

出國報告(出國類別：考察)

美國加州大學洛杉磯分校考察報告



- ◆服務機關：國立臺北教育大學
- ◆姓名職稱：孫志麟 教授
- ◆派赴國家：美國(加州大學洛杉磯分校)
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<摘要>

加州大學洛杉磯分校（University of California, Los Angeles；UCLA）是加州大學系統中一所著名的公立大學。個人曾獲得行政院國家科學委員會（目前改名為「科技部」）第 48 屆補助科學與技術人員國外短期研究之一年經費補助，於 2010 年 2 月 1 日至 2011 年 1 月 31 日前往 UCLA 進行研究與進修，因而與 UCLA 結下良緣。返國之後，積極與 UCLA 教育與資訊研究學院教授 Carlos Alberto Torres 維持聯繫，洽談學術交流相關事宜，並兩度邀請 Pro. Carlos Alberto Torres 蒞臨本校進行專題講座，同時簽訂 MOU 合作契約，持續進行師生學術交流與暑期方案之專業學習。截至目前為止，本校與 UCLA 進行了兩年兩個梯次的 Summer Program 海外實地學習活動。這兩年期間，計有 23 位（2015 年 15 位，2016 年 8 位）碩博士研究生參與了此方案。為了瞭解此一方案的實施成效，個人前往 UCLA 進行實地考察，以作為後續推動本校與 UCLA 學術交流與合作之參考。

從臺北到加州，2016.08.02-13，美國 UCLA 之行的考察重點，除了理解 UCLA Summer Program 的實施概況與初步效果外，也參訪了 UCLA 相關系所及其校園環境。從 Pro. Carlos A. Torres 的對話、學生期末口頭報告和書面報告，以及學生的經驗分享等過程中，大致肯定 UCLA Summer Program 的正面意義及其實施效果。在全球化浪潮之下，高等教育必須更加重視國際交流與合作，以培養學生的國際視野與社會移動力。本方案開啓了本校與 UCLA 的學術交流與合作，提供研究生參與 UCLA Summer Program 的機會，有助於增進學生的國際觀與跨文化素養。未來仍需持續推動本校與 UCLA 的學術交流，鼓勵學生參與 UCLA Summer Program 並提供經費補助，同時加強兩校教師、學生，以及學系的交流與互動。

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美國加州大學洛杉磯分校考察報告

壹、開啓與UCLA的學術交流

加州大學洛杉磯分校（University of California, Los Angeles；UCLA）創立於 1919 年，是加州大學系統中的第二所大學；學校位於美國加州洛杉磯，是一所著名的公立大學，也是屬於研究型大學。學校目前約有 29,000 位大學部學生和 12,000 位研究生，提供學士、碩士與博士學位等 337 種不同的學位課程。UCLA 先後共有 14 名校友獲得諾貝爾獎，在各種大學排名中，均有亮眼的成績表現，是一所是美國享譽盛名的高等教育機構。

UCLA 位於洛杉磯西部，日落大道的南部，校園面積 1.7 平方公里，校園內擁有的許多優美建築，共有超過 174 棟大樓。整個校園分為南北兩個校園，這兩個校園都位於大學占地的東半部。北校園是原校園的中心，建築以義大利文藝復興時代建築聞名，其中的包威爾圖書館（Powell Library）成為好萊塢電影的最佳拍攝場景。北校園是藝術、人文、社會科學、法律和經濟等學科的中心。北校園的中心是橡樹環繞的迪克森廣場。這個廣場曾在許多電影中出現。南校園的建築物比較新，建築風格與北校園截然不同。南校園是自然科學的中心：物理、生物科學、數學和工程技術。醫學和它的附屬建築即不算南校園也不算北校園。校園的東南角是學校的植物園。近年來，由於學生人數持續增加，整個校園仍有許多新建工程在進行，包括生命科學和工程技術等學系的擴展。

UCLA 吸引學生的目光，還包括超過 800 萬冊的校園圖書館藏書（藏書量居全美第 14）、聞名全美的大學運動校隊、眾多的校園藝術團體表演等等。UCLA 的大學校園生活相當豐富，多彩多姿，學習環境相當優質。

