviewers
- Week 10 – March 18
 - “The end of the internationalization” (Brandenburg and de Wit), the diffusion of internationalization functions throughout the institution, and distinguishing between means and ends
- Week 11 – March 25 – SPRING BREAK
- Week 12 – April 1
 - “International students” – a conceptual category that has outlived its usefulness?
 - “International students” – from strategies for assimilation to celebrating the differences?
- Week 13 – April 8
 - Education abroad
 - A conceptual category that has outlived its usefulness? (Except, perhaps, in the US?)
 - What does “abroad” mean in an era of regionalization (e.g. the European Higher Education Area), world-class universities, and international branch campuses?
 - The new US focus on “intervening in the learning” of students abroad
- Week 14 – April 15
 - How to study international and comparative higher education in a postmodern era
 - Epistemology and perspective-taking: how do you know what you know?
- Week 15 – April 22
 - Student presentations
- Week 16 – April 29
 - Student presentations

MAJOR ASSIGNMENTS

1. Article analysis:
 - a. Choose an article from a source such as the CER Bibliography, *Comparative Education Review*, *Comparative Education*, *Compare*, *European Education*, *Journal of Studies in International Education*, *Frontiers*, or other scholarly journals in comparative and international education.
 - b. Analyze that article in terms of its research question, conceptual framework, literature review, research methodology, findings, discussion, and suggestions for future research.
2. Research question and annotated bibliography
 - a. Write a question in comparative or international education you are interested in researching.
 - b. Find at least ten sources that are relevant to your question that have been published in scholarly journals since 2000. (You may include one or two foundational articles or documents that were published before 2000, but emphasize contemporary issues and emerging research.)
 - c. Annotate each source that you have found: why is this a relevant article? What does it contribute to your understanding of the issues involved in your research question?
3. Method analysis and reflexive considerations
 - a. Determine what research method or methods will allow you to answer your research question, including, if relevant, from whom and from how many participants you will obtain information.
 - b. As part of this determination, analyze yourself:
 - i. What skills do you have and not have (e.g. knowledge of statistical analyses or relevant languages) that will affect your ability to research this question?
 - ii. What positions do you hold that might affect your approach to this question?
 1. Achieved: education level, professional position, relevant affiliations and friendships, etc.
 2. Ascribed or demographic descriptors: gender, age, race and ethnicity, religion, etc.
4. Research design
 - a. Interim and final design, including your introduction/conceptual framework, research question, literature review, method analysis, and reflexive considerations.
5. Peer review (mid-semester and final)

- a. Provide constructive questions and feedback to a peer on his or her research design.
6. What I have learned (mid-semester and final)
- a. Mid-semester and end-of-semester analysis of your learning from the course.