EDL 705
International Perspectives on Educational Reform

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus
Summer II, 2014
Section 720-International-South Africa
Hybrid Model
Class Meetings: Saturday, 12:30-3:30 PM
122 Taylor Ed., UK College of Education

Part I Dates: (UK Campus-Pre-session): 5/17 (12:30-3:30 PM)
Part II Dates: (ISER-South Africa)-6/4-6/6, 6/9 & 6/10 (3:30-5:30 PM)
Part III Dates: (UK Campus): 6/21, 7/12, 8/2 (12:30-3:30 PM)

Contact Information	
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Course Description in UK Bulletin

The course focuses on international educational reform, the function of schools in national social, economic and political development as well as emerging perspectives on educational leadership and professional preparation.

Expected Learning Outcomes and Corresponding: The purposes of this course to understand the function of schooling in selected countries and the role of education in accomplishing national social, economic and political objectives. Examining educational reform in other nations may assist educational leaders in analyzing and developing long-term education policies as well as frame their work in leading large scale, systemic change. In 2014 EDL 705-720 will include six learning modules Including: (1) The Global Context of Education, (2) Education Reform in Finland, (3) China, (4) South Africa, (5) United States of America and (6) Leadership and Educational Reform: A Global Perspective. Students will be participate in The International Symposium on Educational Reform (ISER 2014) and participate in discussions with international faculty and doctoral students.

At the conclusion of the course students will be able to…	Evidenced through their…
1. Understand how to make international education comparisons	Discussion Board, seminar discussions and Part I of their group paper.
2. Understand the social, economic and political forces that influence national educational reform initiatives	Discussion Board, seminar discussions and Part I of their group paper. Participating students will engage in discussions at the ISER 2014 Conference-South Africa and enrich discussions in on-campus seminars.
3. Discuss educational reform initiatives in several nations	Discussion Board, seminar discussions and Part II of their group paper. Participating students will engage in discussions at the ISER 2014 Conference - South Africa and enrich discussion in on-campus seminars.
4. Understand of the nature of educational leadership and how it may be changing	Discussion Board interaction and part I of their group paper. Participating students will engage in discussions at the ISER 2014 Conference-South Africa and enrich discussions in on-campus seminars.

Unique Learning Sequence: The course is organized in a manner that enables students' adequate time to gain background knowledge that will enable them to participate in ISER and collaborate with international colleagues as well as work together in preparing selected country reports. Typically students who enroll in EDL 705-720 are provided the syllabus in April or May by professors at participating ISER international universities. Faculty members convene "pre-sessions" to assist students in preparing for the ISER Conference, discuss the course and organize groups. A unique, three part learning sequence has been used since 2005 to enable students to benefit from the course and the ISER 2013 Conference.

> **Part I:** Pre-sessions are taught concurrently during May at participating international/partner universities;
> **Part II:** Seminars will be taught during the International Symposium on Educational Reform (See Syllabus-Schedule);
> **Part III:** Seminars are taught on UK campus and at partner universities (June-August, 2013).

Participating international universities will provide their own faculty, course syllabi and course requirements. However, they will share in-country seminar responsibilities as well as facilitating collaboration among international students.

"To be a teacher is to be a learner. I am not a teacher…only a fellow student." Søren Kierkegaard (1813-1855).

Student Responsibilities in this Hybrid Course

Students assume major responsibility for their own learning. As members of a learning community, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from me. Students are expected to communicate with course peers through electronic mail and Bb mail.

Required Course Textbooks and Readings

Rotberg, I. (2004). *Balancing Change and tradition in global educational reform*. Blue Ridge Summit, PA: Scarecrow. (ISBN#1-57886-146-2 (pbk).

Wagner, T. (2008). *The global achievement gap. Why our best schools don't teach the survival skills our children need-and what we can do about it.* NY: Basic Books.

Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland*. NY: Teachers College Press.