個人曾獲得行政院國家科學委員會（目前改名為科技部）第 48 屆補助科學與技術人員國外短期研究之一年經費補助，於 2010 年 2 月 1 日至 2011 年 1 月 31 日前往 UCLA 進行研究與進修，因而與 UCLA 結下良緣。在 UCLA 進修研究期間，除了善用該校教育與資訊研究學院（Graduate School of Education & Information Studies）、教育學系（Department of Education）以及圖書館之學術資源外，也認識 John Hawkins、Carlos Alberto Torres 等教授，成為學術交流與合作的夥伴。

返國之後，個人在因緣際會之下接下系主任之職務，再度與 Carlos Alberto Torres 聯繫，洽談學術交流相關事宜，並兩度邀請 Carlos Alberto Torres 蒞臨本校進

行專題講座，同時簽訂 MOU 合作契約，持續進行師生學術交流與暑期方案之專業學習。截至目前為止，本校與 UCLA 進行了兩年兩個梯次的 Summer Program 海外實地學習活動。這兩年期間，本校計有 23 位（2015 年 15 位，2016 年 8 位）碩博士研究生參與了此方案。爲了瞭解此一方案的實施成效，個人前往 UCLA 進行實地考察，以作爲後續推動本校與 UCLA 學術交流與合作之參考。

貳、利用暑假前往UCLA進行實地考察

從臺北到加州，2016.08.02-13，扣除來回搭機時間，短暫 10 天左右，美國 UCLA 之行的考察重點，除了理解 UCLA Summer Program 的實施概況與初步效果外，也參訪了 UCLA 和另一所大學 CSUN。

■2016.08.03 拜訪了 UCLA Pro. Carlos A. Torres，聊聊學生在這段期間的學習及表現情形。

■2016.08.04 參加 UCLA/Study Report，聆聽學生的專題報告，看見學生展現初步的獨立研究成果，並爲他們加油打氣，同時與學生合影，留下難忘的回憶。

■2016.08.05-11 參觀 UCLA、CSUN 校園環境、GSE&IS (Graduate School of Education and Information Studies)、Center X、研究中心 Higher Education Research Institute (HERI) & The Paulo Freire Institute (PFI)、圖書館、博物館等。

另外，個人也抽空到 UCLA 鄰近的景點走走，體驗加州歷史文化與娛樂表演等相關活動。

參、專業場域：教育與資訊研究學院UCLA/ GSE&IS

UCLA Summer Program 是屬於 UCLA 教育與資訊研究學院 GSE& IS 的一部分，主要是由 The Paulo Freire Institute (PFI)執行長 Pro. Carlos A. Torres 負責，其課程內容主要是以比較教育、教育政治學、教育社會學、批判教育學、國際教育等主。

UCLA/GSE&IS 在教育領域的聲望很高，與 Harvard University、Stanford University 等私立名校競爭全美第一名的榮耀。

The Graduate School of Education & Information Studies continues UCLA's legacy of excellence at the nexus of research, practice, and policy. Education and information are deeply ingrained in UCLA's DNA. Nearly a century ago, a small Los Angeles "branch" of the University of California opened its doors as a teaching college to meet the needs of a rapidly growing metropolis.

Mission

GSE&IS is dedicated to inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information professions. We develop future generations of scholars, teachers, information professionals, and institutional leaders. Our work is guided by the principles of individual responsibility and social justice, an ethic of caring, and commitment to the communities we serve.

Values

Regarding scholarship:

- The systematic pursuit of new knowledge and its application;
- High academic standards and integrity;
- An intellectually open, collaborative, and collegial environment;
- The freedom to pursue one's intellectual passions; and
- The consideration of multiple points of view and rival hypotheses.

Regarding Teaching:

- The intellectual and professional development of students;
- The development of students who excel as scholars, teachers, and professionals;
- A nurturing, caring professional environment; and
- The empowerment of individuals.

Regarding our institution:

- Inclusiveness, which includes treating and involving all GSE&IS faculty, administrators, staff, and students as a team pursuing our mission; and
- The creation of democratic environments.

Regarding the broader community:

- The involvement of diverse audiences in planning and executing our professional outreach and research activities,
- The pursuit of social justice; and
- A commitment to the public trust.

Programs

Education is more important than ever, and UCLA's Graduate School of Education & Information Studies is at the forefront of the conversation. The Department of Education is at the heart of UCLA, the only global public research university that began as a teachers college in 1919. The Department's groundbreaking research, innovative

practices, and award-winning faculty attract prospective students who care deeply about improving the quality of, and access to, education in their communities and worldwide.

