



Stockholm
University

Department of Education

International Higher Education: Comparative Perspectives

Master's Course

IPA461/PEA469

Autumn Semester 2019 (7.5 ECTS)

Course Requirements and Grading

I. General Introduction

1.1 Course content

(from syllabus)

This course explores the changing role of higher education in a globalised society. The course engages with theory, policy and practice of internationalisation as a process of globalisation and its interrelationship across structural, organisational, academic and curricular boundaries. Participants will gain knowledge about researching international higher education critically by applying comparative analytic perspectives.

1.2 Learning outcomes

Learning outcomes (from the syllabus)

To pass the course the student should be able to:

- demonstrate knowledge of current theory, policy and practice in higher education within the field of international and comparative perspectives,
- critically analyse higher education policy within its structural, organisational, academic, and curriculum boundaries,
- critically examine international higher education from comparative perspectives.

Please consult the course syllabus for further details.

1.3 Activities

The course comprises compulsory instruction which combines lectures, workshop, seminars and group work modes for achieving the learning outcomes. The course content is assessed through a

compulsory written course paper (exam) and a written critical peer review of a fellow student's course paper. Students are required to attend 80% of the compulsory course sessions. Student absences of more than 20% of the course sessions must be compensated via additional course assignments (see 2.3. below).

Lectures are structured around the assigned literature and through additional research publications and guest appearances by IHE experts in the field. In addition to the lectures, two small group seminars and a workshop are offered. The seminars provide an opportunity for students to critically discuss in smaller groups the relevant issues related to the course content. The workshop allows for hands-on work engaging in higher education policies.

The Group Work provides opportunities for students to deepen their understanding and demonstrate critical analytic skills on the issues in question. Topics and/or questions for each Group Work session as well as information regarding the composition of the groups will be distributed in advance of the Group Work session (see Time Edit Schedule and Athena). During the Group Work, the first session will be devoted to independent learning, peer learning and group discussions. During the second session, each group will present orally (sometimes with the support of a PowerPoint presentation) what they have discussed by synthesizing and analysing the class work and literature, and elaborating upon such from the position of their individual experiences where possible.

After the Group Work session, each group must post their presentation on Athena.

The course participant shall:

- participate actively in the course sessions;
- present and defend a course paper according to the instructions; and
- conduct a critical examination of one other course paper.

The ICT collaboration and learning platform Athena is used for communication, messages, information about the course and dissemination of course material.

II. Course Examination

The course content is examined by way of two written tasks consisting of a course paper and a critical peer review. The course paper is authored on a selected topic and aligned with the course curriculum. The peer review (1-2 pages) is provided on a peer student's course paper. Detailed instructions regarding the course paper and peer review paper shall be given separately.

Assessment is based on:

- presentation and defence of a course paper,
- critical peer review of a fellow student's course paper and active participation in the course examination.

Course attendance is **compulsory** in order to be examined on the course. When absent, students must complete written compensation assignments (see 2.3 below).

Students who fail the examination, do not submit a course paper or do not submit their course paper in time must submit a *second examination* at a later date, and the same procedure is available for subsequent re-examination, resulting in a *third examination* occasion. These course participants will be asked to complete a new assignment with a new deadline. The information will be uploaded on Athena as specified in Time Edit.

2.1 Examination Dates

Course paper instructions will be provided during the first lecture. Detailed instructions of the course paper assignment will also be provided on Athena. Please consult Time Edit for the latest updated due dates.

Course paper deadline

The course paper submission date is **September 30, 2019, by NOON**. The paper is submitted in the 'Assignment' folder on Athena. Please save the document as your Surname, First Name. Avoid uploading your paper after 11.45hrs to avoid technical delays.

A written peer review (opposition paper of ca. 1-2 pages) of a fellow student's course paper is submitted in the folder titled "Exam Opposition papers" in the "Assignments" folder in Athena. The written opposition list is uploaded on Athena on Sept 30th in the afternoon/evening. The due date of the opposition paper is **October 2nd** by midnight, and is to be uploaded in the appropriate drop box on Athena. **October 2nd marks the examination date for the course.**

Second Examination

Students who do not submit a course paper on September 30th 2019, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the *second examination*. The second examination will contain a new topic and new task. Students need to contact the course leader at least two weeks prior, and notify their intent to re-sit the exam. Please check Athena and Time Edit for the re-examination 2 and 3 dates.

Second Examination Dates

Assignment task will be posted on Athena.

The submission date is shown in Time Edit. The paper is submitted in the 'Assignment' folder on Athena under "Second Examination". Please save the document as your Surname, First Name. The opposition list is uploaded soon after the due date has passed.

Third Examination

Students who do not submit a course paper in the first or second examinations, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course and/or second examination can submit an exam paper during the third examination. The third examination will contain a new topic and new task.

Third Examination Dates:

Assignment task will be posted on Athena.

The submission date is shown in Time Edit. The paper is submitted in the 'Assignment' folder on Athena under "Third Examination". Please save the document as your Surname, First Name.

The opposition list is uploaded on Athena soon after the due date has passed.