Suggested Readings:

Dimmock, C. & Walker, A. (2005). Educational leadership: Culture and diversity. Thousand Oakes CA: Sage Publications (ISBN #0 7619 7170 X (pbk)

Darling-Hammond, L. (2010). *The flat world and Education. How America's commitment to equity will determine our future.*

Hallinger, P. (Ed.) (2003). *Reshaping the landscape of school leadership development: A global perspective*. Lisse, Netherlands: Swets & Zeitlinger.

Leithwood, K. & Hallinger, P. (2002). *Second international handbook of educational leadership and administration.* Boston: Kluwer.

Husen, T. and Postlethwait, T. N. (eds.) (1994). *International encyclopedia of education.* New York: Pergamon.

Zhao, J. (2009). Catching Up or Leading the Way: American Education in the Age of Globalization. ASCD.

Recommended DVD's:

The Finland Phenomenon: (http://www.2mminutes.com/products/pc/viewcategories.asp)

2MM in China: A deeper look at Chinese education (http://www.2mminutes.com/products/pc/viewcategories.asp)

Suggested Resources:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Strunk, W., Jr., & White, E. B. (2000). The elements of style (4th ed.). New York: Longman.

Distance Learning Considerations

This course requires use of information technology. Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based activities are to be completed within designated sections of Blackboard, which can be accessed through http://elearning.uky.edu, or other Web-based sites (e.g., Adobe Connect).

Blackboard. Blackboard is UK's official distance learning platform (https://elearning.uk.edu).

Virtual Face-to-Face Meetings on Adobe Connect (https://connect.uky.edu/edl700)

UK Distance Learning Programs. For student information about distance learning programs, go to http://www.uky.edu/DistanceLearning/current/index.html. Minimum technology requirements listed at http://www.uky.edu/DistanceLearning/current/technology/techReqs.html

Instructor's Virtual Office Hours. Monday 2-5 PM. Instructor's preferred method communication is email (lbjor1@uky.edu). Then arrangements may be made using Skype etc.

Maximum Timeframe for Responding to Student Communications. Students may expect the instructor to have responses to email inquiries (requests) within 48 hours excluding weekend contacts.

Teaching and Academic Support Services. Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772.

Technical Support. Contact the Information Technology Service Desk at 859-218-4357 or 1-877-481-8548 or see information posted at http://www.uky.edu/DistanceLearning/current/technology/ukit.html

Distance Learning Library Services. Go to www.uky.edu/Libraries/DLLS or contact DL Librarian Carla Cantagallo via email at dllservice@email.uky.edu or telephone 859-257-0050 x 2171 or 1-800-828-0439. The UK College of Education Library website is http://libguides.uky.edu/educ

Students with Documented Disability

Students with a documented disability that requires academic accommodations in this course must make request for accommodations through the University Disability Resource Center. The Center will

require current disability documentation. When accommodations are approved, the Center will provide a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, at 859-257-2754 or jkarnes@email.uky.edu.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the Students Rights and Responsibilities Handbook and the UK Graduate Bulletin. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

Absences. The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets face to face only seven times during semester, regular attendance is essential. If professional duties or personal responsibilities create scheduling conflicts, then students must make decisions about their priorities. If students must miss a scheduled cohort meeting, then they must notify instructor about the reason for the absence before the absence occurs. In the event of emergency absences (e.g., personal illness, major accident, death of family member), students should notify instructor as soon as possible, preferably through e-mail communication. Additional assignments may be required for missed cohort meetings.

Canceled Class. If a class session must be canceled due to bad weather or other unforeseen circumstances, the instructor will make every possible effort to contact students in sufficient time to avoid an unnecessary travel. Please consult the UK website for weather related class cancellation.

Changes to Syllabus. The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Integration of Syllabus with UK College of Education Conceptual Framework

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: research, reflection, learning, and leading. Throughout the semester students have opportunities to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as educators as they study, observe, and work in P12 school and university classrooms. Reflection is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long learning as educators actively leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6). Because the desired outcome is excellence in education, UK "does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability" (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Quality of Student Work

Unless specified otherwise, all papers must be presented in the writing style in the sixth edition of the Publication Manual of the American Psychological Association (APA) (see pp. 61-179) and be word-processed in Times New Roman 12-point font. Students are expected to follow rules of usage and principles of composition . When the two resources listed in the footnote below present differing rules, students are to adhere to the writing guidelines in the APA Manual.