The Department is known as a leader in the study and practice of urban education, student testing and assessment, teacher and continuing education and development – particularly in urban, multi-ethnic environments, early childhood development, and issues of access, equity, and quality facing K-12 and higher education.

[MA/PhD in Education](#)

[Educational Leadership Program](#)

[Principal Leadership Institute](#)

[Student Affairs](#)

[Teacher Education Program](#)

The Department of Education offers several degrees in rigorous, interdisciplinary programs that provide flexibility for a diverse student body united by its passion for education. Students may enroll in an undergraduate minor program, M.A. or Ph.D. programs in five academic areas of emphasis, M.Ed. programs in three professional areas, and an Ed.D. professional program.

[Academic Degrees in Education: M.A. & Ph.D.](#)

[Higher Education & Organizational Change \(M.A. & Ph.D.\)](#)

[Human Development & Psychology \(M.A. & Ph.D.\)](#)

[Social Research Methodology \(M.A. & Ph.D.\)](#)

[Social Sciences & Comparative Education \(M.A. & Ph.D.\)](#)

[Urban Schooling \(Ph.D. only\)](#)

[Professional Degrees in](#)

[Education: M.Ed. & Ed.D.](#)

[Student Affairs \(M.Ed.\)](#)

[Principal Leadership Institute \(M.Ed. and Preliminary Administrative Credential\)](#)

[Teacher Education Program \(M.Ed. and Preliminary Teaching Credential\)](#)

[Educational Leadership Program \(Ed.D.\)](#)

肆、合作瞭解備忘錄(MOU)之執行

一、簽定合作瞭解備忘錄(MOU)

於 2015.01.15 簽定本校教育經營與管理學系與加州大學洛杉磯分校教育與資訊研究學院(GSE& IS) 之合作瞭解備忘錄(MOU)，以促進雙方之學術交流與合作。此一 MOU 之有效日期為五年，並可透過雙方協議後進行更新修訂。雙方同意定期審查各項開展之活動及其進展，另可諮詢有關 MOU 之修訂、更新或終止。任何一方皆可在任何時間通知另一方終止其合作行動。

為充分使雙方達到互惠互利進而協定之學習活動，兩個單位會各自負責其所需負擔的費用。而該 MOU 也會按照承諾之範圍提供資源、人力、空間、設施或其他學術相關之活動。若有額外需執行的活動所需資源、人力、課程等相關需求，皆要在雙方補充協議後方能進行。

有關本校教育經營與管理學系與加州大學洛杉磯分校教育與資訊研究學院(GSE& IS) 之合作瞭解備忘錄(MOU)，請參考附錄 1。



二、邀請 UCLA Pro. Carlos Alberto Torres 蒞校進行專題講座

於 2014 和 2015 年度邀請 UCLA Pro. Carlos Alberto Torres 蒞校進行專題講座，講題分別為「Global Citizenship Education: Responsibilities for Comparative International Education」(2014.10.07)、「Social Justice Education for Teachers: The Contributions of Paulo Freire」(2015.11.12)。本校師生均熱烈參與這兩場次的專題講座，進行對話與提問，而對於世界公民教育和社會正義教育議題亦有更深入的理解。

三、執行 UCLA Summer Program

2016 年 UCLA Summer Program 執行時間，自 2016.07.14 至 2016.08.04，課程結構如附錄 2。另有關課程教學計畫大綱，可參考附錄 2。

參加 2016 年 UCLA Summer Program 的研究生共有 8 位，其中，碩士生 6 位，博士生 2 位。本校學生在 UCLA 的表現不錯，且能與其他國家的研究生共同協作，一起學習、一起討論，一起生活，一起成長。每一位學生均通過此一方案的評量，可抵免本校 6 個學分。以下列舉參與學生的心得與省思：

最令我印象深刻的課堂 by 陳昱帆

讓我印象最深刻的課堂是一位於北京師範大學任教的女老師，他的課程在一開始即要我們每組現場拍一段短片，來闡述”受壓迫者教育學”一書中自己所看到的觀點和議題，在小組討論的過程中，讓我學到如何跟不同文化背景的人，透過彼此尊重來交流不同的觀點。只有先尊重彼此的不同，才能有一起成長進步的機會，這似乎也呼應了課堂中多元文化主義的宗旨，讓我更深刻體悟多元文化的價值與意義。

