

EDTC804 Dr. Shamburg

Assignment: Comparative ED. via Three Dimensions

Response

Comparative Education

The interconnecting of societies through the dynamic ideal of Comparative Education, in which, educational systems combine their policies and practices with the intention of enlightening people around the Globe. The concept of this International Education focuses on three dimensions: Scientific, Pragmatic, and Global entities.

Scientific Dimension develops into a theory that connects educational frameworks with worldwide societal issues. These worldwide scientific ideologies give a range of ideals that support comparative studies. For example, when considering the social return on investment, the idea that one's education is more important than their family dynamics holds true, except in nonindustrial societies where there are multiple socioeconomic disparities.

Pragmatic Dimension warrants the prospect of one country's educational system at the disposal of another country. The distinctive education systems can be a tick-for-tack trade-off, where one or both countries receive socioeconomic advantages. For example, in 2019 because of a teacher shortage, the US recruited teachers from India, the Philippines, and some South American nations.

Global Dimension emphasizes how International Education affects the international economy. Not to be confused with Global Education. The difference lies in one's mindset, International Education focuses on the specific nation's impact on understanding the world they live in, and what they have in common with the rest of the world. For example, Dealing with the common effects of gender bias around the world. Global Education targets more closely towards the nation's understanding of their socioeconomic impact across the world. For example, how their response to gender bias is seen by the world.

Reference

Arnové, R. F. (2013). Introduction: Reframing comparative education: The dialectic of the global and the local. In R. F. Arnove, C. A. Torres, and S. Franz (Eds.), *Comparative education: The dialectic of the global and the local* (pp. 1-11). 4th Ed. Lanham, MD: Rowman and Littlefield

Assignment: Introductions

Response

Hello,

I enjoy hard work and having my priorities where they need to be. I'm a want-to-be perfectionist, so I hate making errors. I get really down on myself when I make errors. For example, I went to the NJCU bookstore last week and per the bookstore clerk, I purchased books for EDTC 804 and EDTC 805. I ended up getting books that I didn't need for the course. I spent three days reading *Everything Bad Is Good For You*, by Steven Johnson. This is a really good book. It's a great book. I recommend the

read, but I don't need it for the Fall courses. I can't say I wasted three days of my life reading the book because it was so informative, but I consider the purchase an error. The book gave me a totally different perspective on allowing my 10-year-old son to play video games. I've gained so much knowledge and perspective about culture and the term Sleeper Curve. Nonetheless, I can easily write Dr. Shamburg's 1500-word paper on the errors I've made so far in this EdD program, and I'll beat myself up with every sentence.

Assignment: The five relationships of paradigm

Response

The five relationships of paradigms

Liberal Egalitarian and Postcolonial are not just connected, they are bonded like a tree to its roots. Even though, America's laws support Egalitarianism the ambiguities behind enforcing these laws came with a measure of disingenuousness. Egalitarian contradictions were brought to light in America when it was first colonized. The discrepancy with Egalitarians in the nineteenth century thrived due to inequality in America's culture. The wealthiest people controlled the land's resources, in addition to helping push the Legislative Government to develop laws to disparage minorities, women, and other denounced groups (Wilentz, 2016). The counter-productivity of egalitarianism has grown vigorously in America from its beginning through Modernism.

Liberal Capitalist and Marxist are two ideological models with opposing concepts. A capitalist society is fundamentally defined by the notion of personal decision-making, community building, and property ownership. On the other hand, in a Marxian society, people care about their own self-interest and political wealth, and they don't bother themselves with economic growth (Strain, Veuger, 2016).

Humanism connects to liberal equalitarians, postcolonial, liberal capitalist, and Marxist through music, art, science, literature, wisdom, poetry, Christianity, etc....

References

Humanism. <https://www.britannica.comhttps://www.britannica.com/topic/humanism>

Sean Wilentz, The Politicians & The Egalitarians, 2016

Micheal Strain, Stan Veuger, Economic Freedom and Human Flourishing, 2016

Assignment: Please name the country that you wish to do your enviromental scan on. Please read the other posts before posting...everyone should have a different country.

