Originating Course Information

Offering of Education: Teaching & Learning 7011: Education in Indonesia and the U.S.
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus, Study Tour
Term of Offering: Summer 2012 - Seven Week Summer Session
Level/Career: Graduate
Rationale for proposing this offering: Part of the Dual MA Indonesian program - US students will get credit for taking this course in Indonesia
Description for this offering: A comparative overview of the educational systems, policies, practices, reform movements, and teacher education in Indonesia and U.S. An exploration of educational practices within historical, anthropological, and sociological contexts.

Attachments

• T&L 7011 Education in Indonesia and the U.S. 2012 syllabus.pdf
  (Syllabus. Owner: Mercerhill, Jessica Leigh)

• T&L 7011 OneTimeSupplement.doc
  (One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)

Comments

• Approved by GSC. (by Mercerhill, Jessica Leigh on 04/12/2012 10:34 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill, Jessica Leigh</td>
<td>04/12/2012 10:34 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>04/12/2012 10:55 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>04/12/2012 10:55 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) __________ N/A ________
2. Enrollment Capacity 10-15
3. Waitlist Capacity _______________
4. Final Exam:  
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
     - a. Exam Seat Spacing _______________
5. Special Instructions or Additional Information  
   *This course will be taught at State University of Semarang, Semarang, Indonesia.*

*Indonesian students enrolled in the International Dual Master's Degree will register for this course through their Indonesian USINTEC member institution of enrollment. OSU students will register through OSU regular scheduling. Credits Indonesian students earn for this course will be applied to their transcripts at their Indonesian USINTEC member institution of enrollment. These credits will be transferred to their U.S. USINTEC university of enrollment upon arrival for the academic year in the U.S. Credits students enrolled at Ohio State University earn while taking the courses in Indonesia as a study abroad experience will be applied to their transcripts at Ohio State.*

6. Class Search Title (18 character limit) Edu Indonesia &U.S. _______________
7. Display in Class Search:  
   - [x] Yes  [ ] No
8. Credit Hours 4 semester _______________
9. Course Components (check all that apply):

   - [ ] Clinical  
   - [ ] Field Experience  
   - [x] Independent Study
   - [ ] Laboratory  
   - [x] Lecture  
   - [ ] Recitation

10. Graded Component (check one):

   - [ ] Clinical  
   - [ ] Field Experience  
   - [ ] Independent Study
   - [ ] Laboratory  
   - [x] Lecture  
   - [ ] Recitation
11. Campus of Offering (check all that apply):

[ ] Columbus [ ] Marion [ ] Newark
[ ] Lima [ ] Mansfield [ ] Wooster (ATI)

12. Prerequisites and Exclusions

13. Permission to Enroll in this course:  
   [ ] No Consent needed  [ ] Department Consent
   [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

N/A

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  June 25-July 12

2. Previous quarter(s) of offering and enrollment  First time offering

3. Expected enrollment for proposed quarter of offering  10-15

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  State University of Semarang

6. Will course be taught in distance learning format:  [ ] Yes  [ ] No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
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<td>G 04</td>
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<tr>
<td>Class/Lab Contact Time:</td>
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<td>50 hrs</td>
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<tr>
<td>Prerequisites:</td>
<td></td>
<td>none</td>
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<td>Exclusion or Limiting:</td>
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<td>Grade Options (Check)</td>
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<tr>
<td>Number of Hours of</td>
<td>40h</td>
<td>50h</td>
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<tr>
<td>out-of-class preparation</td>
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<tr>
<td>required:</td>
<td>Total hours of class meetings:</td>
<td>Length of each class: 2:30hrs</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
Same as on-campus offering

Instructor: Lucila Rudge & Indonesian Faculty
Rank: ______________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Lucila Rudge, Ph.D., holds the position of Assistant Director in the Office of International Development in T&L. The Indonesian faculty has not been appointed yet. He or she will have a Ph.D. and will have a senior lecture position in his or her home institution.

Explain differences in teaching arrangements from on-campus offerings
No difference. This course will also be taught on a university campus.

