

國立中正大學課程大綱
National Chung Cheng University Course Syllabus
Educational Leadership and Management Development

開課學年度/學期 School Year/ Semester	Fall 2025
課程名稱 Course Title	Seminar on Education and Development: Theories and Practice in Global Contexts
學分數 Credit	3
授課教師 資料 Professor Information	Joclarisse Albia, PhD Assistant Professor, ELMD jalbia@ccu.edu.tw
教學目標及範圍 Course Description and Learning Objectives	Education issues are inextricably linked to conversations of social development and change. Discussions on education as an activity and as a social institution (sector) can benefit from the added perspective of development concepts and theories that in turn can encourage analytical and critical thinking. An awareness of important development concepts that are critical and useful in understanding educational issues from a broader, multidisciplinary perspective is important. This doctoral seminar introduces students to key development theories and paradigms while allowing them to engage with analytical frameworks to understand education as both a driver of social change and a site of contestation. The seminar adopts a critical, interdisciplinary approach and by engaging with diverse perspectives – from modernisation, dependency theories to decolonial and capabilities approach -- students will develop nuanced understandings of how education intersects with issues of equity, sustainability and social transformation in diverse local, national and global contexts. Upon completion of the course, students should be able to: • Describe frameworks for understanding education as a driver and outcome of development processes; • Analyse the education-development policy nexus and their implications for educational practice; and • Develop a theoretically grounded and contextually appropriate research paper that synthesizes interdisciplinary scholarship in the exploration of a contemporary educational issue in a contextual setting.
授課方式 Instructional Methods	Lectures Small group discussions/workshops Reporting/presentations

教科書及 延伸閱讀 Course Materials and Additional Resources	Chabbott, C. (2003). <i>Constructing education for development: International organizations and education for all</i> (Ch. 2-3). Routledge. Frank, A. G. (1972). Sociology of development and underdevelopment of sociology. In J. Cockcroft et al. (Eds.), <i>Dependence and underdevelopment</i> (pp. 321-397). Anchor Books. McGrath, S. (2018). <i>Education and development: Thirty years of continuity and change</i>. International Journal of Educational Development, 61, 6-15. Rapley, J. (2020). <i>Development studies: A very short introduction</i>. Oxford University Press <i>(more detailed references are provided in the weekly session schedule)\</i>
評量方式 Grading	Class Participation – 25% Reading presentation/reporting – 25% Final Paper – 50% (report – 35%, paper presentation/report – 15%)

授課大綱 (週次表及每週課程詳細內容說明)

Schedule

Session	Topic
Session 1	Introduction to the Course The nexus between education and social development In this introductory session, we take a broad look at the nexus of education and development frameworks and conceptual foundations. We establish the conceptual landscape for understanding the relationship between these two concepts, and will explore how the framing of this nexus has evolved and other fundamental questions about education's role in social transformation, touching on both progressive and conservative functions. <i>Recommended Readings:</i> Bock, J. (1982). Education and Development: A Conflict of Meaning in P. Altbach et al. (eds). <i>Comparative Education</i>. New York: Macmillan, 78-101. McGrath, S. (2018). <i>Education and development: Thirty years of continuity and change</i>. International Journal of Educational Development, 61, 6-15. Rapley, J. (2020). <i>Development studies: A very short introduction</i>. Oxford University Press Tikly, L. (2017). The future of education for all as a global regime of educational governance. <i>Comparative Education Review</i>, 61(1), 22-57.
Session 2	Classical Development Theories and their Educational Implications We examine in this session three classical/conventional development theories (modernization theory, dependency theory, world system theory) and how they have shaped the rhetoric and discourse of education policy and practice. This session explores how these paradigms construct different understandings of the role of education in social change and their continued influence in contemporary development conversations. <i>Recommended Readings:</i> Cowen, R. (2009). The transfer, translation and transformation of educational processes. <i>Comparative Education</i>, 45(3), 315-327. Chabbott, C. (2003). <i>Constructing education for development: International organizations and education for all</i> (Ch. 2-3). Routledge. Frank, A. G. (1972). Sociology of development and underdevelopment of sociology. In J. Cockcroft et al. (Eds.), <i>Dependence and underdevelopment</i> (pp. 321-397). Anchor Books.
Session 3	The Market Logics in Education Education from the traditional lens of development as economic growth is tied to neoliberal reforms and privatization. We explore in this session the connections between education and economic competition underpinned by human capital theory and other market-oriented reforms. <i>Recommended Readings:</i>

