

THE SOCIAL CONTEXT OF EDUCATIONAL POLICY

EDST 577, Section 082 (Ed.D.)

January to April, 2013,

West Mall Annex 110

Selected Fridays, 4:30-7:30 p.m., Saturdays, 9 a.m.-3 p.m.

Seminar coordinators:

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Course Description

Welcome to EDST 577. We look forward to working with you over the term as we explore the world of policy. In this seminar we will examine such questions as: What is educational policy? Can research help solve social problems? If so, how: Through finding technical solutions to social problems or advocacy? Should policy analysts take social problems as given, or should they study the social construction of these problems? Which voices are dominant and which ones absent in the educational policy process? Who benefits from educational policy and who loses? What are the intended and unintended consequences of educational policy? In the course, we will examine the process of policy making as well as some persistent themes in educational policy (such as equalizing opportunity, providing more choice) through case studies of specific policy issues and the social contexts from which they emerge.

Framing Questions

1. How does policy frame often conflicting possibilities for various kinds of practice, including those that aim to be educational?
2. How can educational leaders exercise their responsibility to interpret, understand and act in various policy environments in ways that promote educational purposes?
3. How can educational leaders deliberately study the relationship between policy and practice in ways that contribute to better educational policies--and according to whom?

Course Objectives

EDST 577 is designed to provide learning opportunities that will assist participants to:

- Examine the everyday of policy in your lives;
- Examine educators as policy actors;
- Understand policy and policy activism;
- Explore current educational policy debates;

- Examine alternative framing of educational policy;
- Understand the connection between politics and policy and the competing interests involved in the educational policy arena;
- Analyze global policies within local contexts;
- Be familiar with different approaches to educational policy research including from indigenous perspectives

Meeting and Assignment Due Dates

Module #1

Friday, January 11 Learning about policy on the unceded territory of the Musqueam Nation

Saturday, January 12 Different approaches to understanding and researching policy; policy autobiography

Module #2

Dimensions of social justice: representation, recognition and redistribution

Saturday, February 2 ***Policy autobiography assignment and learning contracts due submitted to Webct. Please also bring a hardcopy to class***

Neoliberalism, globalization and rankings

Module #3

Policy activism
Framing and counter-framing

Saturday, March 2 Case studies: misrecognition, maldistribution and misrepresentation

Module #4

Friday, April 5 Readings/film TBA

Saturday, April 6 Student presentations and wrap-up

Friday, April 12 ***Final due date for assignments, via Webct. Please bring a hardcopy to class***

Course Requirements and Evaluation

NOTE: We encourage you to work together with other members of the class on any assignment. If you elect to do this, you will receive a group mark.

NOTE: We invite you to use art, theatre, or other means to satisfy course requirements, but you are not required to do so.

Online engagement with readings (These activities will be further explained during the first Saturday, and will begin after the first face-to-face class).

Everyone is requested to post comments online on at least two readings at the **midway point** between face-to-face meetings and at least two readings by the **Sunday before class**. The call for online comments can sometimes elicit pro-forma responses. The aim of this activity is to help us to prepare mini-lectures and activities aimed at deepening our face-to-face conversations and understandings of readings.

Online Facilitation of Key Readings

There will be three roles that each student rotates into. These roles are: (1) Question Poser; (2) Recapper and interview question poser (after class); and (3) Closer (2 weeks after class).

The Question Poser (TQP): Pose critical questions about the key reading/authors. You will be expected to *lead* a small-group or class discussion based on your questions.

The Recapper and Question Poser (TRQP): Briefly recap the in-class discussion of the key reading and pose questions that arose from that discussion. This should be posted no later than the Monday following class. Based on the questions you pose, the instructors will attempt to interview the author and produce a short vidcast or podcast.

The Closer (TC): The closer will wrap up the discussion, capturing some of the key issues raised (including by any vidcast or podcast that is produced), by the end of the second week after class.

Final Presentation

During the last weekend, students will also briefly (maximum 15 minutes) present to the class an assignment for feedback and revision before turning in final drafts.

Assignment # 1 - Education Policy Autobiography

20% of the final mark
1500 words maximum

Due on February 1

For this assignment feel free to use visuals to accompany your writing. Visuals could include a photo collage, a video or a single photo that is particularly meaningful and that you explain in writing. Consider the following questions:

1. What is a policy that had impact on your life as a student or educator?
2. Did you see it as a “good” or “bad” policy?
3. Why did this policy exist? (e.g., was in reaction to a tragedy? If you don’t know, feel free to speculate)
4. Who was involved in creating the policy?
5. Who benefitted from the policy? Who did not?
6. What assumptions were made in the policy?
7. How did you come to learn about the policy? (e.g., family, friends, media)
8. What alternative policies could have been introduced?
9. How do your subject positions influence how the policy affected you and your thoughts about it?

