

ELPS 405
Introduction to Educational Policy Analysis
Spring 2016

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Course Description

This course is an introduction to educational policy analysis that allows students to critically assess the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts.

We can ask whether the aim of educational policy analysis should be to offer solutions to problems for and/or with policymakers. Perhaps policy analysis should serve the public by offering critiques of policy, or perhaps it should seek to bring marginalized and historically excluded groups and perspectives into policymaking. Should we be questioning the very practice of policymaking and the predominance of “policies” in our contemporary world? These broad questions hint at the variety of entry points that can be taken when approaching the field of policy analysis. In this course we will frequently find it useful to distinguish between analysis *for* policy and analysis *of* policy. Overall, though, there are two main objectives to the course: (1) to explore the diversity that makes up the field such that students become familiar with various strategies, theoretical paradigms and knowledge-generation approaches that shape policy texts and agendas; and (2) to reflect on how different “policy logics” have shaped and continue to shape policymaking across institutional, state, national and international contexts. This last aim asks students to become familiar with the development of “policy science” over time, with leading research in the field, as well as with a wide repertoire of thinking tools that are at your disposal.

Essential Questions

I assume that all students in the course bring their own questions and will pursue answers to those questions across the semester. In addition, it is my hope that the readings and our discussions will help provoke new questions about education policy that are different than the ones with which you began the course. In alignment with the School of Education’s Conceptual Framework of seeking “Social Action through Education”, the following questions will guide our collective inquiry and reverberate across the course:

- What is education policy? What are (or should be) its aims? To what extent is education policy an instrument of governance? To what extent is it a socio-cultural practice?
- How is education policy ordered and understood through different theoretical lenses?
- What makes for valuable educational policy analysis? Must policy analysis focus on “problems” or “solutions”? Can or should researchers and practitioners also be policymakers?

Learning Outcomes

Students will demonstrate an ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in current policy debates.

I place particular emphasis on developing skills, competencies and points of view needed by professionals working in or interacting with the world of education policy analysis. I also emphasize your learning to analyze and critically evaluate ideas, arguments, and points of view; as well as your acquiring an interest in learning more by asking questions and seeking answers

Course Objectives Related to International Higher Education and Cultural and Educational Policy Studies

While this course will not focus exclusively on higher education policy in global contexts, I have designed this syllabus with an awareness that a majority of the students in this particular section of the course are pursuing M.Ed. degrees in International Higher Education. Nonetheless, it is still intended to offer an introduction to educational policy analysis as it can be applied to educational institutions at any level and in any particular setting.

This course addresses the following objectives of Loyola's IHE program:

- Graduates of the program will be reflective leaders able to work in diverse cultural contexts to better understand, analyze, evaluate and advance the missions and programs of higher education institutions around the globe.
- Graduates will demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and with respect to education abroad programs.

This course also addresses the following (related) objectives of Loyola's Cultural and Educational Policy Studies program:

- Graduates bring educational research to bear on forming and implementing educational policy and practice.
- Graduates recognize education's cultural dimensions and leverage cultural analyses in their work to improve educational experiences and institutions.

In addition, each course in Loyola's SOE focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the areas of "professionalism" and "fairness". The specific descriptions for expected behavior in these areas can be found on the rubric posted in LiveText for this course.

Pedagogical Orientation

This class is structured as a student-centered, collaborative course. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning principles:

- We all share a responsibility as learners (both teachers and students) for constructing and making sense of knowledge within our particular community of practice;
- We strive to appreciate and support multiple perspectives on knowledge and practice; and,
- We place great emphasis on the important role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning and to join me in making this a dialogic learning experience. As you may know, there are particularly significant visions of dialogic learning in the work of the Russian philosopher of language, Mikhail Bakhtin and in the work of the Brazilian philosopher and education Paolo Freire. Bakhtin held that any socio-cognitive event requires not just “taking turns” as in a conversation, but also a tension or conflict between interlocutors that is focused on the struggle to make meaning from various perspectives. Freire argued that a “banking” model of instruction devalues students, seeing them as mere receptacles in which to deposit information, rather than recognizing them as full human beings with the capacity to inquire and to contribute to meaning-making. In our online interactions I aim to create learning environments where teachers and students ask questions and figure things out together. This requires a high level of engagement and thus I encourage you through discussion boards, blog and our various other interactions to:

- Pose questions, interpret and construct knowledge through your interactions with everyone in the cohort, myself included.
- Strive to pick up on, elaborate and question what your colleagues are saying.
- Ask authentic questions for which you do not have a prespecified answer.
- Seek to engage one another’s responses by incorporating them into your further questions or comments.
- Take responsibility for making the discussion useful and interesting.