Student Services (explain how they will be provided to off-campus students):
Registration: Regular online registration
Office Hours: by appointment
Academic Advising: by appointment

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:
2. ____________________________________________________________
3. Expected enrollment for proposed quarter of offering:

4. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

5. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

6. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [x] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [x] MON   [x] TUE   [ ] WED    [x] THR     [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: 9am and 1pm
5. Meeting end time: 11:30am and 3:30pm

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucila Rudge</td>
<td>Primary</td>
<td><a href="mailto:Rudge.5@osu.edu">Rudge.5@osu.edu</a></td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>N/A</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON   [ ] TUE   [ ] WED   [ ] THR   [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.
<table>
<thead>
<tr>
<th>Instructor Name.n</th>
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<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
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</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.
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<th>Priority</th>
<th>Characteristic</th>
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</thead>
<tbody>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):

- [ ] Clinical
- [ ] Field Experience
- [ ] Independent Study
- [ ] Lab
- [ ] Lecture
- [ ] Recitation
- [ ] Seminar
- [ ] Workshop

2. Instruction Mode. (Choose only ONE):

- [ ] Clinic Field Experience
- [ ] Computer taught
- [ ] Distance Learning
- [ ] Flexibly Scheduled
- [ ] In Person
- [ ] Video Taught

3. Meeting Pattern

- [ ] MON
- [ ] TUE
- [ ] WED
- [ ] THR
- [ ] FRI
- [ ] SAT
- [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ____________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
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<tbody>
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</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
Instructors:

Lucila T. Rudge. Office address: 283A Arps Hall, 1945 North High Street, Columbus, OH, 43235. Phone: 081-914-597-951. Email: rudge.5@osu.edu Office Hours: By appointment.

Indonesian Instructor to be determined. Office address: Universitas Negeri Semarang (UNNES), Semarang, Indonesia.

EDU T&L 7011 G 04 – Education in Indonesia and the U.S – graduate level, 4 credit hours, no prerequisite.

Description/ Rationale – This course is a comparative overview of the educational systems, policies, practices, reform movements, and teacher education in Indonesia and the U.S. It is an Exploration of educational practices within historical, anthropological, and sociological contexts. Since many of the students in this class will be preparing teachers at the S1 level (pre-service teachers) there is a special focus on trends, issues and problems in teacher education. The purpose of this course is to provide students with a multidisciplinary perspective from which to interpret, question, and reflect upon underlying issues within schooling, instruction, and teacher education practices in Indonesia and the U.S. Through readings, videos, and classroom discussion, students will investigate and identify commonalities and differences in historical development as well as current policies and practices in education and teacher education in Indonesia and the U.S.

Class time: the class will meet Monday, Tuesday, and Thursday, and one additional Wednesday from 9:00-11:30AM, and 1:00-3:30PM, starting June 25 and ending July 12, 2012.

Relationship to other courses/curricula – This course is one of three core courses (12 semester credit hours) in the U.S./Indonesia Teacher Education Consortium (USINTEC) International Dual Master’s Degree Program. The other two core courses are: Diverse Approaches to Research in Teaching and Learning and Multicultural and Global Perspectives on Teaching and Learning, which are core courses in the Master of Arts Program in the School of Teaching and Learning. Credits Indonesian students earn for this course will be applied to their transcripts at their Indonesian USINTEC member institution of enrollment. These credits will be transferred to their U.S. USINTEC university of enrollment upon arrival for the academic year in the U.S. Credits students enrolled at Ohio State University earn while taking the courses in Indonesia as a study abroad experience will be applied to their transcripts at Ohio State.

Objectives – Following successful completion of this course, students should be able to:

- Understand how cultural values, assumptions, and world views shape educational contexts, teaching, and learning in Indonesia and the U.S.
- Display knowledge about major education reform movements in the two countries and understand key components of teacher education and the teaching profession in Indonesia and the U.S.
• Critically examine commonalities and differences in historical development as well as current policies and practices in education and teacher education in Indonesia and the U.S.

**Required Readings**


Other readings will be added by the Indonesian Instructor

**Additional Course Materials to be used in class**


Additional Bibliography


*Waiting for Superman*. This documentary was released in 2010 and is gaining notice as a critique of education in US schools.

