

シラバス参照

科目名/Subject	学校教育論概論
曜日・講時/Day/Period	前期 火曜日 4講時 その他
単位数/Credit(s)	2
担当教員/Instructor	劉 靖
担当教員(所属)/Instructor (Position)	
科目ナンバリング/Course Numbering	-
使用言語/Language Used in Course	
メディア授業科目/Media Class Subjects	
主要授業科目/Essential Subjects	

授業題目/Class subject	International Education and Development: An Introduction
授業の目的と概要/Class and Summary of Class	<p>This course covers a wide range of knowledge and discussion about international education and development. It aims at enhancing students' understanding of basic knowledge and up-to-date discussion on international education and development towards 2030 and beyond. It will begin with mapping paradigm shifts of international education and development before and after WWII, after which theories of development and the role of education in these theories will be reviewed. Then, it will introduce key themes of international education and development and raise discussion on these issues both in developed countries and developing countries. In the final stage of the course, the history of international cooperation in education and development and newly emerging models for education and sustainable development will be introduced and discussed.</p> <p>Students will engage in discussion about assigned readings and share their opinions and reflections that link to selected themes on international education and development in class. Then, featured guest speakers from international organizations and new emerging donor countries will share experiences and discuss the achievements and challenges of international cooperation in educational development. Finally, students are invited to select themes related to international education and development for written assignments and presentations.</p>
学習の到達目標/Goal of study	<p>Goals of course are to enable students to:</p> <ol style="list-style-type: none"> (1) obtain comprehensive knowledge about international education and development. (2) hold a comparative perspective on issues in international education and development at both global and local levels. (3) enrich practical experiences in educational development and social change (4) enhance mutual understanding and communication about education and development between participants from different cultures and backgrounds.
授業内容・方法と進捗予定/Contents and progress schedule of the class	<p>In principle, the course will be conducted in face-to-face style.</p> <p>In case there is a shift to online class, announcement will be made in advance.</p> <p>Session 1 to 8 will be jointly held with Tsinghua University, Chulalongkorn University, and Beijing Foreign Studies University in a hybrid model on Tuesday 4th period. Students of Tohoku University will join the class in person. And students of Tsinghua University and other universities will join the class online.</p> <p>Part I Paradigm shift Session 1: Introduction: Development, sustainability, and Education: Pathways since the 20th Century</p> <p>Part II Theories of development Session 2: Development Theories 1 The liberal capitalist paradigm The Marxist paradigm Postcolonialism Liberal egalitarianism Radical humanism Post-Development Theories Post-Development theory Feminism Environmentalism De-growth/Slow down</p> <p>Session 3: Southern theory</p> <p>Part III International cooperation in education and development Session 4: History, organization, and partnership Session 5: UNESCO and international cooperation for futures of education and development Session 6: Newly emerging donors & South-South Cooperation for educational development Session 7: Partnership & social innovation in higher education for sustainable development Session 8: Mid-term presentation & reflection</p> <p>Part IV Key themes Session 9: Global education reform movement (GERM) Session 10: Inequalities in education</p>

