Comparative Education and Pedagogy

COURSE DESIGNATOR: MONT 3213
NUMBER OF CREDITS: 3

COURSE DESCRIPTION
This course compares educational practices in the United States and in France. Major topics include: the beliefs, practices, and relationships that shaped human experience over time, methods and concepts employed in producing historical knowledge, how to do the interpretive work that makes meaning out of historical materials, and finally uses limitations of certain primary resources.

COURSE OBJECTIVES
• To inform students about cultural differences in the context of education
• To equip students with a deep understanding of particular approaches to the past
• To teach students to think critically and in an informed manner about their own and others’ assumptions and assertions about the human past
• To understand intercultural differences in a pedagogical framework

METHODOLOGY
Class discussions and readings comparing France and United States teaching approaches

RECOMMENDED READINGS/ RESOURCES
Suhanthie Motha, *Race, Empire and English Language Teaching.*

http://sitemaker.umich.edu/ericksen.356/section_1__basic_differences

Basic comparative overview of the Franco-US educational systems (not especially scholarly or rigorous, but accessible)

This has a list of surveys and articles for various time periods and categories
http://crdp.ac-bordeaux.fr/cddp33/langue/site_assistant_anglais/premiere_page.asp
http://en.wikibooks.org/wiki/Teaching_Assistant_in_France_Survival_Guide


Paolo Freire, ch. 1-2 dans *The Pedagogy of the Oppressed*, pp. 45-79 dans Ana Maria Araujo Freire and Donaldo Macedo, *The Paulo Freire Reader*

Robin J. Alexander, *Culture and Pedagogy: International Comparisons in Primary Education*  
*Culture and Pedagogy* (2001) compares primary and secondary elementary schooling in England, France, India, Russia, and the United States, addressing important questions about primary education in the 21st century. It reveals how teaching, learning, and pedagogic discourse are shaped not just by the decisions of the teacher but also by school values and organization, by local pressures, national policy, and the balance of political control, by the tensions and ambiguities of the democratic ideal, and by culture and history. Winner of the American Educational Research Association Outstanding Book Award and the Society for Educational Studies Best Book Award.

Perspectives on Social Challenges (Weisbaden, Germany: Springer Fachmedien, 2013).  
Note: pp 135-151 contains a comparative study/history of practices in France and US).

Salaries for teachers around the world:  
http://www.worldsalaries.org/teacher.shtml

### GRADING

<table>
<thead>
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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
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<td>C+</td>
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<tr>
<td>C-</td>
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<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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SUMMARY OF HOW GRADES ARE WEIGHTED

<table>
<thead>
<tr>
<th>Participation</th>
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<tr>
<td>Oral presentations</td>
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<td>Final exam / Home paper</td>
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<td>Standards of Effective Practice 3C, 3D, 10A, 10B, 10C, 10D, 10E, 10G</td>
<td>50%</td>
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<td>Overall grade</td>
<td>100%</td>
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STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS ASSESSED IN THIS COURSE

STANDARD 1: SUBJECT MATTER (INTASC Standard #4: Content Knowledge)
A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

2F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts (INTASC 4a, 4g)

STANDARD 2: STUDENT LEARNING (INTASC Standard #1: Learner Development)
A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development. The teacher must:

3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning (INTASC 1d, 1j)
3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions (INTASC 1b)
3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others (INTASC 1e, 1h)
3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning (INTASC 1f, 1i)
3E. link new ideas to familiar ideas make connections to a student's experiences provide opportunities for active engagement, manipulation, and testing of ideas and materials and encourage students to assume responsibility for shaping their learning tasks
3F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks (INTASC 1a and 1b)
3G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking (INTASC 1h)
3H. demonstrate knowledge and understanding of concepts related to technology and student learning (INTASC 8n)

STANDARD 3: DIVERSE LEARNERS (INTASC #2: Learning Differences)
A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

4A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences and know how to design instruction that uses a student's strengths as the basis for continued learning (INTASC 2g)
4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents (INTASC 2f and 2h)
4C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English (INTASC 2i, 2o)
4D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism
4E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (INTASC 2j, 2m)
4F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society (INTASC 2k)
4G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture
4H. understand cultural and community diversity and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction (INTASC 2d)
4J. know about community and cultural norms (INTASC 2k)
4K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs (INTASC 2a)
4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes (INTASC 2a)
4O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences (INTASC 2d)