Or

Show how your professional practice is framed by various, often conflicting, policies.

Or

Think about a policy you would like to do research on. How is it connected to your policy autobiography? How might you use your policy autobiography to frame your policy study? How do you maintain a dialogue with people who have a similar policy autobiography, but a different viewpoint on the problem and the solution?

Suggestions for the Other Assignment(s)

What follows are some suggested assignments, evaluation criteria, and sample outlines of learning contracts, with suggested weights for various assignments. Students should think about the type of assignment(s) that would best suit their needs and then indicate in a short learning contract how much they would like to weight each assignment. Learning contracts will be due via email to both instructors no later than Saturday, February 2nd.

Suggestion #1: An assignment that allows you to apply what you have learned

Short Essay

1500 words maximum

Option A: Choose a specific policy of any school district, federal, provincial or territorial government, or international agency (e.g., the World Bank).

- Download/obtain the entire policy document;
- Analyze the implications of the policy for different social groups as appropriate;
- Point to the ethical issues involved.

Option B: Choose a policy document from your workplace and analyze the policy as well as the responses to it from internal and external interest groups.

Evaluation criteria:

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors);
- Demonstrates an understanding of a policy from multiple perspectives;
- Uses concepts, arguments, and examples learned through reading, class discussion, or practice;
- Includes your insights and conclusions.

Suggestion #2: Research Paper

5000 words maximum

Evaluation criteria:

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors);
- Demonstrates an understanding of the pertinent literature;
- Draws from multiple sources and perspectives, including those that may question the “official story”;
- Discusses aspects of the social context relevant to the policy issue under scrutiny;
- Uses concepts, arguments, and examples learned through reading, class discussion, or practice;
- Includes your insights and conclusions.

Suggestion #3: An assignment that allows you to analyze and reflect upon a set of readings, experiences, concepts, and beliefs

Short Essay

1500 words maximum

Option A: How does a set of reading(s) we have discussed enlarge your understanding of a personal experience?

Option B: Use one or more of the concepts presented in class to analyze something you care about.

Option C: Review your first two assignments:

- Reflect on their contributions to your understanding of policy;
- How will these contributions inform your practice?
- Relate your discussion to the literature we reviewed in class.

Evaluation Criteria:

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors);
- Demonstrates an understanding of the pertinent literature and uses it to analyze a particular policy or policy setting;
- Uses concepts, arguments, and examples learned through reading, class discussion or practice to derive analytic insight into a policy or policy setting;
- Includes your insights and conclusions.

Suggestion #4: Policy Comparison**1500 words maximum**

Choose two websites and explore their policy fields:

- Clarify why you have chosen these two websites and how you intend to compare them.
- Discuss in a meaningful way the discourses in use and the intended audiences.
- Look at, and discuss, the condensation symbols that are used.
- Most importantly, base your discussion on readings from the course and class discussions; support your ideas with the relevant concepts and theories (citing where appropriate).
- Reflect on the potential contribution of these policies/websites to your own work.
- Reflect on the limitations of these websites.

Evaluation criteria:

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
- Makes a clear argument (e.g., supports claims, makes clear transitions)
- Attends to social context and power
- Demonstrates understanding of and makes meaningful connections to concepts, arguments, and examples learned through reading, class discussion, or practice
- Includes your insights and conclusions.

Suggestion #5: Read one Ed.D dissertation with a policy focus (e.g. MacIvor, 2012), and write a short essay on it.

1500 words maximum

- What do you see as the contributions of the dissertation you chose?
- What do you see as the strengths and limitations of the dissertation?
- What would you do differently and why?

- How does this dissertation help you think about your own work?

Evaluation criteria:

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
- Makes a clear argument (e.g., supports claims, makes clear transitions)
- Attends to social context and power
- Demonstrates understanding of and makes meaningful connections to concepts, arguments, and examples learned through reading, class discussion, or practice
- Includes your insights and conclusions.

Suggestion #5: Negotiate an alternative assignment

Suggested Weights for Various Assignments

Option 1:

- 20% Policy Autobiography
- 40% Application essay (Suggestion #1)
- 40% Analysis essay (Suggestion #3)

Option 2:

- 20% Policy Autobiography Assignment
- 80% Research paper (Suggestion #2)

Option 3:

- 20% Policy Autobiography Assignment
- 40% Analysis essay (Suggestion #3, Option A)
- 40% Policy Comparison essay (Suggestion #4)

Option 4:

Negotiable

Course Readings

All readings are available through the UBC Library or will be provided by the instructors.