For confirmation of all relevant dates and times, please consult Time Edit. The course grading is reported in Ladok, 15 working days after the examination date. Students wishing to continue onto the master thesis course 2020 are reminded to avail themselves of the pre-requisite criteria of a pass grade in all ICE program courses leading up to the MA Thesis course.

2.2 Course paper

In the course paper, the course participant should be able to show evidence of having met the learning objectives as specified. The course paper sections should show evidence of the following.

Theoretical understanding

The student is able to show evidence of having met the knowledge criteria as specified in the learning objectives. She/he is also able to apply theoretical approaches on the data material (literature, policy documents, own field work, etc.) and to justify the approach chosen exploratively, descriptively, and in terms of analysis.

Methodological understanding

The course participant is able to describe and to apply appropriate methodological research approaches by using qualitative and/or quantitative methods. The student is also able to purposefully choose a relevant methodology for collecting data aligned with the chosen conceptual or theoretical framework, and the aims and objectives stated in the exam paper. She/he should apply a relevant analytic framework for achieving the aims and objectives of the exam paper and is able to scrutinise the extent to which the findings presented in the paper may be generalised.

The body of the course paper

The exam paper assumes a critical approach to the course literature in examining the issues under study and which are then supported by synchronised analyses. The paper covers and makes a relevant description of the issues/problem area/phenomenon under investigation which is then supported by the literature and analyses. The scope and analysis of the paper has an international and comparative perspective – comparing within or across society/ies' educational systems, policies, reforms, laws, structures, contents, practices, cultures, values, and models at one or at different periods across time.

Conclusion

The outcomes, implications and conclusion are synchronised with the rationale, description and analysis made in the exam paper. There should be an appropriate and relevant discussion of the implications and issues regarding the validity and reliability of the paper. The scope for outcomes and implications of the findings presented in the paper is well justified.

Structuring the course exam paper (“Formalia”)

The title of the paper must align with the course paper contents. The headings and subheadings align across sections. There is a logical sequence between different sections of the work and an alignment of synchronised ideas. Quotations, citations and references to original source literature are correctly articulated in the paper with a complete ‘list of references’ placed at the end of the course paper. Tables and figures are correctly titled and presented in the paper. The language of the course paper is clear, concise and coherent.

2.3 Attendance

Compulsory course attendance at least 80% is required for a student to be examined. Absences exceeding 20% of the compulsory course components must be compensated for through additional course work. Students with attendance below 60% of the compulsory component must repeat the course.

When exceeding the 20% rule, students have to submit a *written compensatory work* task for the session they have missed. The responsibility of compensating rests upon students themselves. *Written compensatory work* tasks must be submitted by **Oct 2nd, 2019** (unless extenuating circumstances have been conveyed to the course leader) and must consist of the following:

Lectures: a written description of the main lecture reading/literature (2000 words). It may not contain copied material.

Seminars: a written *critical review of literature* (2000 words) related to the seminar content and course literature.

Workshop: A sample of a IHE policy analysis presented on a PowerPoint with recorded voice-recorded narration by the student. Minimum 5 slides excl. title page and list of references.

Group work: *written individual answer/s* to the group work questions that were allocated to your group (1000 words). The answer/s may not be copied from other students' answers. Students are advised to make contact with fellow group members for further information.

Please use the cover sheet example provided in Appendix 1 and submit the compensatory tasks in the appropriate folder (Compensation assessment) on Athena within the deadline.

The format of written compensatory work is:

12 point font Times Roman script

1,5 line spacing and 2,5 cm margins

Page numbering

A cover sheet must be included (see Appendix 1)

Submitted compensatory work accounts for attendance (which is compulsory). Students must ensure that they have submitted all required course work within the allowable time frames.

Grading on the course requires that all course work has been completed, submitted and assessed within the time specified. If a student submits a course paper on time, but their written compensatory work is submitted after the due date, the course grade will be registered during the following re-examination period.

2.3 Ethical Issues

Academic honesty and integrity must be respected. A reference list and proper citation of literature, including page numbers, and of other sources, is a requirement for all assignments. The course examination is based on the quality of the course paper, including the references and citations.

Any act of plagiarism is taken seriously.

Plagiarism is an act of fraud that involves stealing someone else's work, for example:

- 1) copying texts from other sources without giving proper citation;
- 2) failing to put quotation marks in for direct quotations;
- 3) incorrect information about the source; and
- 4) paraphrasing without proper citation.

Self-plagiarism is also seen as an act of fraud. It is not allowed to use texts that you have written yourself and that have been examined as part of other university courses and present them as assignments for examination in a new course. This is referred to as self-plagiarism and is in the same way as other types of plagiarism taken seriously by Stockholm University.

It is important that you understand the seriousness of the offence. At Stockholm University, plagiarism is taken seriously and will be reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies for up to 6 months. Please read the webpage information to learn more about Regulations for Disciplinary Matters at Stockholm University. <https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>

III. The Grading System

Grading Scale	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.

D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended by a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

IV. Course Schedule

NOTE: We reserve the right to amend and make changes according to need. Please double check Time Edit for accurate dates, times and venues.