STANDARD 4: INSTRUCTIONAL STRATEGIES (INTASC #5: Application of Content)
A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
5A. understand Minnesota's graduation standards and how to implement them
5B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated (INTASC 5m and 8j)
5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies (INTASC 5i)
5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities (INTASC 5m)
5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs (INTASC 5s and 8s)
5F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests INTASC 8a)
5G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources (INTASC 5c and 5m)
5H. monitor and adjust strategies in response to learner feedback
5I. vary the instructional process to address the content and purposes of instruction and the needs of students (INTASC 5c)
5J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking (INTASC 5c)
5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning (INTASC 5i)
5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources (INTASC 5n)

STANDARD 5: LEARNING ENVIRONMENT (INTASC Standard #3: Learning Environment)
A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work (INTASC 3c)
6B. understand how social groups function and influence people, and how people influence groups (INTASC 3i)
6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations (INTASC 3d)
6D. know how to help people work productively and cooperatively with each other in complex social settings (INTASC 3j)
6E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom (INTASC 3k)
6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated (INTASC 3f)
6G. understand how participation supports commitment (INTASC 3o)
6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole (INTASC 3p)
6I. establish peer relationships to promote learning (INTASC 3o)
6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning
6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities (INTASC 3p)
6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities (INTASC 3p)
6M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning (INTASC 3b)
6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks (INTASC 3d)
6O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals (INTASC 3e)
6P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning (INTASC 3f)
6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work (INTASC 3q)
6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals (INTASC 3o)

STANDARD 6: COMMUNICATION (INTASC #8: Instructional Strategies)
A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7A. understand communication theory, language development, and the role of language in learning
7B. understand how cultural and gender differences can affect communication in the classroom (INTASC 8k, 8q)
7C. understand the importance of nonverbal as well as verbal communication (INTASC 8m)
7D. know effective verbal, nonverbal, and media communication techniques (INTASC 8g, 8r)
7E. understand the power of language for fostering self-expression, identity development, and learning (INTASC 8l)
7F. use effective listening techniques (INTASC 8p)
7G. foster sensitive communication by and among all students in the class (INTASC 3r)
7H. use effective communication strategies in conveying ideas and information and in asking questions (INTASC 8s)
7I. support and expand learner expression in speaking, writing, and other media (INTASC 8h)
7J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question (INTASC 8i)
7K. use a variety of media and educational technology to enrich learning opportunities (INTASC 8o)

STANDARD 7: PLANNING INSTRUCTION (INTASC #7: Planning Instruction)
A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals (INTASC 7i)
8B. plan instruction using contextual considerations that bridge curriculum and student experiences (INTASC 7b)
8C. plan instructional programs that accommodate individual student learning styles and performance modes (INTASC 7j)
8D. create short-range and long-range plans that are linked to student needs and performance (INTASC 7p)
8E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress (INTASC 7a)
8F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired (INTASC 7n).

8G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning (INTASC 7f).

STANDARD 8: ASSESSMENT. (INTASC #6: Assessment)
A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501 (INTASC 6o).

9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work (INTASC 6k).

9C. understand the purpose of and differences between assessment and evaluation (INTASC 6j).

9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns (INTASC 6b, k).

9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes (INTASC 6i, 6k, and 6t).

9F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities (INTASC 6g and 6v).

9G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests (INTASC 6a).

9H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies (INTASC 6c, 6l).

9I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning (INTASC 6m, 6q).

9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work (INTASC 6f).

9K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals (INTASC 6l, 6r).

9L. establish and maintain student records of work and performance (INTASC 6t).

9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues (INTASC 6n, 6o, 6s).

9N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning (INTASC 6l).

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT. (INTASC #9: Professional Learning and Ethical Practice)
A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10A. understand the historical and philosophical foundations of education (INTASC 9a).


10C. understand the influences of the teacher's behavior on student growth and learning. (INTASC 9i and 9m).