Pertinent UBC, EDST & Course Policies

EDST Graduate Course Grading Policy

(http://www.edst.educ.ubc.ca/policies_forms/grading.html)

A+ (90-100%)	Reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.
A	A mark of this order suggests a very high level of performance on all criteria

(85-89%)	used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.
A- (80-84%)	An A is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.
B (68-79%)	This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: one or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explication of ideas.
C (60-67%)	C level work is that which exhibits several of the problems mentioned in the description of B grades. The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students.

Academic Honesty

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions, such as acknowledging the work of others. Please make sure that you acknowledge and cite the oral and written work of others in all your assignments. Not citing sources is considered plagiarism. You should be aware of the sections of the University Calendar that address policies and regulations related to academic honesty and standards (<http://students.ubc.ca/calendar/>) and plagiarism (<http://vpacademic.ubc.ca/integrity/>). The UBC library also has a useful web-based Plagiarism Resource Centre that explains what plagiarism is and how to avoid it (www.library.ubc.ca/home/plagiarism/). If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with us.

Academic Accommodations for Students with Disabilities

To request academic accommodations due to a disability, before or at the start of the term, you should arrange to meet with an Access & Diversity Office advisor to determine what accommodations/services you are eligible for. You can find more information at: <http://www.students.ubc.ca/access/disability-services/>. If you have a letter from the Access & Diversity Office indicating that you have a disability that requires specific accommodations, please present the letter to us so that we can discuss the accommodations that you might need for class.

Religious Observances

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance.

Copyright:

Students should familiarize themselves with, and comply with, UBC's Copyright Guidelines and applicable copyright laws. See: <http://copyright.ubc.ca>

Detailed Schedule of Topics, Readings, and Activities

Module #1

Friday, January 11: Introduction: What does it mean to learn about policy on the Unceded Territory of the Musqueam Nation?

Guest Speaker: Dr. Madeleine MacIvor discusses her dissertation and the role of place and autobiography in relation to policy research (6:15- 7:30).

MacIvor, Madeleine. (2012). Chap. 1: Introduction; Chap. 2: The Literature; Chap. 3: Conceptual & methodological framework. In *Aboriginal post-secondary education policy development in British Columbia, 1986-2011* (pp. 1-72). Unpublished Ed.D. dissertation, University of British Columbia, Vancouver. Available: https://circle-ubc-ca.ezproxy.library.ubc.ca/bitstream/handle/2429/43004/ubc_2012_fall_macivor_madeleine.pdf?sequence=2

Kirkness, Verna J., & Barnhardt, Ray. (1991). First Nations and higher education: The four R's--respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*, 30(3), 1-15. Available: <http://jaie.asu.edu/v30/V30S3fir.htm>

Saturday, January 12

Different approaches to understanding and researching policy; policy autobiography

Biklen, Sari K. (2004). Trouble on Memory Lane: Adults and self-retrospection in researching youth. *Qualitative Inquiry*, 10(5), 715-730. Available: <http://ezproxy.library.ubc.ca/login?url=http://qix.sagepub.com/content/10/5/715.full.pdf+html>

Stewart, Christine. (2008). Taking action on Aboriginal issues within the British Columbia Teachers' Federation. *Our Schools / Our Selves*, 18 (1), pp. 19-28.

Available:

<http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/204862640?accountid=14656>

Turpel-Lafond, Mary Ellen. (2007, October 10). Testing protects vulnerable children. *Vancouver Sun*. Available:

<http://www.canada.com/components/print.aspx?id=9da2e5a1-debc-4657-9e59-9dc61bf1d239>

Kaufert, David S., & Carley, Kathleen M. (1993). Condensation symbols: Their variety and rhetorical function in political discourse. *Philosophy and Rhetoric*, 26(3), 201-226. Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/pdfplus/40237768.pdf?acceptTC=true>

Levinson, Bradley A. U., Sutton, Margaret, & Winstead, Teresa. (2009). Education policy as a practice of power: Theoretical tools, ethnographic methods, democratic options. *Educational Policy*, 23(6), 767-795. Available:

<http://ezproxy.library.ubc.ca/login?url=http://epx.sagepub.com/content/23/6/767.full.pdf+html>

Bensimon, Estella M. & Marshall, Catherine. (2003). Like it or not: Feminist critical policy analysis matters. *The Journal of Higher Education*, 74(3), 337-349.

Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/pdfplus/3648276.pdf>

Andreotti, Vanessa, Ahenakew, Cash, & Cooper, Garrick. (2011). Epistemological pluralism: Ethical and pedagogical challenges in higher education. *Alter-Natives: An International Journal of Indigenous Peoples* 7(1): 40-50. Available:

<http://ezproxy.library.ubc.ca/login?url=http://content.alternative.ac.nz/index.php/alternative/article/viewFile/61/56>

Module #2 – Dimensions of social justice: participation, recognition and redistribution

The Open University. (2011, July 8). Multiculturalism bites: Track 19. Nancy Fraser on recognition and multiculturalism. Available: <https://itunes.apple.com/us/itunes-u/multiculturalism-bites-audio/id449122394>

(This is a series of talks on multiculturalism. #19 is an audio interview with philosopher Nancy Fraser; 18 minutes.)