Plagiarism.

Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

Late Submittals.

Unless specified differently in the assignment guidelines, each written assignment is to be delivered to instructor as an attachment to an e-mail message addressed to lbjor1@uky.edu and sent no later than 11:59 PM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at instructor's discretion.

Incomplete Grade.

Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students one calendar year—unless a shorter time frame is determined mutually by the student and

instructor—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EDL rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to instructor before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Standards for Written Work

Unless specified otherwise, all written assignments must be submitted to me electronically (lbjor1@uky.edu) on the dates listed in the proposed course calendar on page 9. All written work must be word processed in 12 pt. font and double spaced and 1 inch margins and follow the **American Psychological Association (APA)** style manual.

Course Requirements and Major Assignments

Assignments will be distributed over the summer and are designed to build your capacity to work as a research team and complete a comparative analysis of a selected country's education system. However, individual projects are also encouraged. Readings and assignments will be distributed over the summer to assist students in preparing for the ISER 2014 Conference as well as completing a group analysis project on one country's or one aspect of a country's education system. This research team paper will be presented as a single paper and the group will make presentation at the end of the Summer II session.

    1.   **Research Team Paper (75%):**

        Section 1: Comparative Framework: Studying Educational Leadership:
        The first part of this report is a brief section (6-8 pages) that is divided into several sub-parts including:
- a. A discussion of the notion of globalization in general as well as forces and influences of globalization on nations;
- b. The dynamic interaction between Globalization and implications for similar education policies and practices to spread across national boundaries (uniformity) and societal culture and its mediating affects (national uniqueness) on trends towards globalization;
- c. A discussion of the general elements of a cross cultural comparative framework for understanding educational leadership.

        Section 2: Analysis of Educational Reform: Students will complete an analysis section **o**f the report that focuses on understanding educational reform and leadership changes in a single country. This section should be about 10-12 pages in length. It should provide a brief background of education in the country selected including how education is organized and delivered. In addition, it will discuss factors that are influencing change in the nation's education policy as well as the nature and direction of education reform.

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
2. Strunk, W., Jr., & White, E. B. (2000). The elements of style (4th ed.). New York, NY: Longman.

2. **Group Presentation (25%):** Research Teams will have the opportunity to select one country on which they will be responsible for making a seminar presentation. The purpose of this assignment is to summarize key elements of national education system and present an overview of reform initiatives. Presentations of the EDL 705 Research Team Reports (sections 1 & 2) will be between 25-30 minutes in length.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Points Possible
1. Research Team Report	75
2. Group Power Point and Presentation	25
Total Points	**100**

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

Schedule Summer II   2014

Session	Location	Topic & Reading Assignments Module Learning Outcomes	Activities/ Due Dates
1	**On-Campus** **(Optional ISER 2014 Pre-session)** **5/17** 122 TEB 12:30-3:30 PM	**PART I** **Learning Module 1** **The Global Context of Education** **Thomas Friedman (2009**), New York Times columnist, speaking at the Lee Kuan Yew School of Public Policy at the National University of Singapore. Sep 9, 2005 (1 hour lecture, 50 minutes Q&A). http://www.youtube.com/watch?v=UcK3b9qlBfk **Tony Wagoner (2010).** Lecture, Asia Society Partnership for Global Leadership, "7 Skills Students Need for the Future". Author of The Global Achievement Gap (2008) (29 minutes). http://www.youtube.com/watch?v=NS2PqTTxFFc **Tony Wagoner (2011),** The International Exams: Harvard's Dr. Tony Wagner Explains PISA & TIMSS, http://www.youtube.com/watch?v=zCe-7rk4BWU (4 minutes) **OECD-You Tube PISA Overview:** http://www.youtube.com/watch?v=q1I9tuScLUA&feature=youtube_gdata_player **Andreas Schleicher* (2012)-** http://www.youtube.com/watch?v=vIsJd_j_j2w **Additional Youtube Resources** **Andreas Schleicher (2011),** Education: What is Pisa and What does it tell us? (3 minutes) http://www.youtube.com/watch?v=0D-JpL5fFgc&feature=related **Andreas Schleicher (2011),** OECD, Head of the Indicators and Analysis Division. What Are the Most Interesting Findings from the OECD 2010 Pisa Report (3.40 Minutes); http://www.youtube.com/watch?v=vmqgJ9ROQC4 **Andreas Schleicher: (2010)** USA-Losing Our Edge – **Part 1** http://www.youtube.com/watch?v=77TCPeFdRz0 **Part 2:** http://www.youtube.com/watch?v=ffjKgCAGxio&NR=1 **Part 3:** http://www.youtube.com/watch?v=C5XaN4vV8OI&feature=related **Part 4:** http://www.youtube.com/watch?v=6ziLsgyl7fY&feature=related	**Seminar Discussion** **Bb-Discussion Board**

