

**Программа учебной дисциплины
"Education and development"**

Утверждена
Академическим советом ООП
№1 dated 27.06.2017

Author	Artem Uldanov
Number of credits	4
Contact hours	40
Self-study hours	112
Курс	2
Educational format	Without use of online course

I. Aim, Results of Mastering the Discipline and Prerequisites

The objective of the discipline "Education and development" is to give students comprehensive introduction into modern educational practices, theories and economic side of the issue. All countries, regardless of their national wealth, stand to gain from more and better education. According to a recent OECD report, providing every child with access to education and the skills needed to participate fully in society would boost GDP by an average 28% per year in lower-income countries and 16% per year in high-income countries for the next 80 years.

Today's students need "twenty-first-century skills," like critical thinking, problem solving, creativity, and digital literacy. Learners of all ages need to become familiar with new technologies and cope with rapidly changing workplaces.

According to the International Labour Organization, an additional 280 million jobs will be needed by 2019. It is vital for policymakers to ensure that the right frameworks and incentives are established so that those jobs can be created and filled. Robust education systems – underpinned by qualified, professionally trained, motivated, and well-supported teachers – will be the cornerstone of this effort. During the course we will analyze and discuss best practices and solutions in education policy on the examples of different countries and highlight exact ways of their application in particular cases.

By the end of the course, the students are expected to:

Know:

- the range of concepts from the social and political sciences that assist the understanding and analysis of the relationship between education, learning and development in different countries;
- correlations between education, development and social capital;
- main approaches to estimating educational policy and best practices in educational sphere all over the world

Be able to:

- discuss and reproduce these concepts and theories, be able to find links between them and analyze them;
- recognize formal and informal educational practices, analyze them and suggest improvements for them;
- analyze particular educational policy and propose expertise in this field

Have skills for:

- Working with the range of actors functioning in the sphere of education (including civic and informal education)
- Collecting objective and adequate information on the problems in this field
- Design and implement range of measures to enhance educational policy in different countries

Basic knowledge of concepts and theories of social sciences are required for this course.

The following knowledge and skills are needed to study this discipline:

- To know basic methods of political analysis
- To be able to analyze independently the most important aspects of political relations
- To have basic academic skills, such as collecting, analyzing and logically presenting information and data on a certain topic, participating in a group discussion, writing an essay, making a presentation, etc.

The main skills developed by studying this discipline can be used to study the following disciplines:

- Academic research seminar
- Academic research practice

II. Content of the Course

Part 1. Education in contemporary world

1. Evolution of views on role and place of education

History of education in ancient and modern times. Evolution of education practices and curriculum. From 'elitist' to universal education.

2. Concept and aims of modern education

Society, development and education. Concept of education. Approaches to educational practices and techniques. Powerful learning environments and outcomes of education. Development – what is it? Vicious cycles. Education as a key to development

3. Lifelong education

Why do we need lifelong education? New challenges and new requirements in sphere of education. What models of lifelong education could be applicable in different cases? How to make education relevant and more focused on development?

4. Formal and informal education

How approach to informal educational practices has changed over time? Roles of informal educational techniques in quality of education. Different types of learning.

Part 2. The role of education in economic growth and development

Lecture 5. Human resources and social capital

Linkages between social capital acquisition and education. Horizontal ties in society as accumulators of social capital. Economic and social dimension of social capital. From capital to resources: why human resources is so important for development?

6: Role of Modern Education in Modernization of Global South

What is Global South and what are the possible ways of modernization through education in this region. Success stories and best practices vs poor implementation and regulation. Singapore and India what we can learn from their experience?

7: Emancipatory Power of Education for Development and Growth

The conceptual underpinnings of education and emancipation respectively. Contrary to contemporary despise and neglect of indigenous knowledge system to the recluses we can use an integration of indigenous knowledge system with other plausible forms of education in the contemporary developing countries quest for emancipation.

8. Labor market outcomes of mass higher education (1): graduate wage premium (GWP)

Educational opportunities, and the specific structures of educational systems, are as consequential for mobility in labor markets as are the attributes of the individuals who make careers in those markets. The conceptual and empirical challenge is to understand how individual and environmental factors interactively affect mobility processes.