重新看待比較教育 by 趙怡權

讓我印象深刻的課程，即是生態教育議題的探討，老師要我們從批判性解構的度來思考議題，讓我看到了有邏輯性批判思考的重要！比較教育從來不僅僅是瞭解或比較「教育制度」而已，其更牽涉一個國家的政治形態、社會文化、經濟狀況、國家發展階段等，這些與教育都是無法分割的。因為教育正是傳遞或傳承這些意識或狀態的媒介。

然而，政治權利、強勢主流文化、經濟樞紐地區、已開發國家等等各國所追求的目標在國際上都已有所有「領頭羊」的角色存在，而這個國際的規範因誰而起，由哪些地方掌握了較多人類發展的資源及技術，在比較教育的過程中，是否我們所比較的是一種「勢力形塑的比較教育」，更微觀的來說，比較教育的詮釋及呈現是否體現的是專家學者的個人認同(Self-identity)，這皆是我們在看待「比較教育」的分析及應用時應該要謹慎思考的。

對未來不設限，勇敢向前 by 吳庭恩

從原本的書本打開了視野，到把世界收進課本裡的短短學習之旅，看到了不同的文化、不同的人、不同的夢想，回顧自己，會更堅定自己的每一個腳步，就算與別人不同，也沒有關係，畢竟人生沒有一套標準規則，想做，就去做吧！對未來不設限，勇敢向前，就像古羅馬哲學家 Seneca 所說：“Someone who sets sail in a ship and is carried this way and that by stormy winds hasn’t been on a voyage. He’s just been tossed about a lot. So, it is with life. Being out of control, drifting through events without finding time for experiences that are most valuable and meaningful, is very different from truly living.”

不做不會怎樣，做了很不一樣 by 羅翊文

我想說的是學校提供了這個機會到 UCLA 學習，如果有夢，真的不要遲疑，當初我也是擔心語言或是各方面不知道能不能做到，但是一碰到挑戰，你就會很驚訝自己會有勇氣去克服所有遇到的困難，也很感謝在最後猶豫是否前往美國的時候身邊的朋友推了自己一把。你可能認為你不會後悔，但有目標而不去實現回頭來看的時候才會後悔，因為時間機會永遠是一直在流動，有可能在你猶豫的瞬間機會稍縱即逝。