		Part 5: http://www.youtube.com/watch?v=8IgR2wO5yoU&feature=related **Part 6:** http://www.youtube.com/watch?v=M32pybJ_tYc&feature=related **Scott McLeod (2/25/10),** Lecture at the American School, Bombay: Are Schools Dangerously Irrelevant? http://www.youtube.com/watch?v=-yA6oTU1emM (16 minutes).	
2	**5/24**	**Learning Module 1** **The Global Context of Education:** **Achievement Gaps and The Role of School Leaders** **Wagner (2008)**. *The Global Achievement Gap:* **Bush, T. (2004)** The global significance of educational leadership and management. *Journal of Educational Management, Administration and Leadership, (32(4) 363-368.* **Hallinger, P. (2003).** Research and development in leadership preparation: Adapting 'global knowledge' for a local context (Chapter 8). In, **Hallinger, P. (Ed.).** *Reshaping the landscape of school leadership development: A global perspective* (pp.101-118). **Neubauer (2007).** Globalization, Interdependence and Education. *Higher Education Press* 2(3) 309-324.	**Bb-Discussion Board**
3	**5/31**	**Learning Module 1** **The Global Context of Education:** **A Comparative Framework** **Dimmock, C. & Walker, A. (2005). Chapt. 1-6** **Additional Resources:** **Rotberg, I. (2004).** Dramatic political/economic change. In, *Change and Tradition in global education reform*. Blue Ridge Summit, PA: Scarecrow. **Zymek, B**. Equality of opportunity: Expansion of European school systems since the Second World War. In, Swing, E., Schriever & Orivel, F. (2000**).** *Problems and prospects in European education.* Westport, CT: Praeger.	**BB Discussion Board**

Session	Location	Topic & Reading Assignments Module Learning Outcomes	Products Due
4	6/4 ISER 3:30-5:30 (Room TBA)	**PART II** **Learning Module 2** **Education and Reform in Finland** **Sahlberg, P. (2010).** Educational Change in Finland**.** In Hargreaves et. al. *Second International handbook on Educational Change.* **Sahlberg, P. (2011).** *Finnish lessons: What can the world learn from educational change in Finland*. NY: Teachers College Press. **Sahlberg,** P. (2012*).* Quality and Equity in Finnish Schools*. School Administrator* . **http://www.aasa.org/content.aspx?id=24592** **Sahlberg, P. (2011).** Finnish lessons: What can the world learn from educational change in Finland. You Tube • Vanderbilt: http://www.youtube.com/watch?v=2kK6u7AsJF8 • Columbia Univ. & Finnish Embassy http://www.youtube.com/watch?v=KZMDYblJvfQ • Finnish Embassy: http://www.youtube.com/watch?v=3qO9JpbPja4&feature=related **Varri, K. & Alava, J. (2005).** School management training. HEAD Countryport 2005: Finland. Norwegian School of Management, Oslo Norway. **Välijärvi, J., Linnakylä, P., Kupai, P., Reinikainen, P., & Arffman, I. (2000).** The Finnish Success in PISA-And Some Reasons Behind It: PISA 2000. **Country Studies**: http://www.country-studies.com/ The OECD first report 2003 - http://www.pisa.oecd.org/dataoecd/1/60/34002216.pdf Tables emphasizing Finland: http://ktl.jyu.fi/pisa/kuviot_ja_taulukot/PISA_2003_FIGURES.pdf	**ISER Seminar Discussion**
5	6/5 ISER 3:30-5:30 (Room TBA)	**Learning Module 3** **Education and Reform in China** **Zhao, J (2001).** Catching Up or Leading the Way: American Education in the Age of Globalization. **Zhao-**Catching up or Leading the Way—YouTube URL---http://www.youtube.com/watch?v=tNpZ60IJ42o **Zhao & Qui (2010**). China as a Case Study of Systemic educational Reform. In Hargreaves et. al. Second International handbook on Educational Change. **Wong, K.C. (2001).** The Chinese Culture and Leadership.	**ISER Seminar Discussions**