Student Feedback

Throughout the semester, I eagerly welcome your input on any/all course-related issues. If you have comments or suggestions about the class and how it might be improved, please do let me know—do not wait until the end of the semester. I take student feedback seriously and am open to making adjustments as far as circumstances allow. At the end of the semester I will be asking you to complete the teaching evaluation forms provided by the university through the IDEA Campus Labs website: <http://luc.edu/idea/>.

Course Readings

All required readings will either be accessible through the LUC libraries as journal articles or e-books or will be posted on Sakai as PDF files. You are not required to purchase any books for this course.

Course Requirements

Participation in all the online course assignments is required to successfully complete this course. All online activities must be completed by the deadlines noted – work cannot be made up after the fact. Please refer to the course’s Sakai site for a definitive listing of required course activities. Any changes to deadlines and assignments that are instituted by the instructor after the class has commenced will be noted on Sakai in red text and will be emailed out & posted as “Announcements” on the Sakai course site.

This course requires regular participation in weekly online activities – discussion board conversations and/or blog post and comment tasks – as well as three discrete written assignments (two 8-10 page papers and one 700-800 word op-ed piece). Please note that in this course I will be making a distinction between a Discussion Board post and a Blog Post. Here we will consider a *Blog Post* to be a polished piece of writing in the 500-1000 word range that has something resembling an introduction and a conclusion. A *Blog Post* will use APA citation format for any sources you wish to discuss and it will include a reference list at the end. In contrast, we will consider a *Discussion Board Post* to be a shorter and much more informal piece of writing. Typically you will keep your discussion board posts to one idea per post and while I do expect you to use something that resembles grammatical, standard English (!), please do not treat your

Discussion Board posts as entries that need extensive revision or wordsmith editing. A considerably more informal tone is acceptable and if you make reference to any texts, simply include a page number for any quoted material and skip the APA formalities as all of us will know what you are referring to. For both Discussion Board and Blog Post assignments I will be providing specific prompts each week.

Paper 1 (due 11:59pm CDT Sunday March 20th) will be a Policy/Issue Brief paper that runs 8-10 pages (2000-2500 words excluding references). Paper 2 (due 11:59pm CDT on Sunday May 29th) will be a Policy Logic/Rationality Paper of comparable length. You are requested to use APA style for citations and references in these papers, though it is not important to me whether you follow all the APA formatting guidelines with respect to running headers and so forth. Specific prompts for each paper will be provided and you should anticipate that each of these papers will require library research and additional reading on your part beyond the assigned course readings. I will also be asking each of you to write a 700-800 word op-ed piece that we will collectively workshop – first draft to be submitted by 11:59pm on Saturday April 23rd, with the final draft due by 11:59pm on Saturday May 7th. Additional information about each of these assignments will be provided on Sakai.

Your course participation grade will be reflective of your participation in the course's online discussion boards (inclusive of your posts as well as your comments on others' posts) and also your commenting on your classmate's blog posts – and it will compose 35% of your grade in this course. The papers will each compose 25% of your grade and the op-ed piece the remaining 15% of your grade.

Finally, please also note that I will be posting additional narrated powerpoints / commentary – sometimes at the conclusion of a week and sometimes at the outset. Your careful viewing of and reflection on these recordings is an additional course requirement.

Communication Protocols

I will do my best to answer emails within 24 hours. For course-related communication with you I will be using the email function on Sakai as this allows us each to have a record of all the course-related communication in one spot. When you use Sakai to send emails, please make sure to check the box "Send a copy of this message to the recipient's email address". I am happy to schedule skype sessions or phone calls on 1-2 days notice if you have questions or even just want to chat generally about items related to the course. Please contact me by email to schedule a conversation.

SOE and University Policies

At the following link <http://luc.edu/education/syllabus-addendum/> you may find the SOE and Loyola University Chicago policies relating to Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines.

Course Schedule and Readings

POLICY ANALYSIS FOUNDATIONS

WEEK 1 (February 8-13) Introduction—What is Education Policy? How might we / should we study it?

Required reading:

- Garrett and Forrester (2012) "The Development of Education Policy in the Modern Era" from *Education Policy Unraveled* (London: Bloomsbury) p. 1-19.
- Ball (1995) "Intellectuals or Technicians? The Urgent Role of Theory in Educational Studies" *British Journal of Educational Studies* 43(3), p. 255-271.

- Simons, Olssen and Peters (2009) "Re-Reading Education Policies: Part 1 The Critical Education Policy Orientation", p. 1-31.

WEEK 2 (February 14-20) Frameworks for Policy Research

Required reading:

- Bastedo (2007) "Sociological Frameworks for Higher Education Policy Research" from Gumport (Ed.) *Sociology of Higher Education* (Johns Hopkins Univ Press), p. 295-309
- Dolowitz & Marsh (2000) "Learning from abroad: The role of policy transfer in contemporary policy-making" *Governance*, 13(1), p. 5-23.