Course Evaluation/Requirements

Students will be assessed based on their attendance and participation in class and completion of class assignments. Grading plan will be based on the following:

- Class attendance and in-class participation: 10%
- Four response papers: 40%
- Final Group project: 20%
- Final Paper: 30%

Grading Scale

Note to instructor – for Indonesian students the grades are posted in the Indonesian host institutions’ data base and then transferred to the U.S. institution. Therefore, the grading scale for the Indonesian host institution should be used. The grading scale below should be used only for OSU students enrolled for credit at OSU.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>E</td>
<td>59% or less</td>
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</tbody>
</table>

Incomplete grades will not be granted
### Topical Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic, Assignments, and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Introduction to the Course/Overview of the History of U.S. Schools  &lt;br&gt; Lead instructor: Lucila Rudge  &lt;br&gt; <strong>In-class activities:</strong>&lt;br&gt; Introduction to course and participants. Distribution of syllabus. Group discussion  &lt;br&gt; Video followed by discussion: A Teacher Effects Eternity</td>
</tr>
<tr>
<td>#2</td>
<td>Overview of the History of Indonesian Education  &lt;br&gt; Lead Instructor: To be determined  &lt;br&gt; <strong>In-class activities:</strong> Lecture, group discussion  &lt;br&gt; <strong>Video followed by discussion:</strong> Lesmana, M., &amp; Riza, R. (2009). Laskar Pelangi [Motion Picture]. Indonesia: Miles Films and Mizan Productions.</td>
</tr>
<tr>
<td>#3</td>
<td>Education and Schooling in the U.S.: Historical Perspectives  &lt;br&gt; Lead instructor: Lucila Rudge  &lt;br&gt; <strong>Readings to discuss in class:</strong>&lt;br&gt; <em>Pulliam, J. D., Van, P. J. J., &amp; Pulliam, J. D. (2013). The history and social foundations of American education. Boston: Pearson. (Chapter 7&amp;8)</em>  &lt;br&gt; <strong>In-class activities:</strong> guided small- and large-group discussion  &lt;br&gt; <strong>Video followed by discussion:</strong> Where we stand: American schools</td>
</tr>
<tr>
<td>#4</td>
<td>Overview of the History of Indonesian Education  &lt;br&gt; Lead Instructor: To be determined  &lt;br&gt; <strong>Readings to discuss in class:</strong>&lt;br&gt; <em>Bjork, C. (2006). Transferring authority to local communities in Indonesia: Ambitious plans, mixed results. (Chapter 1,3,4)</em>  &lt;br&gt; <strong>In-class activities:</strong> Lecture, group discussion</td>
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<tr>
<td>Date</td>
<td>Time</td>
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</table>
| #6    | June 28 Thu 1-3:30 | Decentralization and Education Reform in Indonesia  
Lead Instructor: To be determined |  
**Readings to discuss in class:**  
**Assignment:**  
| #7    | July 2 Mon 9-11:30 | High-Stakes Testing and Accountability in American Education  
Lead Instructor: Lucila Rudge |  
**Readings to discuss in class:**  
*Ravitch, D. (2010). The death and life of the great American schools system: How testing and choice are undermining education. New York: Perseus. (Chapter 8)* | **In-class activities:** guided small- and large-group discussion  
**View Standards:** [www.corestandards.org](http://www.corestandards.org) and [www.ode.state.oh.us](http://www.ode.state.oh.us)  
**Video followed by discussion:** Little Rock Central High |  
**Assignment:**  
| #8    | July 2 Mon 1-3:30 | Overview of Teacher Education in Indonesia  
Lead Instructor: To be determined |  
**Readings to discuss in class:**  
**Assignment:** Response paper due |  
| #9    | July 3 Tue 9-11:30 | Power and Control in American Education  
Lead Instructor: Lucila Rudge |  
**Readings to discuss in class:**  
*Ravitch, D. (2010). The death and life of the great American schools system: How testing and choice are undermining education. New York: Perseus. (Chapter 7)* | **In-class activities:** guided small- and large-group discussion  
**Video followed by discussion:** Children in American Schools  
**Assignment:** One-page proposal for final project |  

