

<b>Course Title:</b>	Higher Education Policy at Work: Case Studies from the World's Regions
<b>Instructor:</b>	Kata Orosz
<b>ECTS:</b>	2
<b>Term:</b>	Winter 2021
<b>Module:</b>	Higher Education Policy specialization (Elective)
<b>Relation to other courses:</b>	None

### **Background and Overall Aim of the Course**

This course provides an opportunity for students to learn about, and critically reflect on, higher education policy initiatives around the world in an inquiry-based learning framework. The course is explicitly designed to center higher education issues in non-Western, non-Anglo-Saxon, and non-European contexts. The study of higher education issues in non-Western, non-Anglo-Saxon, and non-European contexts will not be limited to the inclusion of a more geopolitically diverse set of cases (e.g., discussing policies implemented in Africa, Latin-America, South-East Asia, etc.), but it will also involve a focus on policies which are implemented in or advocated for in Western contexts, but which are aimed to benefit marginalized groups (e.g., racial, ethnic, or linguistic minorities, refugees, etc.) in Western higher education contexts.

### **Learning Outcomes**

By the end of the course, students will be able to:

- Effectively collect, synthesize, and present information on policy initiatives;
- Appraise policy design and implementation in areas related to higher education through the lens of critical theoretical perspectives;
- Produce learning materials for peers; and
- Manage peer learning in graduate-level classes with confidence.

### **Learning Activities and Teaching Methods**

In this course, students will learn about higher education policy initiatives around the world through inquiry-based learning, which combines research and peer-teaching activities with critical reflection. Students enrolled in this course will collectively define the specific content and learning outcomes for the course at the beginning of the term, with support from the instructor as needed. Students

will take the lead on developing learning materials that will enable the entire class to study the policy initiatives selected. The course involves weekly classes, as well as two mandatory peer-teaching planning meetings with the course instructor.

The course is structured to allow for an in-depth investigation of a maximum of two-to-four cases. **Students will work in teams to develop a case study**, prepare learning materials associated with that case, and co-teach classes. Team size and number of cases investigated will depend on the number of students enrolled in the course.

**Members of each team will be required to attend peer-teaching planning meetings during the semester.** These meetings will take place during Weeks 3 – 11 (see the section on *Course schedule, content and readings* for details). The tentative date and time of these meetings is Thursdays, 16:00-17:00 (may be changed, depending on availability of students enrolled in the course.)

### **Assessment**

Students enrolled in this course will be expected to attend class; conduct research on a higher education policy initiative of their choice and prepare learning materials for their peers based on it; attend mandatory consultations; actively engage with the learning materials prepared by their peers; manage peer learning in some of the classes; and submit an 1500-word case study synthesis at the end of the term.

The final course grade will be calculated as follows:

- |                               |     |
|-------------------------------|-----|
| - Annotated session plans     | 30% |
| - Management of peer learning | 20% |
| - Class participation         | 20% |
| - Case study synthesis        | 30% |

Detailed criteria for assessment for each of these categories will be developed and finalized by Week 3 of the course, in collaboration with students enrolled in the course.

### **Student hours and consultations by appointment**

Students are welcome to pose questions about the course material, assignments, and other academic matters during the instructor's weekly student hours. The student hours in the Winter 2020 term will be held on **Tuesdays from 3:30 - 4:30 pm, in Room B406.**

The instructor is also available for consultation by appointment. Students should request appointments for consultation by emailing the instructor at [OroszK@ceu.edu](mailto:OroszK@ceu.edu) at least 24 hours in advance of the requested meeting.

### **Responsibilities of the instructor**

- Come to class on time, prepared;
- Create a safe and inspiring learning environment for students;
- Communicate course-related expectations to students clearly and in a timely manner;
- Use consistent and clearly stated evaluation criteria to grade student assignments;
- Submit assignment grades within two weeks of the assignment deadline;
- Provide reasonably detailed, written feedback to students on their assignments;
- Respond to student emails within 24 hours, with the exception of weekends and holidays;
- Be available for student consultations during weekly student hours and by appointment;
- Be responsive to student feedback.

## **COURSE SCHEDULE, CONTENT AND READINGS**

### **Class 1: Studying higher education policy – Issues and motivations**

Date: January 13, 2021

In the introductory class of the course, we will discuss main areas of inquiry in higher education research, with a focus on higher education policy research. Which higher education issues have researchers from around the globe studied, using what methodological approaches? What were the motivations for these research agendas? Which issues have not been studied and why? During this class, we will also begin identifying potential case studies for the course.