WEEK 3 (February 21-27) Policy Patterns and Objects

Required reading:

- Jones, Thomas and Wolfe (2014) "Policy Bubbles" *Policy Studies Jrnl* 42(2), p. 146-167.
- Sin (2014) "The Policy Object: a different perspective on policy enactment in higher education" *Higher Education* 68(3), p. 435-448.

WEEK 4 (February 28-March 5) Policy Ideas and Values

Required reading:

- Van Zanten (2009) "New Positive Discrimination Policies in Basic and Higher Education: From the Quest for Social Justice to Optimal Mobilisation of Human Resources" from Simons, Olssen and Peters *Re-Reading Education Policies*, p. 478-94.
- Waghid (2009) "Higher Education Policy Discourse(s) in South Africa: Procedural or Substantive Democracy" from Simons, Olssen and Peters *Re-Reading Education Policies*, p. 495-514.

WEEK 5 (March 6-12) *Loyola Spring Break – No Class Activities*

WEEK 6 (March 13-19) Research and Evidence in Policymaking

Required reading:

- Lubienski, Scott, and DeBray (2014) "The Politics of Research Production, Promotion, and Utilization in Educational Policy" *Educational Policy*, p. 131-144.
- plus one additional article of your choice from the March 2014 Vol 28 Nr. 2 issue of *Educational Policy*,

Policy / Issue Brief Paper Due 11:59pm CST Saturday March 19th

MOVING BEYOND FOUNDATIONS

WEEK 7 (March 20-23* *Loyola Easter Break March 24-28*) Fact v. Concern

Required reading:

- Latour (2004) "Why has Critique Run out of Speed? From matters of fact to matters of concern" *Critical inquiry* 30(2) p. 225-248.

WEEK 8 (March 28-April 2) Policy Analysis 3.0

Required reading:

- Simons, Olssen and Peters (2009) "Re-Reading Education Policies: Part 2 Challenges, Horizons, Approaches, Tools, Styles", p. 1-31.
- Webb and Gulson (2015) "Policy scientificity 3.0: theory and policy analysis in-and-for this world and other-worlds" *Critical Studies in Education* 56(1), p. 161-174.

WEEK 9 (April 3-9) Globalization and Education Policy

Required reading:

- Verger, Novelli and Altinyelken (2012) "Global Education Policy and International Development: An Introductory Framework", p. 3-26
- Ozga and Lingard (2007) "Globalisation, Education Policy and Politics" from *The Routledge Falmer Reader in Education Policy and Practice*, p. 65-113.

WEEK 10 (April 10-16) Policy and Discourse Analysis

Required Reading:

- Seddon (2009) "Knowledge Economy: Policy Discourse and Cultural Resource" from Simons, Olssen and Peters *Re-Reading Education Policies*, p. 257-76.
- Additional Reading TBD

WEEK 11 (April 17-23) – "Science" and Educational Policy

Required Reading:

- Lather (2009) "Getting Lost: Social Science and/as Philosophy" *Educational Studies* 45, p. 342-357.
- Popkewitz (2009) "Inclusion and Exclusion as Double Gestures in Policy and Education Sciences" from Simons, Olssen and Peters *Re-Reading Educ. Policies*, p.531-48.

First Draft of Op-Ed to be submitted by 11:59pm CST Saturday April 23

WEEK 12 (April 24-30) – Anthropological Analysis and Education Policy

- Levinson and Sutton (2001) "Policy as/in Practice—A Sociocultural Approach to the Study of Educational Policy" p. 1-9 & 15-16.
- Shore and Wright (2011) "Conceptualising Policy: Technologies of Governance and the Politics of Visibility" from *Policy Worlds: Anthropology and the Analysis of Contemporary Power* (New York: Berghahn) p. 1-21.
- Nielsen (2011) "Peopling Policy: On Conflicting Subjectivities of Fee-Paying Students" from *Policy Worlds: Anthropology and the Analysis of Contemporary Power* (New York: Berghahn) p. 68-83.

WEEK 13 (May 1-7) – Actor Network Theory and Education Policy

Required Reading:

- Fenwick and Edwards (2011) "Considering materiality in educational policy: Messy objects and multiple reals" *Educational Theory* 61(6)
- Gorur and Koyama (2013) "The struggle to technicise in education policy" *The Australian Educational Researcher*, 40(5), 633-648.

Revised Draft of Op-Ed to be submitted by 11:59pm CST Saturday May 7

WEEK 14 (May 8-14) – Rethinking Policy Problems

Required Reading:

- Webb (2014) "Policy Problematization" *International Journal of Qualitative Studies in Education* 27(3), p. 364-376.
- Webb and Gulson (2012) "Policy prolepsis in education: Encounters, becomings, and phantasms" *Discourse: Studies in the Cultural Politics of Education* 33(1), p. 87-99.

WEEK 15 (May 15-21) Beyond Beyond

Required Reading:

- TBD

Policy Logic / Rationality Paper to be submitted by 11:59pm CST Sunday May 29