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

**METHODODOLOGY**

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>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or 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>
</tr>
</tbody>
</table>
SUMMARY OF HOW GRADES ARE WEIGHTED

<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Final exam / Home paper</td>
<td>50%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS ASSESSED IN THIS COURSE

STANDARD 1: SUBJECT MATTER

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:

A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
B. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;

STANDARD 2: STUDENT LEARNING

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:

A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
B. 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;
C. 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;
D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
E. 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;

STANDARD 3: DIVERSE LEARNERS

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:

A. 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;
B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
J. know about community and cultural norms;
K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;
Q. develop a learning community in which individual differences are respected; and
R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

STANDARD 4: INSTRUCTIONAL STRATEGIES
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:
A. understand Minnesota's graduation standards and how to implement them;
B. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
C. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
D. 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;
E. monitor and adjust strategies in response to learner feedback;
F. vary the instructional process to address the content and purposes of instruction and the needs of students;
G. 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;
H. 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; and
I. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

STANDARD 5: 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:
A. 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;
B. understand how social groups function and influence people, and how people influence groups;
C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
D. know how to help people work productively and cooperatively with each other in complex social settings;
E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
I. establish peer relationships to promote learning;
J. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
K. 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;

L. 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;

M. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

N. 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;

O. 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;

P. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

Q. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

STANDARD 6: COMMUNICATION
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:

A. understand how cultural and gender differences can affect communication in the classroom;

B. understand the importance of nonverbal as well as verbal communication;

C. know effective verbal, nonverbal, and media communication techniques;

D. understand the power of language for fostering self-expression, identity development, and learning;

E. use effective listening techniques;

F. use effective communication strategies in conveying ideas and information and in asking questions;

G. use a variety of media and educational technology to enrich learning opportunities.

STANDARD 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:

A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

B. plan instruction using contextual considerations that bridge curriculum and student experiences;

C. plan instructional programs that accommodate individual student learning styles and performance modes;

D. create short-range and long-range plans that are linked to student needs and performance;

E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

F. 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;

G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and

H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT.
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:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the role of reflection and self-assessment on continual learning;

D. understand the value of critical thinking and self-directed learning;

E. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
F. 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;

* The MN-SEPTs can be read in their entirety at: [http://www.revisor.leg.state.mn.us/arule/8710/2000.html](http://www.revisor.leg.state.mn.us/arule/8710/2000.html)

### COURSE CONTENT

#### WEEK 1:

**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.

1B, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3J, 3K, 3L, 3O, 5B, 10A, 10B, 10C

**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.

5A, 5B, 5C, 5D, 5H, 5M, 10A, 10B, 10C, 10D, 10G, 10H, 10I, 10J

**Assessment**
Student presentation

5A, 5B, 5C, 5D, 5H, 5M, 6A, 6B, 6C, 6D, 6E, 6G, 6H, 6I, 6J, 6K, 10A, 10B, 10C, 10D, 10G, 10H, 10I, 10J

#### WEEK 3:

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

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 9A, 9B, 9C, 9D, 9E, 9F, 9G

**Assessment**
Student presentation

## 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

1D, 1E, 2A, 2B, 2C, 2E, 3A, 3B, 3D, 3E, 3F, 3H, 4A, 4B, 4C, 4G, 4J, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5I, 5J, 5K, 5L, 5M, 7A, 10A, 10B, 10C, 10D, 10G, 10H

### 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

1D, 1E, 1F, 2A, 2B, 2C, 2E, 3A, 3B, 3D, 3E, 3F, 3H, 4A, 4B, 4C, 4G, 4J, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5I, 5J, 5K, 5L, 5M, 6A, 6B, 6C, 6D, 6E, 6G, 6H, 6I, 6J, 6K, 10A, 10B, 10C, 10D, 10G, 10H

## 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)

8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10B, 10C, 10D, 10G, 10H, 10I, 10J, 10K, 10L, 10M

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

6A, 6B, 6C, 6D, 6E, 6G, 6H, 6I, 6J, 6K, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10B, 10C, 10D, 10G, 10H, 10I, 10J, 10K, 10L, 10M

## 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)
**WEEK 7:**

**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)

**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

**WEEK 8:**

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

2D, 2E, 2F, 4B, 4C, 4E, 4F, 4G, 4H, 4I, 4K, 4L

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

**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

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 7A, 7B, 7C, 7D, 7E, 7F, 7G

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

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 7A, 7B, 7C, 7D, 7E, 7F, 7G

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.

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 7A, 7B, 7C, 7D, 7E, 7F, 7G

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

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 7A, 7B, 7C, 7D, 7E, 7F, 7G

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.

2A, 2B, 2C, 2D, 2E, 2F, 2H, 2I, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 2R, 5A, 5B, 5C, 5D, 5E, 5F

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

2A, 2B, 2C, 2D, 2E, 2F, 2H, 2I, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 2R, 5A, 5B, 5C, 5D, 5E, 5F

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

4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4J, 4K, 4L, 7A, 7B, 7C, 7D

Assessment
Written summary of what was said during the class

4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4J, 4K, 4L, 7A, 7B, 7C, 7D

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

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 7A, 7B, 7C, 7D, 7E, 7F, 7G

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

4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 7A, 7B, 7C, 7D, 7E, 7F, 7G

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)

9A, 9B, 9C, 9D, 9E, 9F, 9H, 9I, 9J, 9K, 9L, 9M, 10A, 10B, 10C, 10D, 10G, 10H, 10I, 10J, 10K, 10L, 10M

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

9A, 9B, 9C, 9D, 9E, 9F, 9H, 9I, 9J, 9K, 9L, 9M, 10A, 10B, 10C, 10D, 10G, 10H, 10I, 10J, 10K, 10L, 10M
**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

1G, 2C, 2D, 9B, 9E

**Assessment**
Written: quiz and assessment

1G, 2C, 2D, 9B, 9E

---

**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.