		International Journal of Leadership in Education, Vol 4, (4): 309-319. **Suggested Readings:** **Mazurek, K., Winzer, M., & Majorek, J. (1999**). Part V: The Pacific Rim: A Landscape of Diversity. In Education in a global society: A comparative perspective. Boston: Allyn & Bacon. **Kai-ming Cheng (2004).** Turning the bad master into a good servant. (In Rotberg, pp. 3-20). **Tang, Kwok-Chun & Bray, M. (2001).** Colonial models and the evolution of education systems: Centralization and decentralization in Hong Kong and Macau. Journal of Educational Administration, 38(5), 468-485. **Fishman, T. (200**5). China, Inc.: How the Rise of the Next Superpower Challenges America and the World. NY: Simon & Schuster. (Barnes & Noble sale: $5.00) Country Studies: http://www.country-studies.com/ **Pisa National Report-China** http://www.oecd.org/infobycountry/0,2646,en_2649_201185_1_1_1_1_1,00.html	
6	**6/6 3:30-5:30 (Room TBA)**	**Learning Module 4** **Education and Reform in South Africa** **Crouch, L. (2004).** South Africa: Overcoming past injustice. (In Rotberg, pp. 53-82). **Joubert, R. (2004).** Enhancing leadership capacity in a pluralistic South Africa through effective training programmes. Paper presented at the CCEAM Conference, Hong Kong, China. **van Rooyen, J.W. (2002).** Democratizing Educational Leadership in a Pluralistic South Africa. Paper presented at the CCEAM Conference, Hong Kong, China. **Additional Resources: PISA Report Country Studies:** **http://www.country-studies.com/south-africa/**	**ISER Seminar Discussions**

Session	Location	Topic & Reading Assignments Module Learning Outcomes	Products Due
7	**6/9** **ISER** **3:30-5:30 PM** **(Room TBA)**	**Learning Module 5** **Education and Reform in the USA** **Bjork, Kowalski & Young (2005).** National Education Reform Reports. **Darling-Hammond, L. (2010).** The flat world and Education. How America's commitment to equity will determine our future. **Leithwood (2007).** What we know about Educational Leadership.	**ISER Seminar Discussions**
8	**6/10** **ISER** **3:30-5:30 PM** **(Room TBA)**	**Learning Module 6** **Leadership and Reform: A Global Perspective** **Hargreaves, A. (2010).** Change from Without: Lessons from Other Countries, Systems and Sectors. *In Hargreaves et. al. Second International handbook on Educational Change.* **Hallinger, P. (2003)**. School leadership preparation and development in a global perspective: Future challenges and opportunities (Chapter 18). In, **Hallinger, P. (Ed.).** *Reshaping the landscape of school leadership development: A global perspective* (pp. 289-300). **Rotberg, I. (2004).** Concluding thoughts: On change, tradition, and choices. (In Rotberg, PP. 385-414). <u>**Additional Resources:**</u> **Robertson, J.M., & Webber, C. F. (2000).** Cross-cultural leadership development. *International Journal of Leadership in Education*, 3(4), 315-330.	**ISER Seminar Discussions**
9	**6/21** **On-Campus Seminar** **122 TEB** **12:30-3:30 PM**	**PART III** **Seminar: The Global Context of Education** **Guiding Questions**: 1. Describe the notion of globalization. 2. Identify the forces and influences of globalization that influence national education reform policies. 3. What similar education policies and practices have you identified that transcend national boundaries that may be characterized as uniformity with regard to societal cultures and its mediating affects. 4. What similar education policies and practices have you identified that transcend national boundaries that may be characterized reflecting national uniqueness. 5. How would you use Dimmock & Walkers (2005)cross cultural comparative framework for understanding educational leadership.	