	Brown, P., & Lauder, H. (1996). Education, globalization and economic development. <i>Journal of Education Policy</i>, 11(1), 1–25. Brown, P., & Lauder, H. (2001). <i>Capitalism and social progress: The future of society in a global economy</i> (Ch. 1-2). Palgrave Macmillan. Klees, S. J. (2008). A quarter century of neoliberal thinking in education: Misleading analyses and failed policies. <i>Globalisation, Societies and Education</i>, 6(4), 311-348. Robertson, S. L. (2008). "Remaking the world": Neo-liberalism and the transformation of education and teachers' labor. In L. Weiner (Ed.), <i>The global assault on teaching, teachers, and their unions</i> (pp. 11-30). Palgrave Macmillan.
Session 4	Education Financing and Education Aid Effectiveness We continue the exploration of the economic value given to education as we critically examine the effectiveness of education financing and education aid programmes. We will analyse how aid relationships, conditionalities and financing mechanisms shape educational possibilities particularly in developing contexts. <i>Recommended Readings:</i> Riddell, A. (2012). The effectiveness of foreign aid to education: What can be learned? <i>International Journal of Educational Development</i>, 32(5), 563-573. Mundy, K., & Menashy, F. (2014). The World Bank and private provision of schooling: A look through the lens of sociological theories of organizational hypocrisy. <i>Comparative Education Review</i>, 58(3), 401-427. Samoff, J. (2007). Education quality: The disabilities of aid. <i>International Review of Education</i>, 53(5-6), 485-507.
Session 5	Education and Social Reproduction One of the pervasive influences of education is how it socialises individuals and reproduces social norms and the status quo. By drawing on related development and sociological theories, we will analyse how schools can perpetuate inequality while also considering spaces for resistance and transformation. <i>Recommended Readings:</i> Giroux, H. A. (1983). Theories of reproduction and resistance in the new sociology of education: A critical analysis. <i>Harvard Educational Review</i>, 53(3), 257–293. Meyer, J. W. (1977). The Effects of Education as an Institution. <i>American Journal of Sociology</i>, 83(1), 55–77. Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i>, 8(1), 69-91.
Session 6	Critical Development Paradigms in Education We focus in this session on the critiques that have emerged as a result of the traditional approach to viewing education from an economic lens. We then turn our exploration to the alternative development paradigms that challenge economic growth models, including capabilities approach and post-development

	theory. In this session we will try to see how these frameworks have led to a reconceptualisation of education's purposes and processes. <i>Recommended Readings:</i> Nussbaum, M. C. (2011). <i>Creating capabilities: The human development approach</i>. Harvard University Press. Santos, B. D. S. (2014). <i>Epistemologies of the South: Justice against epistemicide</i>. Paradigm Publishers. Unterhalter, E. (2017). <i>Negative capability? Measuring the unmeasurable in education</i>. <i>Comparative Education</i>, 53(1), 1-16
Session 7	Decolonising Education and Indigenous Knowledge Systems This session provides special attention to decolonial theory and indigenous epistemologies (knowledge systems and ways of knowing) for understanding and transforming education and as alternatives to Western (Euro-centric) education models. <i>Recommended Readings:</i> Dei, G. J. S. (2011). <i>Indigenous philosophies and critical education: A reader</i>. Peter Lang. Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1), 1-40.
Session 8	Education, Citizenship and Political Mobilisation Education has a powerful role in shaping citizenship and driving political movements. We explore in this session the political value of education: how it constructs political subjects (the project of citizen formation) and can counter hegemonic ideologies. <i>Recommended Readings:</i> Fägerlind, I., & Saha, L. J. (1983). <i>Education and national development: a comparative perspective</i> (1st ed.). Pergamon. Freire, P. (1970). <i>Pedagogy of the oppressed</i> (Ch. 1-2). Continuum. [Classic text - foundational reading] Robertson, S. L. (2011). The new spatial politics of (re)bordering and (re)ordering the state-education-citizen relation. <i>International Review of Education</i>, 57(3-4), 277-297.
Session 9	Education in Conflict and Post-Conflict Settings In this session, we discuss how geopolitical tensions and local/national/global conflicts impact the delivery of education. We touch on concepts such as education in fragile states, displacement, refugee education, and resilient education systems design. <i>Recommended Readings:</i>

	Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, M. I. (2017). Education in emergencies: A review of theory and research. <i>Review of Educational Research</i>, 87(3), 619-658. Dryden-Peterson, S. (2016). <i>Refugee education: The crossroads of globalization. Educational Researcher</i>, 45(9), 473-482. Novelli, M., Lopes Cardozo, M. T., & Smith, A. (2017). The 4Rs framework: Analyzing education's contribution to sustainable peacebuilding with social justice in conflict-affected contexts. <i>Journal on Education in Emergencies</i>, 3(1), 14-43.
Session 10	Global Education Governance and Educational Partnerships and Cooperation The call for partnerships and cooperation in education is more pronounced than ever in the face of new global and social challenges. In this session, we will try to examine the architecture of contemporary global education governance and critically analyse the role of international organisations, education foundations and multi-stakeholder partnerships in education. We interrogate in this session both the benefits and the criticisms of such mechanisms particularly power asymmetries and the impacts of policy transfer. <i>Recommended Readings:</i> Ball, S. J. (2012). <i>Global education inc.: New policy networks and the neoliberal imaginary</i> (Ch. 1-2). Routledge. Mason, M. (2011). What underlies the shift to a modality of partnership in educational development cooperation? <i>International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale de l'Education</i>, 57(3/4), 443–455. Menashy, F. (2016). Understanding the roles of non-state actors in global governance: Evidence from the Global Partnership for Education. <i>Journal of Education Policy</i>, 31(1), 98-118. Verger, A., Novelli, M., & Altinyelken, H. K. (Eds.). (2018). <i>Global education policy and international development: New agendas, issues and policies</i> (Ch. 1). Bloomsbury Academic.
Session 11	Higher Education, Research and the Knowledge Society We turn our attention in this session specifically to higher education's role in knowledge production and exchange, examining how universities function within the broad knowledge hierarchy. We explore concepts such as epistemic justice, cognitive justice and the politics of knowledge production particularly in development contexts. <i>Recommended Readings:</i> Connell, R. (2019). <i>The good university: What universities actually do and why it matters</i> (Ch. 6-7). Zed Books. Santos, B. D. S. (2014). Epistemologies of the South and the future. In B. D. S. Santos (Ed.), <i>Epistemologies of the South: Justice against epistemicide</i> (pp. 212-235). Paradigm Publishers.

	Stein, S. (2017). The persistent challenges of addressing epistemic domination in higher education: Considering the case of curriculum decolonisation. <i>Comparative Education</i>, 53(4), 490-509.
Session 12	Intersectionality in Education Critical issues of gender, race and class and their interconnections continue to shape educational discourse. In this session, we will explore intersectionality theories in relation to issues such as student wellbeing, learning outcomes, employability, etc. <i>Recommended Readings:</i> Parpart, J. L. (2014). Exploring the transformative potential of gender mainstreaming in international development institutions. <i>Journal of International Development</i>, 26(3), 382-395.
Session 13	Sustainability and Educational Futures We examine here how education is being shaped by sustainability challenges, including how natural ecological issues such as climate change, global health events such as a pandemic, etc., are reshaping educational possibilities and pedagogies. <i>Recommended Readings:</i> Bangay, C., & Blum, N. (2010). Education responses to climate change and quality: Two parts of the same agenda? <i>International Journal of Educational Development</i>, 30(4), 359-368. Jickling, B., & Wals, A. E. (2008). Globalization and environmental education: Looking beyond sustainable development. <i>Journal of Curriculum Studies</i>, 40(1), 1-21. Tikly, L. (2020). Education for sustainable development in the postcolonial world: Towards a transformative agenda for Africa. <i>Routledge</i> (Ch. 8-9).
Session 14	Digital Transformations and the Democratisation of Technology for Education In this session, we will analyse the various narratives about educational technology including issues of the digital divide, algorithmic bias and its connections with technological determinism, and the challenges and outlooks for the democratisation of technology, among other things. <i>Recommended Readings:</i> Selwyn, N. (2016). <i>Is technology good for education?</i> (Ch. 1-3). Polity Press. Williamson, B. (2017). <i>Big data in education: The digital future of learning, policy and practice</i> (Ch. 1-2). SAGE Publications.
Session 15	Paper Preparation
Session 16:	Final Paper/Project Presentations