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<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Instructor</th>
<th>Readings to discuss in class</th>
<th>In-class activities</th>
<th>Video followed by discussion</th>
<th>Assignment</th>
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<tr>
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<td><strong>In-class activities</strong>: Lecture, group discussion <strong>Video followed by discussion</strong>: Master Teacher, ABC TV Video, parts 1,2,5,6</td>
<td><strong>Assignment</strong>: Response paper due</td>
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<td><strong>In-class activities</strong>: guided small- and large-group discussion <strong>Video followed by discussion</strong>: Master Teacher, ABC TV Video, parts 1,2,5,6</td>
<td><strong>Assignment</strong>: Response paper due</td>
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<td><strong>In-class activities</strong>: Lecture, group discussion <strong>Video followed by discussion</strong>: Master Teacher, ABC TV Video, parts 1,2,5,6</td>
<td><strong>Assignment</strong>: Response paper due</td>
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<td><strong>In-class activities</strong>: guided small- and large-group discussion <strong>Video followed by discussion</strong>: Those Who Can: Teach</td>
<td><strong>Assignment</strong>: Response paper due</td>
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<tr>
<td>#12</td>
<td>July 5</td>
<td>Thu 1-3:30</td>
<td>Teacher Education and the Teaching Profession in Indonesia</td>
<td>To be determined</td>
<td>* To be determined</td>
<td><strong>In-class activities</strong>: Lecture, group discussion</td>
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<td><strong>In-class activities</strong>: Lecture, group discussion <strong>Video followed by discussion</strong>: Those Who Can: Teach</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Time</td>
<td>Session</td>
<td>Lead Instructor</td>
<td>Readings to discuss in class</td>
<td>In-class activities</td>
<td>Assignment</td>
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<tr>
<td>#13</td>
<td>July 9</td>
<td>Mon</td>
<td>9-11:30</td>
<td>Teacher Education and the Teaching Profession in the US.</td>
<td>Lead Instructor: Lucila Rudge</td>
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<td><strong>In-class activities:</strong> guided small- and large-group discussion</td>
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<td>#14</td>
<td>July 9</td>
<td>Mon</td>
<td>1-3:30</td>
<td>Teacher Education and the Teaching Profession in Indonesia</td>
<td>Lead Instructor: To be determined</td>
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<td><strong>Readings to discuss in class:</strong></td>
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<td><strong>In-class activities:</strong> Lecture, group discussion</td>
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<td>Response paper due</td>
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<td>#15</td>
<td>July 10</td>
<td>Tue</td>
<td>9-11:30</td>
<td>Shaping Classroom Practices in the U.S.: Teacher’s Perceptions and Decisions</td>
<td>Lead Instructor: Lucila Rudge</td>
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<td><strong>In-class activity:</strong> guided small- and large-group discussion. <strong>Video followed by discussion:</strong> Educating to End Inequity; CNN Documentary</td>
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<td>#16</td>
<td>July 10</td>
<td>Tue</td>
<td>1-3:30</td>
<td>Teacher Education and the Teaching Profession in Indonesia</td>
<td>Lead Instructor: To be determined</td>
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<td><strong>In-class activities:</strong> Lecture, group discussion</td>
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<td>#17</td>
<td>July 12</td>
<td>Thu</td>
<td>9-11:30</td>
<td>Final Group Project Presentation</td>
<td>Lead Instructor: Lucila Rudge</td>
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<td><strong>In-class activities:</strong> group project presentation</td>
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<td>#18</td>
<td>July 12</td>
<td>Thu</td>
<td>1-3:30</td>
<td>Final Group Project Presentation</td>
<td>Lead Instructor: To be determined</td>
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<td><strong>In-class activities:</strong> group project presentation</td>
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Assignments

Four Response Papers (Each paper is worth 10 points and will be completed individually totaling 40 points)

Students must submit four response papers on the readings assigned for this course. At least three of the recommended texts should be used for each response paper. Reference can also be made to discussions in class, and to materials shared in class such as videos or samples of student materials. You should describe your personal reaction to the readings as well as your critical reflections upon them. You might wish to: take a position or raise issues related to the content of the readings, make connections between the readings, your own practice, observations in Indonesian schools, and/or your understanding of the videos of U.S. classrooms. The response papers should not be just a summary of the readings. APA style should be used for citation and references.

Length: 2-3 pages, double-spaced, 12-point font

Due: Session #5 (June 28), Session #8 (July 2), Session #11 (July 5), and Session #14 (July 9).

- Response papers will be graded based on the following criteria:
  1. Organization, evidence of reading, clarity of argument, and quality of writing.
  2. Ability to synthesize and analyze the author(s)’s position and the main points of the text.
  3. Ability to critique and question the author(s)’s position and the main points of the text based on personal perspective and/or other readings.
  4. Ability to synthesize readings and personal perspectives in order to effectively and coherently argue for one’s position.