	<p>Session 11: Family and community engagement with education Session 12: Teachers and teacher education Session 13: Higher education and development Session 14: New technologies, future education, and development</p> <p>Part V Summary Session 15: Final presentations & Reflection</p>																																																																													
<p>成績評価方法 /Evaluation method</p>	<p>Participants will be evaluated comprehensively through the following perspectives, 1. participation and engagement (30%) 2. Group works (20%) 3. Weekly reflection (20%) 4. Final presentation and report (30%).</p> <p>Absence without prior approval is subject to negative evaluation. Absence three times is subject to fail the course. Weekly reflection no-submission two times is subject to fail the course.</p>																																																																													
<p>教科書および参考書 /Textbook and references</p>	<table border="1"> <thead> <tr> <th>No</th> <th>書名</th> <th>著者名</th> <th>出版社</th> <th>出版年</th> <th>ISBN/ISSN</th> <th>資料種別</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>『The Companion to Development Studies 3rd Edition』</td> <td>Desai, V., & Potter, R. B.</td> <td>Routledge</td> <td>2014</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>『Education & National Development: A Comparative Perspective 2nd Edition』</td> <td>Fagerlind, I., & Saha, L. J.</td> <td>Pergamon Press</td> <td>1989</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>『Education and International Development: An Introduction』</td> <td>McCown, T., & Unterhalter, E.</td> <td>Bloomsbury</td> <td>2015</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>『Routledge Handbook of International Education and Development』</td> <td>McGrath, S., & Gu, Q. (Eds.)</td> <td>Routledge</td> <td>2016</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>『Global Education Monitoring Report: Non-state actors in education: who chooses? Who loses?』</td> <td>UNESCO</td> <td>UNESCO</td> <td>2021</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td>『Learning as Development: Rethinking International Education in a Changing World』</td> <td>Wagner, D. A.</td> <td>Routledge</td> <td>2018</td> <td></td> <td></td> </tr> <tr> <td>7.</td> <td>『Reimagining Our Futures Together: A new social contract for education』</td> <td>UNESCO</td> <td>UNESCO</td> <td>2021</td> <td></td> <td></td> </tr> <tr> <td>8.</td> <td>『Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education』</td> <td>Wulff, A.</td> <td>Brill Sense</td> <td>2020</td> <td></td> <td></td> </tr> <tr> <td>9.</td> <td>『Development and Social Change: A Global Perspective 7th Edition』</td> <td>McMichael, P., & Weber, H.</td> <td>SAGE Publications Ltd</td> <td>2022</td> <td></td> <td></td> </tr> <tr> <td>10.</td> <td>『The Global Fourth Way: The Quest for Educational Excellence.』</td> <td>Hargreaves, A., & Shirley, D.</td> <td>Corwin</td> <td>2012</td> <td></td> <td></td> </tr> </tbody> </table>	No	書名	著者名	出版社	出版年	ISBN/ISSN	資料種別	1.	『The Companion to Development Studies 3rd Edition』	Desai, V., & Potter, R. B.	Routledge	2014			2.	『Education & National Development: A Comparative Perspective 2nd Edition』	Fagerlind, I., & Saha, L. J.	Pergamon Press	1989			3.	『Education and International Development: An Introduction』	McCown, T., & Unterhalter, E.	Bloomsbury	2015			4.	『Routledge Handbook of International Education and Development』	McGrath, S., & Gu, Q. (Eds.)	Routledge	2016			5.	『Global Education Monitoring Report: Non-state actors in education: who chooses? Who loses?』	UNESCO	UNESCO	2021			6.	『Learning as Development: Rethinking International Education in a Changing World』	Wagner, D. A.	Routledge	2018			7.	『Reimagining Our Futures Together: A new social contract for education』	UNESCO	UNESCO	2021			8.	『Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education』	Wulff, A.	Brill Sense	2020			9.	『Development and Social Change: A Global Perspective 7th Edition』	McMichael, P., & Weber, H.	SAGE Publications Ltd	2022			10.	『The Global Fourth Way: The Quest for Educational Excellence.』	Hargreaves, A., & Shirley, D.	Corwin	2012		
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<p>授業時間外学習 /Preparation and Review</p>	<p>1. The session time is limited, and therefore self-directed learning is essential. Students are encouraged to prepare and review for each class by individuals and groups. 2. Students are encouraged to collect information and topics related to the class's content using newspapers, books, the internet, and other resources.</p>																																																																													
<p>実務・実践的授業 /Practical business ※○は、実務・実践的授業であることを示す。 /Note: "○" Indicates the practical business</p>																																																																														
<p>その他 /In addition</p>	<p>1. Google Class code: oq4oett 2. The 1st session will start at 14:40 on April 9, 2024. Those who plan to take course, please contact Dr. Jing Liu by jing.liu.e8@tohoku.ac.jp by April 8, 2024. 3. In principle, this course will be conducted in person. Special arrangement can be provided based on request/consultation with Dr. Jing Liu in advance. 4. Office hour: Monday 16:30-17:30, appointment is required. 5. Email of the instructor in charge: jing.liu.e8@tohoku.ac.jp</p>																																																																													
<p>更新日付 /Last Update</p>	<p>2024/03/04 08:37</p>																																																																													

1単位の授業科目は、45時間の学修を必要とする内容をもって構成することを標準としています。1単位の修得に必要な学修時間の目安は、「講義・演習」については15～30時間に授業および授業時間外学修(予習・復習など)30～15時間、「実験・実習及び実技」については30～45時間の授業および授業時間外学修(予習・復習など)15～0時間です。

One-credit courses require 45 hours of study. In lecture and exercise-based classes, one credit consists of 15-30 hours of class time and 30-15 hours of preparation and review outside of class. In laboratory, practical skill classes, one credit consists of 30-45 hours of class time and 15-0 hours of preparation and review outside of class.