Response

Tunisia

From the motherland of Africa – Tunisia

Assignment: China and Singapore, what are the salient similarities and differences in the approaches that Singapore and China took to 21st Century Competencies?

Response

China and Singapore

Similarities: Both countries have an outstanding record in educating their youth. In the book *Teaching and Learning for the Twenty-First Century* both countries are pointed out for their educational equity issues. In Singapore it states, “place more emphasis on co-curricular activities as measures to infuse twenty-first century competencies,” in turn, expanding the division - amidst the upper and lower echelon of students. In China, its stated that the government is responsible for funding low-achieving areas, “education is provided to all school-age children with no tuition or fees - Free textbooks and subsidies to disadvantaged students.” Which leads to, “cutting-edge experimentation and innovation, including curriculum and pedagogy reform relating to twenty-first-century competencies.” Reading between the lines, both countries do not mention their students on the bottom of their educational totem pole – the disabled. Singapore and China both have a “dual education two-track system,” [chat gpt 4 using bing - Search](#), & [Experts of the Committee on the Right of persons with disabilities commend Singapore - Search \(bing.com\)](#) were disabled students do not have access to standard education. These discriminating practices and the methodical segregation do not show up on China’s or Singapore’s PISA scores. I tend to wonder, if these countries treated all their young people equitably would the world view them differently.

Differences: Singapore’s future initiatives for educational reform includes ideals from both educational professionals and government political powers. Therefore, the country has a better chance for all children to be included within educational policies. For example, the Marrakesh Treaty ratification along with other ambitiousness - advocates equal right for the disabled population. On the other hand, in China all educational pedagogical activities, i.e., twenty-first-century competencies, must pass through Beijing; allowing their cultural isolation practices to continue to deny exposure of their discriminatory exclusion of their disabled population.

References

Fernando Reimers & Connie Chung, 2016, *Teaching and Learning for the Twenty-First Century*

Assignment: Chile & Mexico, what are the salient features of Chile and Mexico's trajectory and character of twenty-first-century education?

Response

John Sargent Iii

RE: Chile & Mexico

Author: John Sargent Iii **Date:** Friday, November 10, 2023 8:38:29 PM EST **Subject:** Chile & Mexico

Chile was ruled by a junta (a military dictatorship) between 1973 – 1990, led by Gen. Augusto Pinochet Ugarte. He imposed a terror campaign that had thousands executed and tortured. Chile was submerged into a police state. Pinochet's siege was overturned in 1998, (Funk & Wagnalls).

Twenty-first-century competencies initiation into Chile's educational system exuded Pinochet's rule. Chileans dealt with massive socioeconomic deterioration causing extreme difficulties throughout their education system. The most noticeable elements of Chile's path forward were rooted in pessimistic overtones. Table 1 below lists words and phrases highlighting the pessimistic overtures of Twenty-first-century competencies in Chile.

Table 1

Words and phrases used as themes for the category pessimism.

• main difficulties	• very limited
• several hurdles	• school failing and closures
• weakness	• tolerate frustrations
• clearly biased	• very narrow learning goals
• relevant restrictions	• unbalanced priorities
• unbalanced domains	• undermined relevance
• unevenly addressed	• lose strength
• distrust	• school improvement
• criticized the facts	• results were highly disappointing
• problematic	• does not have a professional teaching body
• debatable	• misalignment with the curriculum
• false clarity curriculum	• teachers having limited and superficial knowledge of the
• not very effective	• limitation of autonomy • bias in the curriculum reform
• scarcely communicated	• difficult for teachers to translate the pedagogical message
• very unfamiliar understand	• textbooks of low quality, incomprehensible, and difficult to
• not oriented around	• math textbooks with few exercises
• several implemented weaknesses	• Language textbooks had insufficient reading

- distrust in national government counterparts worldwide
- Chilean student scored significantly below their counterparts worldwide

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From the mid to the middle of the nineteenth century Mexico's constitution recommended provisions to educate the masses. After Mexico's independence from Spain, until the end of the American - Mexican war political changes in Mexico had initially not supported public education, (Funk & Wagnalls). Over a century later " constitutional amendments aimed to increasing government control over resources devoted to public education, (Cardenas). Economic and societal growth in Mexico over the past hundred years has spearheaded Mexico's twenty-first-century competencies positive tones of optimism. Table 2 below shows the themes of Mexico zeal.