Final Group Project Presentation (20 points)

For the final project, participants will work in groups of three to four persons.

The group project is designed to draw on students’ analytical and inquiry skills, their ability to synthesize knowledge acquired from class readings, class activities, and personal experiences, and their ability to work cooperatively and collaboratively.

In this group project, you will compare and contrast a major education or teacher education policy, practice, or reform movement in Indonesia and the U.S. Describe as thoroughly as possible your understanding of the commonalities and differences in the policy, practice, or reform movement in the two countries (both conceptually and in practice). Discuss what you think are the ideal characteristics or strengths of the policy/practice/reform movement and what you think are the weaknesses. Describe the underlying cultural values, assumptions, and worldviews that are embodied in the policy/practice/reform movement you choose to discuss. Draw connections to the readings and highlight how your observations in Indonesian schools and the videotapes of U.S. schools contributed to or did not contribute to your understanding. Outline the steps your group would take if you were responsible for implementing the policy/practice/reform to make it successful in public schools or universities in Indonesia or the U.S. or in your own teaching. Describe the difficulties you would face. In other words, elaborate and provide examples of how you would implement it in your school, university, or in your teaching. Use APA style for citations and references in your presentation.

In the last week of class, participants will present the projects they have developed. Each group will have 30 minutes. Participants must use various means of communication in their presentation (e.g., handouts, power point presentations, pictures, videos, posters, DVDs, etc.). Each group member must be responsible for a
portion of the presentation. If you plan to use equipment that is not available in the class room, request it one week in advance.

Projects will be evaluated on the basis of: organization, clarity of argument, evidence of reading course materials and understanding policies/practices/reform movements from readings and school observations (real or via videotape).

*Length: 30 minute group presentations*
*Due: Session 17&18 (July 12)*

A one-page proposal for your final project is due no later than Session # 9 (not graded).

**Final Paper (30 points)**

For the final paper, students will write a comparative analysis of an educational topic in Indonesia and the U.S. The topic for the final paper should be different than the one chosen for the group project.

Similar to your group project, describe as thoroughly as possible your understanding of the commonalities and differences of the educational issue in the two countries (both conceptually and in practice). Discuss what you think are the ideal characteristics or strengths of the policy and practice related to this issue and what you think are the weaknesses. Describe the underlying cultural values, assumptions, and worldviews that are embodied in the topic you chose to discuss. Draw connections to the readings and highlight how your observations in Indonesian schools and the videotapes of U.S. schools contributed to or did not contribute to your understanding. APA style should be used for citation and references.

*Length: 5-6 pages (excluding references), double-spaced, 12-point font.*
*Due: Session 18 (July 12)*

- Final paper will be graded based on the following criteria:
  1. Organization, reference to literature, clarity of argument, and quality of writing.
  2. Ability to synthesize the literature, classroom experiences, and personal perspectives in order to build a coherent argument.

**Class Attendance and in-Class Participation (10 points)**

You are required to attend all classes, complete the readings due for each session and come to class prepared to discuss them. Your class participation grade will be based on class attendance, evidence that you have read the assigned material, and your contribution to the discussions. Students who are reluctant to speak in front of a large class will have the opportunity to contribute their thoughts in small-group discussions.

**Submission of Assignments**

There will be no extensions given for assignments. All assignments are due on dates given above unless extraordinary circumstances necessitate negotiation. It is the student’s responsibility to contact the instructor in a timely manner should such situation occur. If assignments are not handed in on dates due, points will be forfeited.
Technology

This course will draw on online technology. Students will be encouraged to communicate with each other and the instructors by e-mail and/or other online methods. Additionally, the instructor will show videos, power point presentations, and other online resources in class.

Academic Misconduct

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

A common issue with misconduct is a student will copy material from a published source into their paper and not cite it. DO NOT DO THIS. If you are not sure what to do, put quotation marks around anything you copy word for word. DO NOT try to re-word something to avoid having to use quotation marks. Also, insert an APA citation into your paper at the appropriate places. This way, your instructor might suggest you re-write or revise, but it should reduce the possibility of being accused of Academic Misconduct.

ODS Statement -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately as early in the quarter as possible in order to receive effective and timely accommodations.

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor.” Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity -- The College of Education and Human Ecology at The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.