#### Required readings:

- Bird, K. S., & Pitman, L. (2019). How diverse is your reading list? Exploring issues of representation and decolonisation in the UK. *Higher Education*, 79, 903–920.

### **Class 2: Decolonizing policy studies in higher education**

Date: January 20, 2020

In the second class of the course, we will discuss areas of higher education policy that have and have not been studied by scholars through the lens of coloniality. We will critically examine the underlying logic of educational research, and the ramifications of this underlying logic for the issues and people who have (not) been studied by higher education scholars. During this class, student teams will make “pitches” for case studies and the topics for the peer-taught sessions will be discussed in more detail.

#### Required readings:

- Alatas, S. F. (2003). Academic dependency and the global division of labour in the social sciences. *Current Sociology*, 51(6), 599-613.
- Quijano, A. (2007). Coloniality and modernity/rationality. *Cultural Studies*, 21(2-3), 168-178.

### **Class 3: Preparation for peer teaching and learning**

Date: January 27, 2020

In this class, in preparation for the case studies to be collectively conducted by course participants, we will familiarize ourselves with the principles and stages of inquiry-based learning during the third class of the course. We will look at

existing examples of inquiry-based learning in higher education, and deliberate which approaches, if any, seem most suitable for the topics considered for cases to be studied by course participants. We will discuss how to prepare annotated session plans and start drafting learning outcomes for the peer-taught sessions. We will finalize assessment criteria for the peer-taught sessions.

Resources for session planning:

- [Writing a session plan](#)
- [Preparing session plans](#)
- Example of an annotated session plan [copy uploaded to Moodle]

Resources for peer assessment:

- McGill University (2018) [Designing peer assessment assignment: A resource document for instructors.](#)

Peer-teaching planning meeting for Team 1 on Thursday at 16:00.

**Class 4: Case Study #1 – Part 1.**

Date: February 3, 2021

The topic and questions to be addressed during this class will be determined collectively by students during weeks 1-3.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

Peer-teaching planning meeting for Team 2 on Thursday at 16:00.

**Class 5: Case Study #2 – Part 1.**

Date: February 10, 2021

The topic and questions to be addressed during this class will be determined collectively by students during weeks 1-3.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

Peer-teaching planning meeting for Team 1 on Thursday at 16:00.

### **Class 6: Case Study #1 – Part 2.**

Date: February 17, 2021

The topic and questions to be addressed during this class will be determined collectively by students during weeks 1-3.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

Peer-teaching planning meeting for Team 2 on Thursday at 16:00.

### **Class 7: Case Study #2 – Part 2.**

Date: February 24, 2021

The topic and questions to be addressed during this class will be determined collectively by students during weeks 1-3.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

### **Class 8: Mid-course reflections**

Date: March 3, 2021

During this session, led and facilitated by the course instructor, we will reflect on what has been accomplished in the course up till this point. We will discuss the conceptualizations of the case studies and reflect on the extent to which these conceptualizations were successful in adopting a stance towards understanding higher education policy initiatives in their particular socio-political contexts in ways that do not reinforce coloniality. We will summarize what has already been learned from the cases so far and identify additional areas of inquiry for the second part of the course.

Peer-teaching planning meeting for Team 1 on Thursday at 16:00.

### **Class 9: Case Study #1 – Part 3.**

Date: March 10, 2021

The topic and questions to be addressed during this class will be determined collectively by students during Class 8.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

Peer-teaching planning meeting for Team 2 on Thursday at 16:00.

**Class 10: Case Study #2 – Part 3.**

Date: March 17, 2021

The topic and questions to be addressed during this class will be determined collectively by students during Class 8.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

Peer-teaching planning meeting for Team 1 on Thursday at 16:00.

**Class 11: Case Study #1 – Part 4. / Concluding reflections**

Date: March 24, 2021

The topic and questions to be addressed during this class will be determined collectively by students during Class 8.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.

Peer-teaching planning meeting for Team 2 on Thursday at 16:00.

**Class 12: Case Study #2 – Part 4. / Concluding reflections**

Date: March 31, 2021

The topic and questions to be addressed during this class will be determined collectively by students during Class 8.

Required readings / home assignments:

To be determined by the team assigned to manage peer learning in the class.