

Introduction to Global Education

Lecture 2 – International and Comparative Education: Making Comparisons

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Outline

1. Key Terms
2. Arnove: Reframing Comparative Education
3. Tobin: Method and Meaning in Comparative Education
4. Making Comparisons: The articles in conversation/discussion

Key Terms

- Are there any terms/topics that you have never seen?

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Arnove – Reframing Comparative Education

- Context: First written in 1999, why is this important?
- Key Theme/Thesis: “The workings of a global economy and the increasing interconnectedness of societies pose common problems for educational systems around the world.” (p. 1)
 - Governance; financing; mass provision of education; equality of educational opportunity and outcomes (inc. women; minority groups; rural/working class etc.).
- Tension between similarities and universalization of education while maintaining local/regional control – dialectic btw. Global and Local

Globalization

- “The intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Arno, p. 2)
- Economic and cultural dimensions
 - Producing and distributing goods and services/international division of labor

Dimensions of Comparative Education

1. Scientific

- Theory building: formulation of generalizable propositions about the workings of school systems and their interactions with surrounding economies/politics/cultures/social orders (p. 4)

2. Pragmatic

- Studying other societies' systems in order to discover what can be learned that will contribute to improved policy and practice at home
 - *Lending and borrowing* (p. 6)

3. International Education: The Global Dimension

- Contributing to international understanding and peace
- Recognize how forces from areas of the world previously considered distant and remote impinge on their daily lives.
(p. 9)
- Values education; perspective consciousness

International vs. Global Education

- International education:
 - Which they view as largely area studies or descriptive accounts of discrete countries and regions of the world
- Global education:
 - Which they distinguish as emphasizing values, transactions, actors, mechanisms, procedures, and issues

Current Trends:

- Language of education
 - Tension between using local languages vs. colonial/international languages
 - Dominance of English?
- Dependency Theory
- Critical Consciousness and Liberation

- What are those?

Dialectic – Global and Local

- Tensions that arise in international/global education
- Existing social science theory is generated in the North, not appropriate to much of the world
 - Colonial/Post-Colonial theory and Critical Theory

- How are education systems developed? One model? Many models?
 - Developing systems that aren't based on Western Models? How?
- What does this look like in the real world?

“A dialogue among civilizations,” which would enable education policymakers to build on the strengths of different cultural traditions in meeting the challenge of providing a humanistic education that accords with global realities and more internationally-minded citizens.”

- Hayhoe & Pan (p. 12)

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Tobin: Method and Meaning in Comparative Ethnography

Ethnography

- Study of an 'insiders' culture, privileging insiders meanings, told by an outsider, for readership of other outsiders (p. 124)
- Method that engages and helps to understand hard to access populations (Foner, 2003; Gonzales, 2016)
- Form of culture collecting in which diverse everyday life experiences and facts are gathered, detached from their original temporal occasions, and given enduring value and a new arrangement (Clifford, 1988)

- Main argument: There are lots of different ways to do ethnographies that aren't just 'thick description'
- Thick description: behaviour and context; attempt to build and analysis from the ground up, to see the world as 'they see it' (Geertz, *Interpretation of Cultures*)
- Thick description vs. case studies vs. other qualitative inquiry methods

Comparative Ethnography types (I)

- Old times: Evolutionary Models
 - Primitive (most animal-like) → Most Civilization (most like ours)
 - Contemporary Education: First World helps Third World make their education systems more rational and modern

Comparative Ethnography types (II)

- Scientific Model:
 - Search for universal cultural laws – things in common; break cultures into separate characteristics and losing the sense of the whole ('etic' – universal - vs. 'emic' – specific data)

Cultural Differences

- Playing with Babies
- Student: Teacher Ratios
- No intervention in fighting
- How does culture play into these examples?

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Discussion

Questions for Discussion

- In small groups (4/5) answer the following:
 1. How do these articles relate to each other?
 2. How do Arnove and Tobin approach comparative studies? How are they similar or different in the way they think about global/local issues in education?
 3. What are some of the tensions between global/local (or regional/local or national/local) that you have experienced in your life?
 4. Tobin suggests that culture, and cultural context, is important for making meaning and comparing system – to what extent do you agree/disagree?