10D. know major areas of research on teaching and of resources available for professional development (INTASC 9n).

10E. understand the role of reflection and self-assessment on continual learning (INTASC 9g, 9m).

10F. understand the value of critical thinking and self-directed learning (INTASC 9f).

10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues (INTASC 9c, 9n).

10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice (INTASC 9a).

10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher (INTASC 9b and 9k).
10J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback (INTASC 9c)
10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 1(INTASC 9o)
10L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations (INTASC 9o)
10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education INTASC 9d)

STANDARD 10: COLLABORATION, ETHICS AND RELATIONSHIPS (INTASC #10: Leadership and Collaboration)
11A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works (INTASC 10l)
11B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning (INTASC 10m)
11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect
11D. understand the concept of addressing the needs of the whole learner
11F. understand data practices
11G. collaborate with other professionals to improve the overall learning environment for students (INTASC 10b)
11H. collaborate in activities designed to make the entire school a productive learning environment (INTASC 10c)
11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments (INTASC 10g)
11J. identify and use community resources to foster student learning (INTASC 10e)
11K. establish productive relationships with parents and guardians in support of student learning and well-being
11L. understand mandatory reporting laws and rules and (INTASC 9j)
11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice (INTASC 9f, 10f, 10h, 10i, 10j))

• The MN-SEPTs can be read in their entirety at: http://www.revisor.leg.state.mn.us/arule/8710/2000.html
• The national inTasc Model Core Teaching Standards are available at: https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE CONTENT

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**Activities and Readings**
Lecture on comparative Education in the world (different countries including US and France (age of students, age of the starting of school, number of students by professors, expends, wages of professors, and so on) and explanation of course structure and organization.

3A, 3B, 4A, 4B, 4C, 4D, 4E, 4F, 4H, 4J, 4K, 4L, 4O, 6B, 10A, 11B, 11C

**Assessment**
No assessment for this session. One of the students agrees to work for the next session about the idea of « laïcité » and reading a document about that important point for France.
**WEEK 2:**

**Activities and Readings**  
Continued lecture and discussion of comparative education. Lecture and discussion. Introductory lecture for the concept of “laïcité” and the secular state.


**Assessment**  
Student presentation

6A, 6B, 6C, 6D, 6H, 6M, 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7J, 7K, 11A, 11B, 11C, 11D, 11G, 11H, 11I, 11J

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**WEEK 3:**

**Activities and Readings**  
Lecture and discussion on the history of education in France and also on the history of pedagogy (Dewey, Decroly, Montessori, Freinet, Freire…).

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 10A, 10B, 10C, 10D, 10E, 10F, 10G

**Assessment**  
Student presentation

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7J, 10A, 10B, 10C, 10D, 10E, 10F, 10G

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**WEEK 4:**

**Activities and Readings**  
- Abstract of readings and discussion on the sociology of education (Weber, Durkheim, Bourdieu and others).
- The topic of Gender and Education
- Presentation on culture, sociology and education in France and in the US


**Assessment**  
Student presentations:

- Presentation on culture, sociology and education in France and in the US.
- Presentation on the Montessori system
- Presentation on Gender in School

2F, 3A, 3B, 3C, 3E, 4A, 4B, 4D, 4E, 4F, 4H, 5A, 5B, 5C, 5G, 5J, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6I, 6J, 6K, 6L,
### WEEK 5:

**Activities and Readings**  
Lecture and Discussions on the French Educational System: organization within the institutional framework to pass on national Education policy proposed by the Minister of Education (new pre-primary curriculum in 2015, new primary curriculum in 2016).  
➔ PowerPoint presentation (teacher) and discussion (teacher + students)


**Assessment**  
Round table discussion, comparison and analysis  
Oral: summarizing what was said during the class


### WEEK 6:

**Activities and Readings**  
Various concepts of teaching/learning (behaviorism, constructivism, social constructivism …) to achieve educational goals in line with Education policy  
➔ PowerPoint presentation (teacher) and discussion (teacher + students)  
➔ Independent research/mini-presentations on these concepts (students)

3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4H, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M

**Assessment**  
Round table discussion, comparison and analysis  
Oral: summarizing what was said during the class

3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4H, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7J, 7K
Activities and Readings
Various concepts of teaching / learning (behaviorism, constructivism, social constructivism ...) to achieve educational goals in line with Education policy