<https://cloud.timeedit.net/su/web/stud1/ri107485X15Z06Q5Z86g3Y60yZ036Y37Q0ygQY6Q5412q570cQu3ZQcZvhQc.html>

4.1. Compulsory sessions and group work

All sessions are compulsory. Please consult Time Edit for the timetable, session topics and readings that are presented in the Time Edit portal (located under course title on course home page on Athena).

The group work allows for independent student-led interaction and peer learning of course content. The group work sessions are sectioned into two components, the first of which is focused on group task activity, and the second which allows for groups to share their work with the cohort by way of group presentations. Students will be assigned a group at the beginning of the course, to encourage team work across cultural boundaries.

4.2. Small Group Seminar

The course offers two seminars which provide students with the opportunity to reflect on and engage with in-depth discussion of relevant topic(s) in a structured peer learning environment.

Further information will be given during the course and students will be asked to sign up for a group seminar session of their choice for each of the two seminars. Signing up will take place during the lecture along with the provision of further information about the seminars.

Lecturers:

MH: Associate Professor Meeri Hellstén (meeri.hellsten@edu.su.se) Course leader

CM: Dr. Cormac McGrath, (Cormac.mcgrath@edu.su.se)

Guest appearances

Course administrator:

Nanna Hübinette (nanna.hubINETTE@edu.su.se)

From Oct 1: Emma West (emma.west@edu.su.se)

Nanna/Emma consult only on administrative and enrolment related issues. All other queries must be addressed to the course leader.

V. Course literature

Students should have read the assigned readings for each lecture prior to the lecture session. For more details, see the readings listed in MAIN READINGS below.

The course textbook will be/is available at the University's main library and at the book store *Akademibokhandeln* at the university campus

The main readings are available on line (articles and chapters), or can be accessed at the University's main library (textbooks).

COURSE TEXTBOOKS

- Altbach, P. (2016). *Global Perspectives on Higher Education*. John Hopkins University Press.
- Hellstén, M., Reid, A. (2009). *Researching International Pedagogies. Sustainable Practice for teaching and learning in Higher Education*. Dordrecht: Springer.
- Marginson, Simon (2016). *Higher Education and the Common Good*. Melbourne: MUP Academic.

ADDITIONAL READINGS

- Deardorff, D. K. de Wit, H. & Heyl, J. D. (Eds.), (2012). *The SAGE handbook of international higher education*. Thousand Oaks, CA: SAGE Publications Ltd.
- De Wit, H., Gacel-Avile, J., Jones, E., Jooste, N. (2017). *The Globalization of Internationalization. Emerging Voices and Perspectives*. London: Routledge.
- Forstorp, P., Mellström, U. (2018). *Higher Education, Globalization and Eduscapes*. London: Palgrave Macmillan.
- Hébert Y. & Abdi, A. A. (Eds.), (2013). *Critical perspectives on international education*. Rotterdam: Sense Publishers.
- Marginson, S. & Sawir, E. (2011). *Ideas for Intercultural Education*. NY: Palgrave Macmillan.
- Larsen, M, A. (2016). *Internationalization of Higher Education*. NY: Palgrave Macmillan.

- Leask, B. (2015). *Internationalizing the Curriculum*. London: Routledge.
- Rumbley, L.E., and Altbach, M (2016). *Global and Local Internationalisation*. Rotterdam: Sense Publishers.
- Parreira do Amaral, M., Steiner-Khamsi, G., Thompson, D. (2019). *Researching the Global Education Industry*. London: Palgrave Macmillan.
- Pinheiro, R., Geshwind, L., Aarevaara, T. (2016). *Mergers in Higher Education*. Dordrecht: Springer.
- Streitwieser, B. (2014). *Internationalisation of Higher Education and Global Mobility*. Oxford: Symposium.
- Yonezawa, A., Kitamura, Y., Meerman, A., Kuroda, K. (2014). *Emerging International Dimensions in East Asian Higher Education*. Springer.

Further readings as set by the lecturer.

SEMINAR READINGS

Readings will be provided by the lecturers in advance of the seminars. Please see Athena for further information.

Students are encouraged to consult the professional peer reviewed journals publishing the latest research in the field.

The Stockholm University Library provides a range of professional research literature. Please browse among the following professional journals.

SELECTED RELEVANT JOURNALS FOR INDIVIDUAL READINGS

Comparative and International Education
Comparative Education
Comparative Education Review
Compare
Current Issues in Comparative Education
Discourse: Studies in the Cultural Politics of Education
European Journal of Higher Education
Review European Journal of Education Gender and Education
Globalization, Societies and Education
Higher Education
Higher Education Research and Development
International Education Journal: Comparative Perspectives
International Journal of Education Research
International Review of Education
Journal of Educational Policy
Journal of Research in International Education
Oxford Review of Education
Prospects
Nordic Journal of Comparative and International Education
<https://journals.hioa.no/index.php/nordiccie/about>
Sociology of Education
Theory and Research in Education

Appendix 1 IPA461 / PEA469

Please use this cover sheet for submitting compensatory work

Student Name:

Date submitted:

Compensation for session:

Lecture, unit number, session date

Seminar number.

Group work session nr.

Group work presentation nr.