Table 2

Words and phrases used as themes for the category optimistic

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- | | | | |
|---|---------------------------|--------------------------|--------------|
| • consensus | • deliberation | • new learning goals | • inclusion |
| • relevant competence | • new theories | • new products | • commitment |
| • new knowledge
employment | • increase accountability | • mandatory attendance | • obtain |
| • personal efficiency
the arts | • emotional intelligence | • social desirability | • appreciate |
| • positive perception | • economic development | • potential employees | • creativity |
| • welcoming environment
democratic participation | • public dialogue | • technological literacy | • |
| • communicate clearly
possession of specific knowledge | • genuine participation | • training for jobs | • |
- development of intelligence
 - increase in school effectiveness
 - teacher professional development
 - better educational interventions
 - prepare for a globalize society
 - balanced of perspective
 - demand new competencies
 - promote healthcare and wellbeing
 - promoting self-monitoring
 - using technology to communicate
 - collect information and create knowledge to survive
 - working collaboratively in school communities
 - fostering 21CC in the classroom
 - students in all schools attain new competencies
 - education is intended to foster innovation

The educational cultures of both Latin societies above begin after or during a battle-weary conflict. Their citizenry went through a tremendous rebuilding process while developing their educational systems. Their contrasting tones (pessimism and optimism), towards twenty-first-century competencies are staggering and quite telling.

References

Cristian Bellei & Liliana Morawietz, 2016, Teaching and Learning for the Twenty-First Century

Sergio Cardenas, 2016, Teaching and Learning for the Twenty-First Century

Funk & Wagnalls Encyclopedia, vol. 6 & 17

Assignment: What stands out in India's experience moving to 21st Century education?

Response

India

It astonishes me that the caste system is vastly underscored. This system has been a major part of India's culture for 3000 years. Nonetheless, it was outlawed 27 years ago but still, it reclaims the minds and souls of India's inhabitants. [The struggle to challenge India's caste system remains real, still - ABC News](#). This is why one can say that educational stakeholders in India are at odds when it comes to twenty-first-century competencies. For example, "NCF2005 focuses on a head, heart, and hands drive that addresses India's need to inculcate the value of dignity of labor and reduce intellectual class and caste divisions"; clearly insinuating that the leadership (upperclassmen) in India are making efforts to entice their lower echelon citizens to move towards twenty-first-century competencies, (Natraj, Jayaram, Contractor, & Agrawal). In contrast, "Integrating basic technology training in education according to children's local socioeconomic context so that they can practice in their own surroundings and achieve self-sufficiency is the inspiring idea behind this initiative", (Natraj, Jayaram, Contractor, & Agrawal). This shows that the lower-echelon citizens in India can help themselves move toward twenty-first-century education.

References

Fernando Reimers & Connie Chung, 2016, Teaching and Learning for the Twenty-First Century