10	**7/12** **On-Campus Seminar** **122 TEB** **12:30-3:30 PM**	**Seminar: Comparative Policy Analysis** **Guiding Questions:** 1. Identify several points at which national educational policies may be compared. 2. How is education organized and delivered in countries studied that may reflect uniformity and uniqueness. 3. How is leadership enacted differently in several nations and cultures?	
11	**8/2** **On Campus Room** **TEB 122** **12:30-3:30 PM**	**Group Country Study Presentations** **Country Study Groups** 1. **Finland** 2. **China** 3. **South Africa** 4. **USA**	**All Papers Due**

COUNTRY STUDY GROUPS

COUNTRY	GROUP MEMBER NAME
FINLAND	
SOUTH AFRICA	
CHINA	
USA	

Listserv email: TBA

LARS G. BJöRK, Ph.D.

University of Kentucky

Dr. Björk, is a Professor in the Department of Educational Leadership Studies at the University of Kentucky. He was appointed as a professor by the Ministry of Education, Peoples Republic of China in 2011 and at the University of Jyväskylä (UJ), Finland where he was a Fulbright Scholar (2009). He assisted the UJ Institute for Educational Leadership in conducting the first national study of school district superintendents for the Ministry of Education and currently serves as a UJ International Doctoral Program Advisor. In addition, Dr. Bjork was the founding Director of the Institute for Educational Research (IER) in the College of Education and is the Co-Director of the University Council for Educational Administration's Center for the Study of the Superintendence. He has served as a Senior Associate Editor of *Educational Administration Quarterly and presently* is a member of the Editorial Boards of the *South African Journal of Education, Journal of Thought,* and the *Journal of School Public Relations*. Dr. Bjork has served as an co-editor of 4 special issues of the JSPR-"International Perspectives on School-Parent Relations" (2011-2013) as well as co-editor of three special issues (in press) focused on international perspectives on the school district superintendent including the *International Journal of Educational Management, Leadership and Policy in Schools, and Journal of Research on Leadership Education*. Furthermore, he has co-edited several books including *Higher Education Research and Public Policy (1988), Minorities in Higher Education* (1994), and *The New Superintendency: Advances in Research and Theories of School Management and Educational Policy* (2001, with C. C. Brunner) and The Contemporary Superintendent: Preparation, Practice and *Development* (2005 with Theodore Kowalski). In addition, he has co-authored, *The Study of the American Superintendency 2000: A look at the Superintendent of Education in the New Millennium (2000, with T. Glass and C.C. Brunner), The Superintendent as CEO: Standards-based Performance* (2005-with J. Hoyle, T. Glass & L. Collier) and is a contributing author in *The School Superintendent: Theory, Practice, and Cases* (2005-Theodore Kowalski). In addition, he has served as guest editor for special issues including: *Education and Urban Society* (1993), "Minorities in Higher Education"; *Educational Administration Quarterly* (2000) "Women in the Superintendency"; and, *The Journal of School Leadership* (2003), "The Superintendent Shortage: Myth and Reality". Dr. Björk holds Ph.D. and Ed. S. Degrees in Educational Administration, Master's Degrees in Public Administration as well as Secondary Education. He received his Bachelor of Arts in Education from the University of New Mexico. He served on the faculties of the University of New Mexico, University of South Carolina and Georgia Southern University as well as the Executive Assistant to the Director of the National Institute of Education (NIE), Regional Director for University Research Corporation, and on the senior staff of Westinghouse Learning Corporation. In addition to serving as a consultant to Universities in the United States, Europe and China, school districts, state governments, National Associations, and international agencies. He has been a member of advisory, coordinating committees, and task forces in the United States Department of Education and presented keynote addresses at international conferences on educational leadership.