> PowerPoint presentation (teacher) and discussion (teacher + students)
> Identifying and linking the specifications of each teaching / learning concept (students)

3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4H, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M

Assessment
Round table discussion, comparison and analysis
Written: summarizing what was said during the class and filling out the table
Oral: linking different class situations to corresponding learning / teaching concept

3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4H, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6P, 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7J, 7K

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WEEK 8:

Activities and Readings
Lecture and discussion on innovative educational strategies: using music in the classroom, teaching through music, teaching music

3D, 3E, 3F, 5B, 5C, 5E, 5F, 5G, 5H, 5I, 5K, 5L

Assessment
Students produce lesson plans and submit them to the instructor for feedback

3D, 3E, 3F, 5B, 5C, 5E, 5F, 5G, 5H, 5I, 5K, 5L, 6N

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WEEK 9:

Activities and Readings
Lectures: How to plan a lesson using public architecture and monuments to lead pupils to understand political systems and organizations
How to introduce historical knowledge in primary schools by comparing paintings, drawings, frescoes and sculptures from France and the United States

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 8A, 8B, 8C, 8D, 8E, 8F, 8G

Assessment
Students produce lesson plans and submit them to the instructor for feedback

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 8A, 8B, 8C, 8D, 8E, 8F, 8G
### WEEK 10:

**Activities and Readings**
Lecture: How to connect past and present using the examples of cities or the places the pupils are living in.

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 8A, 8B, 8C, 8D, 8E, 8F, 8G

**Assessment**
Students produce lesson plans and submit them to the instructor for feedback

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 8A, 8B, 8C, 8D, 8E, 8F, 8G

### WEEK 11:

**Activities and Readings**
Lecture and discussion: Individualized educational background in primary school resulting in the organization of areas, learning times and answers to meet specific needs of exceptional pupils

- PowerPoint presentation (teacher) and discussion (teacher + students)
- Independent research on specific needs of exceptional pupils (students) and proposals to meet them.

3A, 3B, 3C, 3D, 3E, 3F, 3H, 6A, 6B, 6C, 6D, 6F

**Assessment**
Round table discussion, comparison and analysis
Oral: summarizing what was said during the class

3A, 3B, 3C, 3D, 3E, 3F, 3H, 6A, 6B, 6C, 6D, 6F, 6R

### WEEK 12:

**Activities and Readings**
Innovating pedagogies

- PowerPoint presentation (teacher) and discussion (teacher + students)
- Independent research on innovating pedagogies (students)
- Videos showing inverted class and Whole Brain Teaching

5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5J, 5K, 5L, 8A, 8B, 8C, 8D

**Assessment**
Written summary of what was said during the class

5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5J, 5K, 5L, 8A, 8B, 8C, 8D
WEEK 13:

Activities and Readings
How to plan a visit on site, help the pupils to see, study and understand key facts and key elements in the city landscape, from historical documents and vintage postcards to mobile phone photos: the example of Montpellier

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 8A, 8B, 8C, 8D, 8E, 8F, 8G

Assessment
Students produce lesson plans and submit them to the instructor for feedback

5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 6O, 6Q, 8A, 8B, 8C, 8D, 8E, 8F, 8G

WEEK 14:

Activities and Readings
Regulators in primary school (different councils, status of the Principal, teacher trainer, pedagogy consultant, Inspector)

➔ PowerPoint presentation (teacher) and discussion (teacher + students)
➔ Filling out a table with specifications of each regulator (students)

10A, 10B, 10C, 10D, 10E, 10F, 10H, 10I, 10J, 10K, 10L,
11M

Assessment
Written: Filling out the table
Oral: summarizing what was said during the class

10A, 10B, 10C, 10D, 10E, 10F, 10H, 10I, 10J, 10K, 10L,
11M

WEEK 15:

Activities and Readings
➔ Final exam: quiz
➔ Assessment by students: what students appreciated, what students did not appreciate, students’ proposals to improve this course

2G, 3C, 3D, 10B, 10E

Assessment
Written: quiz and assessment
ATTENDANCE POLICY
Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:
The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.