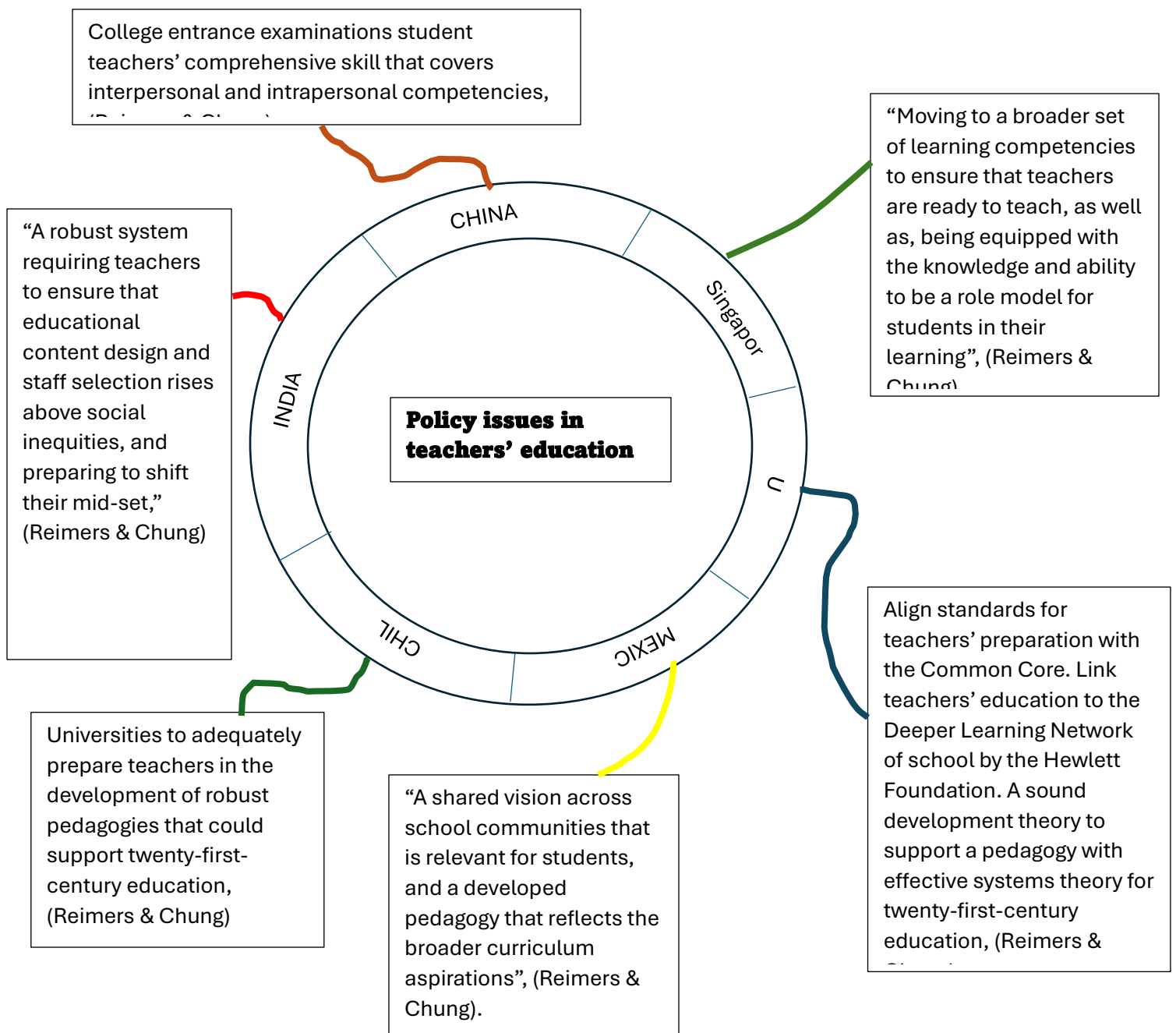
Assignment: Global development, what are the major global policy issues in teacher education, recruitment, and development?

Response

Teacher Education

Teacher preparation is the centerpiece of policies that target teacher education, Figure 1 below gives the details of each country's teacher education.

Figure 1



Teacher Development

All countries involved have policies that vary in reference to teacher development. Either “organizational of civil society development programs, local pilot programs, or non-governmental organizations that produce teacher profession development programs,” (Reimers & Chung).

Nonetheless, teacher development, or the lack thereof does not explain the importance of perseverance in the context of twenty-first-century competencies. Perseverance is an essential trait and needs to be explained developmentally to establish the context in reference to twenty-first-century education. “Perseverance is the ability to continue on with something even though it is difficult,” [Teaching Perseverance in the Classroom - Heart and Mind Teaching](#). None of the countries researched explained the teacher development aspect of their foundational educational pedagogy, (Reimers & Chung pg. 241).

Teacher Recruitment

In the US, teacher recruitment coincides with new-coming teachers having experience in twenty-first-century competencies, (Reimers & Chung). Also, the educational system's involvement with parents embroils twenty-first-century intrapersonal and interpersonal competencies. The cultural awareness of teachers assumes parents want to continuously learn. They influence parents to be involved and often recruit them as school helpers. This collaborative teamwork simulates the student’s cognition. "Whether parents are willing to come to schools is largely dependent on the parent's attitude towards education," (Banks & Banks). Singapore's educational system has a particular relationship with their community members, in which, "parents are strong supporters of assessment milestones and national examinations" (Reimers & Chung).