Kelly, Deirdre M. (forthcoming). Alternative learning contexts and the goals of democracy in education. In J. Vadeboncoeur (Ed.), *Designing educational programs with children and youth: Alternative and flexible contexts for learning*

(Vol. NSSE Yearbook Series). New York: Teachers College Press. <we will post the pdf to WebCT Vista>

Fraser, Nancy. (2005). Reframing justice in a globalizing world. *New Left Review*, 36, 69-88. Available:
http://www.law.yale.edu/documents/pdf/Fraser_ReframingJustice.pdf

Wright, Handel K. (2007). Is this an African I see before me? *Diaspora, Indigenous, and Minority Education*, 1(4), 313-322. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/15595690701564095>

Saturday, February 2

Neoliberalism, globalization and rankings

Larner, Wendy. (2000) Neoliberalism: Policy, ideology, governmentality. *Studies in Political Economy*, 63, 5-25. Available:
<http://spe.library.utoronto.ca/index.php/spe/article/view/6724/3723>

Biesta, Gert J. J. (2004). Education, accountability, and the ethical demand: Can the democratic potential of accountability be regained? *Educational Theory*, 54(3), 233-250. Available:
<http://ezproxy.library.ubc.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.0013-2004.2004.00017.x/pdf>

Hazelkorn, Ellen. (2011, June 16-17). World-class universities or world-class systems? Rankings and higher education policy choices. *Keynote Address to the UNESCO Global Forum on Rankings and Accountability in Higher Education*, UNESCO, Paris. Available: <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/quality-assurance/rankings-forum/>

Myungkoo Kang (2009): 'State guided' university reform and colonial conditions of knowledge production, *Inter-Asia Cultural Studies*, 10:2, 191-205. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/14649370902823355>

Framing and counter-framing

Prentice, Susan. (2009). High stakes: The "investable" child and the economic reframing of childcare. *Signs: Journal of Women in Culture and Society*, 34(3), 687-710. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/pdfplus/10.1086/593711.pdf?acceptTC=true>

Facer, Keri. (2012). After the moral panic? Reframing the debate about child safety online. *Discourse*, 33 (3), 397-413. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/01596306.2012.681899>

Fineman, Martha A. (2008). The vulnerable subject: Anchoring equality in the human condition. *Yale Journal of Law & Feminism*, 20(1), 1-23. Emory Public Law Research Paper No. 8-40. Available:
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1131407

Optional:

Retzlaff, Steffi. (2006). Power over discourse: Linguistic choices in Aboriginal media representations. *Canadian Journal of Native Studies*, 26(1), 25-52. Available:
<http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/218083037/fulltextPDF?accountid=14656>

Module #3

Policy Activism

Yeatman, Anna. (1998). Introduction; Activism and the policy process. In A. Yeatman (Ed.), *Activism and the policy process* (pp. 1-15, 16-35). St. Leonards, NSW Australia: Allen & Unwin. <to be distributed in class>

Smith, Miriam. (2004). Questioning heteronormativity: Lesbian and gay challenges to education practice in British Columbia, Canada. *Social Movement Studies*, 3(2), 131-145. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/1474283042000266092>

St. Denis, Verna. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/10714413.2011.597638>

Saturday, March 2

Case studies: Misrecognition, maldistribution, misrepresentation

Opini, Bathseba. (2008). Strengths and limitations of Ontario post-secondary accessibility plans: A review of one university accessibility plan. *International Journal of Inclusive Education*, 12(2), 127-149. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/13603110600790514>

Li, Jun. (2004). Parental expectations of Chinese immigrants: A folk theory about children's school achievement. *Race Ethnicity and Education*, 7(2), 167-183. Available: <http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/1361332042000234286>

Blackstock, Cindy. (2007). Residential schools: Did they really close or just morph into child welfare? *Indigenous Law Journal*, 6(1), 71-78. Available: <https://tspace.library.utoronto.ca/bitstream/1807/17131/1/ILJ-6.1-Blackstock.pdf>

Shan, Hongxia. (2012). Learning to “fit in”: The emotional work of Chinese immigrant engineers in Canada. *Journal of Workplace Learning*, 24(5), 351-364. Available: <http://www.emeraldinsight.com.ezproxy.library.ubc.ca/journals.htm?articleid=17038658&show=abstract>

Module #4 –Social Context of Educational Policy, Issues TBA

Friday, April 5

TBA

Saturday, April 6

Student presentations (no more than 15 minutes per individual or small group).

Wrap-up and Student Evaluations.