伍、後續執行與相關建議

一、持續推動本校與 UCLA 的學術交流與合作

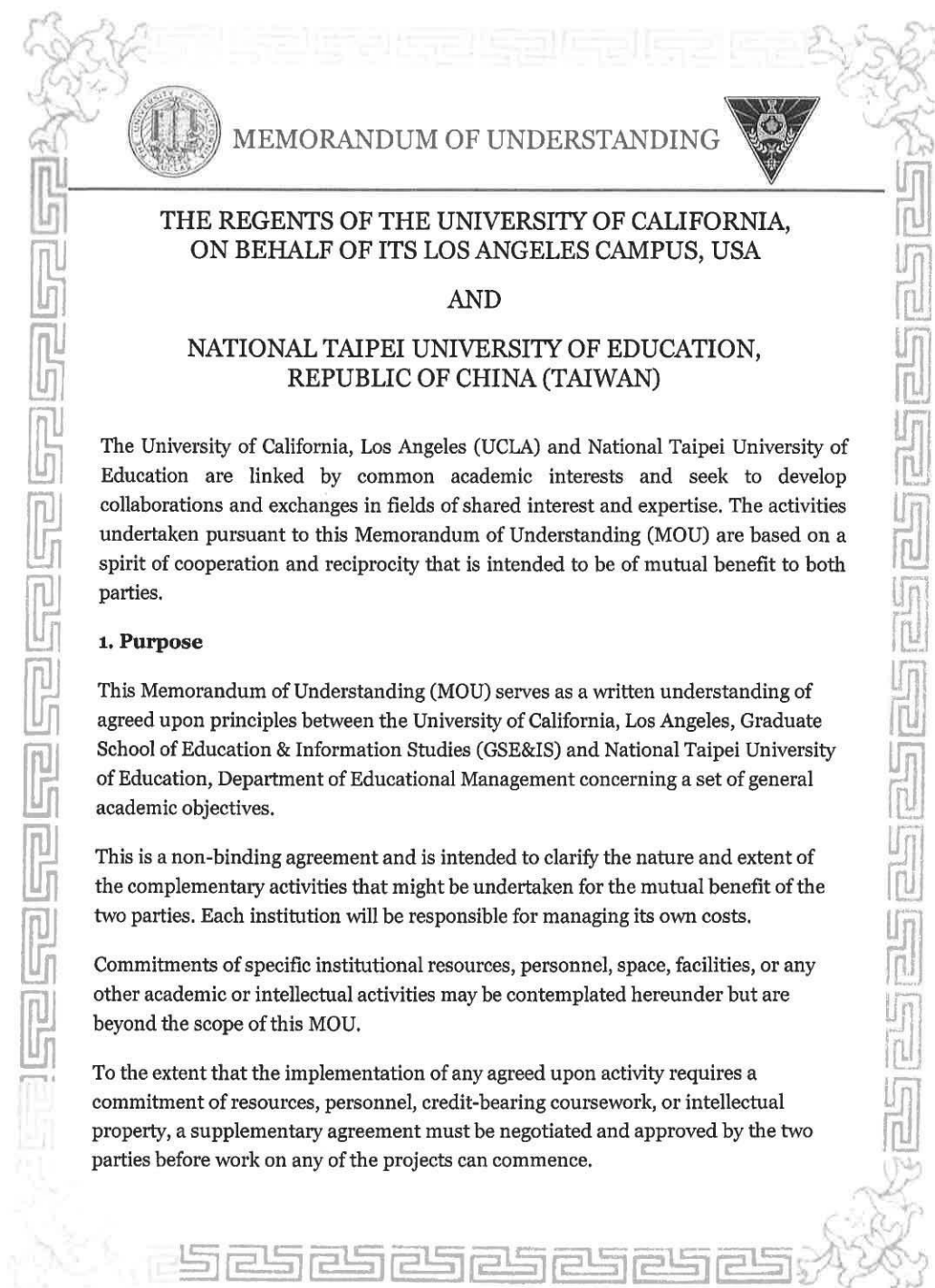
在全球化浪潮之下，高等教育必須更加重視國際交流與合作，以培養學生的國際視野與社會移動力。本方案開啓了本校與 UCLA 的學術交流與合作，提供研究生參與 UCLA Summer Program 的機會，有助於增進學生的國際觀與跨文化素養。未來仍需持續推動 MOU 中所載之相關事項，特別是教師、學生以及學系的交流與互動。

此外，未來亦需適時評估本校與加州大學洛杉磯分校合作瞭解備忘錄(MOU)之執行，以及 UCLA Summer Program 實施效果。

二、鼓勵學生參與 UCLA Summer Program 並提供經費補助

本校雖訂有「國立臺北教育大學海外實地學習課程補助實施要點」，但補助對象並未包括參加本方案之學生，以及可能隨行協助或指導的教師。事實上，此方案對學生是具有正面的效應，但其所需支出的經費不少，約新台幣 10-12 萬元。學校若能比照「國立臺北教育大學海外實地學習課程補助實施要點」之規定，提供相關經費之補助，將能減輕學生之經濟負擔，增加其參與誘因。

附錄 1 本校與 UCLA 合作瞭解備忘錄 MOU-1



附錄 1 本校與 UCLA 合作瞭解備忘錄 MOU-2

2. Objectives, Scope, and Major Activities

Both institutions agree to encourage the development of the following types of activities:

- Visits and informal exchanges of faculty, scholars and administrators in specific areas of education, research and outreach.
- Explore ways to cooperate in postgraduate education and training.
- Organize joint conferences, symposia, or other scientific meetings on subjects of mutual interest.
- Exchange of academic information and materials.
- Pursue avenues for graduate and professional student exchange during the academic year or summer terms.
- Pursue avenues for undergraduate student exchange during the academic year or summer terms.
- Explore the possibilities for developing joint research programs and collaborations.
- Other exchange and cooperation programs to which both parties agree.

3. Responsibilities of the Parties

The two parties recognize that the implementation of any agreed upon activity will depend upon the interests and expertise of the individuals involved and the availability of financial resources, space and other resources. Accordingly, the implementation of any exchange and cooperative program based on this MOU shall be separately negotiated and determined between the two institutions. It is further expected that both parties will be compliant with all applicable State and federal laws and regulations and University policies.