References

Fernando Reimers & Connie Chung, 2016, Teaching and Learning for the Twenty-First Century

James Banks & Cherry McGee Banks, 2005, Multicultural Education Issues and Perspectives

Assignment: Salient Issues, What are the salient issues of global higher education? Which ones do you see as interesting or important to your interests?

Response

Liberalism changed the trajectory of the US; when the wealthy highly educated entrepreneur Charles Koch decided to pour millions of dollars into a campaign that exposed corruption in the oil industry. He had a personal quest but was uncertain where he was headed. He understood that entrepreneurs were underrecognized and overcontrolled, “he visioned what society might become if entrepreneurs were freed from government interference,” (MacLean). He promoted, “self-responsible, individual freedom, world peace, social progress, and free of coercion,” - social impact outcomes . He was one of the five richest men in the US, and he used his spending power to gain political influence,” (MacLean).

Consequently, because of Koch, liberalism became connected with politics and economic liberties. Nonetheless, after WW II liberalism became synonymous with the term “New Deal”, which gave Americans “hope” “faith”, and a “cause larger than themselves”, “The influence of the New Deal led postwar planners to focus on programs of social insurance to guard against economic failure, unemployment, illness, and old age,” (Gerstle) - social consequences. This set the stage for free-market politics which gave an impending future to modern liberalism – Neoliberalism. Under this political ideology, higher-educated students became a commodity for colleges and universities, therefore, allowing for these schools to embark on a bidding process for these decidedly prospective students, (Gerstle).

As stated above “freed from government interference,” - gives credence to neoliberalism, which allowed states to defund educational institutions. Causing colleges and universities to increase their learning costs which in turn allowed schools to pass their financial payload over to students. This interest me because because of the contradictory affects of students given governmental school debt cancellations.

Globe Educational institutions became closely associations with big businesses to a point where they mirrored some industrial organizational practices. For example, condensing their adjunct staffing and getting rid of tenureship, (Fish). The social cost of the above example is equal to private cost plus external cost, www.enhancetuition.co.uk. Private cost allows educational institutions to save by not having to give their adjunct staffers health insurance or paid leave. External cost crops up when adjunct staffers acquire illness that take them away from teaching. For example, if an adjunct staffer needs

paternity leave they will have find ways to pay for medical expenses and support when the child arrives. Situations like this has a huge social impact that deeply affects all parties. In affect, "Neoliberalism has a vision of a weak state. A society that lets the "invisible hand" of the free market guide all aspects of its form of social interaction," (Parkay, Hess).

References

Gary Gerstle, 2022, The Rise and Fall of the Neoliberal Order

Nancy MacLean, 2007, Democracy in Chains

Forrest Parkay & Glen Hass, 2000, Curriculum Planning

Stanley Fish, 2009, Neoliberalism and Higher Education, The New York Times

Assignment: Post any insights, questions or ideas you have about education and refugees, displacement, and conflict zones.

Response

Refugees/Migrant

The article written by Maggie Tookey, "Inside a Syrian refugee camp: Education is the only hope for children.)" is a very heart felt piece. It reminds me that education is a human rights issue. Reading the piece, I had recollections of the migrant problems going on in our backyard. As you might know, refugees are considered different from migrants; The two can be equated, especially, when there have been 120,000 migrants bused to New York in the past 3 months – 100,000 of them seeking asylum, (chalkbeat.org). Note: Even though most media outlets consider this a migrant problem, migrants don't seek asylum – refugee do. Nonetheless, 19,000 of these newly arrived New Yorkers are enrolled in school. Mayor Adams of New York is lobbying Washington for financial assistance, yet he should be lobbying the United Nations. Adams is budgeting around 12 billion US dollars for the next three years to help with the crisis, (NYC.org). The United Nations budget is estimated at 25.8 billion by years end, and the US voluntarily contributed 12.1 billion of that projected amount, (pbs.org). Lobbying the United Nations on human rights issues might be helpful in getting the needed funds from Washington.