9: Labor market outcomes of mass higher education (2): overeducation and job-education mismatch

Educational opportunities, and the specific structures of educational systems, are as consequential for mobility in labor markets as are the attributes of the individuals who make careers in those markets. The conceptual and empirical challenge is to understand how individual and environmental factors interactively affect mobility processes.

10: Education and new technologies: should we fear the future?

How new technologies could change the world of education and how robotization could be introduced into it.

III. Grading

If the final grade is non-integer, it is rounded according to algebraic rules. If has a half (.5) at the end, we are rounding upward.

$$O_{\text{cumulative}} = 0.7*(O_{\text{essay}}*0.7 + O_{\text{ref.paper}}*0.3)$$

$$O_{\text{final}} = (O_{\text{cumulative}} + k_1*O_{\text{exam}})$$

Where k_1 is 0.3

IV. Grading Tools

November 14. Reflection paper on the topic "Education and social development: interconnections and challenges. 1500 words (30%)

December 19. 4 000 words essay with student's view and analysis on particular issue in educational sphere (70%)

Possible topics for final essay:

- Immigration, education and development: the case of Sweden
- Who Controls What? The Problem of Role Conflict in Educational Management and Effects on the Quality of Education in Nigeria

- Alternative Grading – Austria’s Future?
- Homeschooling in Belgium: a case analysis
- Implementation of Bologna process in Russian higher education
- Unified state exam in Russia: pros and cons

The assessment criteria:

- 1) Logical coherence
 - Organize your thoughts and information in a clear order.
 - State your observations and conclusions clearly.
 - Use evidence to support your conclusions.
- 2) Engagement with course issues and concepts
 - In every paper, make use of concepts/methods of analysis discussed in class.
 - Be sure to incorporate at least three course readings/lectures into any research paper you write.
 - Shorter critical essays must incorporate the key concepts from at least one course reading/lecture.
- 3) Quality of your particular analysis
 - Try to make your paper interesting and unique.
 - Try to go beyond simply re-stating someone else's argument.
 - Always make sure that your paper ends with a clear and interesting conclusion

V. Sources

5.1. Main Literature

1. Verger, Antoni, and Hülya K. Altinyelken. Global Education Policy and International Development : New Agendas, Issues, and Policies, edited by Mario Novelli, Bloomsbury Publishing PLC, 2012. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1080360>.
2. Education, Learning, Training : Critical Issues for Development, edited by Gilles Carbonnier, et al., BRILL, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1840860>.
3. Hall, Anthony, and James O. Midgley. Social Policy for Development, SAGE Publications, 2004. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=254747>.

5.2. Additional Literature

1. China's Education Development and Policy, 1978-2008 : China's Education Development and Policy,1978-2008, edited by Zhang Xiulan, BRILL, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=783307>.
2. Education for a Knowledge Society in Arabian Gulf Countries, edited by Alexander W. Wiseman, et al., Emerald Publishing Limited, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1649388>.
3. Rassool, Prof. Naz, et al. Global Issues in Language, Education and Development : Perspectives from Postcolonial Countries, Channel View Publications, 2007. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=293217>.

5.3. Software

№	Name	Access conditions
1.	MicrosoftWindows 7 Professional RUS MicrosoftWindows 10	<i>From the university’s internal network (contract)</i>

	MicrosoftWindows 8.1 Professional RUS	
2.	Microsoft Office Professional Plus 2010	<i>From the university's internal network (contract)</i>

5.4. Professional databases and reference systems. Internet resources (electronic educational resources)

№	Name	Access conditions
<i>Professional databases and reference systems</i>		
1.	Consultant Plus	<i>From the university's internal network (contract)</i>
2.	URAIT Electronic library system	URL: https://biblio-online.ru/
<i>Internet resources (electronic educational resources)</i>		
1.	Open Education	URL: https://openedu.ru/

5.5. Material and technical support

Classrooms for lectures on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:

- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.