4. Duration and Option to Amend, Extend or Terminate

This MOU will become effective when signed by both parties. The agreement will remain in effect for five years from the signature date, below, and may be renewed or amended by mutual agreement of the parties. The parties agree to periodically review the activities undertaken and the progress made and to consult concerning amendments, renewal or termination of this MOU. Either party may terminate this MOU at any time by providing written notice of such termination to the other party.

附錄 1 本校與 UCLA 合作瞭解備忘錄 MOU-3

5. General Terms

This MOU is not intended to, and does not create any right, benefit, or trust responsibility, substantive or procedural, enforceable at law or equity, by either party, its officers, employees, or agents against the other party, its officers, employees, or agents.

Nothing in this MOU obligates either party to commit or transfer any funds, assets, or other resources in support of projects or activities between the two parties.

Neither party will use the name of the other, either expressly or by implication, in any publicity, solicitation or advertisement without the express written approval of the other party to this MOU.

6. Signatures

This MOU shall enter into force on the date of the signing by qualified representatives of both institutions.

**Regents of the University of
California, on Behalf of its Los
Angeles Campus**

**National Taipei University of
Education**



*Carlos Alberto Torres
Associate Dean for Global Programs
Graduate School of Education &
Information Studies*



*Chih Lin Sun
Chair of Department of Educational
Management
National Taipei University of Education*

Date: 2015-1-15

Date: 2015.1.15

附錄 2 2016 UCLA Summer Program-1

Monday	Tuesday	Wednesday	Thursday	Friday
			7/14 10-12 AM Orientation of the Program and Welcoming Speech Reading Room Campus Tour	7/15
			2-4 PM Politics and Education Carlos Torres Jason Dorio	
			4-5 PM Cheese and Wine Reception Reading Room	
Monday	Tuesday	Wednesday	Thursday	Friday
7/18 10-12 AM Comparative Education Carlos Torres Jason Dorio	7/19 10-12 AM Politics and Education Chitra Golestani	7/20 11-12 AM Happyland Visit Aly Juma	7/21	7/22
2-4PM ESL Workshop Peter Lownds	2- 4 PM Comparative Education Chitra Golestani	2-4PM Politics and Education Out of Campus Aly Juma	2- 4 PM Comparative Education John Rogers	

附錄 2 2016 UCLA Summer Program(續完)

Monday	Tuesday	Wednesday	Thursday	Friday
7/25 10-12 AM Politics and Education Lauren Misiaszek	7/26 10-12 AM Politics and Education Greg Misiaszek	7/27 10-12 AM Town Hall Meeting Jason Dorio	7/28 10-12 AM Politics and Education Massimiliano Tarozzi	7/29
2-4PM Comparative Education Greg Misiaszek	2-4PM Comparative Education Lauren Misiaszek	2-4PM ESL Workshop Peter Lownds	2-4PM Comparative Education Massimiliano Tarozzi	
	5PM Happy Hour Time Campus Restaurant			
Monday	Tuesday	Wednesday	Thursday	Friday
8/1 10-12 AM Politics and Education Carlos Torres Greg Misiaszek Lauren Misiaszek	8/2 10-12 AM Politics and Education Carlos Torres Jason Dorio	8/3	8/4 9-12 AM Politics and Education (Student Presentation) R3320 Carlos Torres	8/5
2-4PM Comparative Education Carlos Torres Greg Misiaszek Lauren Misiaszek	2-4PM Comparative Education Carlos Torres Jason Dorio		2-5PM Comparative Education (Student Presentation) R3320 Carlos Torres	
		5PM Goodbye Dinner Aly's place	5PM Closing Ceremony Reading Room	

附錄3 UCLA Summer Program 教學計畫大綱舉隅-1

Special Topics on Emerging Issues in Sociology of Education: Politics of Education

Instructor: Carlos Alberto Torres catnovoa@aol.com

Teaching Assistant: Jia Jiang: jiajiang.edu@gmail.com

Meeting Dates: 7/14 (2-4PM), 7/19(10-12), 7/20(2-4PM), 7/25(10-12), 7/26(10-12), 7/28(10-12), 8/1(10-12), 8/2(10-12), 8/4(10-12)*

NOTE: 8/4 will be the group presentation day from 10AM to

Noon Office Hour: by appointment

Location: Moore Hall Room 3320

1. Course Description:

Politics is intimately linked to power, and is concerned with the control of means of producing, distributing, consuming, reproducing and accumulating material and symbolic resources. Politics and the political should not be restricted to political parties, the activities of the governments and its critics, or voting. Political activities take place in private and public spheres, and are related to all aspects of human experience that involve power. It is from this vantage point, of politics as a set of relations of force in a given society, that the relationships between education and politics will be examined.

The focus of analysis will be an in-depth analysis of the work of political philosopher of education Paulo Freire and his epistemological, theoretical and educational insights. A discussion of the complexities of education and politics in the work of Freire will facilitate a theoretical introduction to key problematiques of contemporary public policy. In addition, we will discuss three manuscripts in progress, connected and relevant to the class but not necessarily focusing on the work of Freire.

2. Objectives:

The course is designed to provide each student with:

- (1) An introductory yet solid theoretical orientation of the interactions between politics and education as presented in the work of Paulo Freire, extending this work to the analysis of contemporary education.
- (2) Development of a new theoretical approach in understanding the connections between politics and education from an analytical and normative perspective inspired by, but not necessarily restricted to the work of Paulo Freire and authors associated with pedagogy of the oppressed and liberation pedagogy.
- (3) A systematic, in-depth analysis of Critical Pedagogy and Critical Theory as represented in the work of Paulo Freire himself rather than in the contributions of his commentators

3. Assignments and Grading:

Grading will be based on the quality of your classroom participation, final paper,

and group presentation.

(1) Class participation: 40%

Students are expected to produce one to two questions in reaction to the required reading, and to participate in the classroom discussions based on those readings. In order to let lecturers to understand students' questions in advance, students are asked to post their own questions on the blog (<https://pfisummerinstitute2016.blogspot.com>) at each course one day before each teaching session.

(2) Final Paper: 30%

Students are encouraged to select any topic that interests you most in both courses as the subject for final paper. Each student is required to write ONE final paper for both courses. The final paper should have a minimum of 10 pages, double-spaced including bibliography. This paper will be worth 30% of the final grade. Please submit the final paper to TA by email before the end of program, Aug 4th.

(3) Group Presentation: 30%

At the beginning of the course, the list of the 7 groups will be announced and each group will select a topic from *First Freire* for oral presentation. The selected topic or case study should be presented orally in a given discussion session on August 4th. Before the oral presentation, each group will sign up for a 2-hour tutoring session with Dr. Yoomi Chin. Dr. Chin will help each group for organizing the oral presentation which will be hold on August 4. The students presenting the material will be in charge of leading the discussion—30 minutes in total. This group presentation will be worth 30% of the final mark for both courses.

附錄3 UCLA Summer Program 教學計畫大綱舉隅-2

Special Topics in Comparative Education

Instructor: Carlos Alberto Torres catnovoa@aol.com

Teaching Assistant: Jia Jiang: jiajiang.edu@gmail.com

Meeting Dates: 7/18 (10-12)*, 7/19(2-4PM), 7/21(2-4 PM), 7/25(2-4 PM), 7/26(2-4 PM), 7/28(2-4 PM), 8/1(2-4 PM), 8/2(2-4 PM), 8/4 (2-4 PM)*

NOTE: 7/18 will hold the class from 10AM to Noon. 8/4 will be the group presentation day from 2PM to 4PM

Office Hour: by appointment

**Location: Moore Hall Room
3320**

1. Course Description:

Comparative education implies the application of social science theories and methods to the study of international education issues. The field is characterized by analysis of relationships between, among and across various educational systems and contexts, with an emphasis on the interrelation of cultural, economic and political factors and their implications for education systems at the global, regional, national, and local levels. This course examines key conceptual and methodological questions underlying the field of comparative education, with particular attention to the development of the field and to styles of social analysis that may be applied to comparative and cross-national studies.

In addition to examining the historical development of the field, we will also explore current topics in comparative education, including but not limited to the role of education for national development, education financing, the impact of various globalizations, educational lending and borrowing across contexts, and the push toward international standards and assessments. Students will examine the circumstances and factors that have led education to become a locus of political and social change in some societies, while also considering its role in social reproduction and the need to continually analyze and critique the contradictions and tensions that exist across educational beliefs, policies, and practices.

2. Objectives:

- (1) To analyze and understand basic premises and purposes of comparative and international education;
- (2) To explore conceptual Western/Northern and Southern/Eastern perspectives of comparative and international education and how conceptual frameworks in the field have evolved;
- (3) To examine current international and global affairs in order to understand their impact on national educational systems and education policy;
- (4) To understand the significance of ongoing domestic and regional matters of social stratification, gender, ethnicity and race, and economic differentials as they impact equity among various demographic groups, as well as the responses of the education community.

3. Assignments and Grading:

Grading will be based on the quality of your classroom participation, final paper, and group presentation.

(1) Class participation: 40%

Students are expected to produce one to two questions in reaction to the required reading, and to participate in the classroom discussions based on those readings. In order to let lecturers to understand students' questions in advance, students are asked to post their own questions on the blog (<https://pfisummerinstitute2016.blogspot.com>) at each course one day before each teaching session.

(2) Final Paper: 30%

Students are encouraged to select any topic that interests you most in both courses as the subject for final paper. Each student is required to write ONE final paper for both courses. The final paper should have a minimum of 10 pages, double-spaced including bibliography. This paper will be worth 30% of the final grade. Please submit the final paper to TA by email before the end of program, Aug 4th.

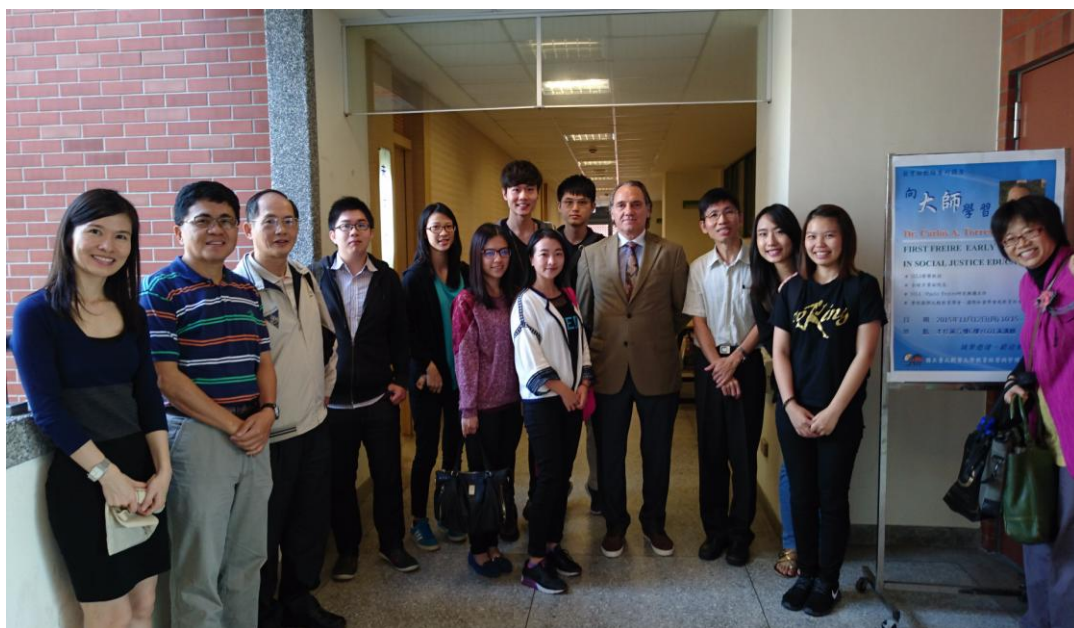
(3) Group Presentation: 30%

At the beginning of the course, the list of the 7 groups will be announced and each group will select a topic from *First Freire* for oral presentation. The selected topic or case study should be presented orally in a given discussion session on August 4th. Before the oral presentation, each group will sign up for a 2-hour tutoring session with Dr. Yoomi Chin. Dr. Chin will help each group for organizing the oral presentation which will be hold on August 4. The students presenting the material will be in charge of leading the discussion—30 minutes in total. This group presentation will be worth 30% of the final mark for both courses.

附錄 4 UCLA Pro. Carlos A. Torres 專題講座照片舉隅-1



附錄 4 UCLA Pro. Carlos A. Torres 專題講座照片舉隅-2



附錄 5 UCLA 實地參訪照片舉隅-1



與 Carlos Alberto Torres 合影



與參與 ULCA Summer Program 研究生合影

附錄 5 UCLA 實地參訪照片舉隅-2



參與同學分組進行專題報告與討論-1



參與同學分組進行專題報告與討論-2

附錄 5 UCLA 實地參訪照片舉隅-3



參與同學分組進行專題報告與討論-3



Carlos Alberto Torres 進行專題報告之講評與回饋