Welcome and introduce yourself

Place

A sense of place and online learning

Break

Course outline and course website

Student slide show

For next day: Reading #1 and Reading #2
- WELCOME AND INTRODUCE YOURSELF
- PLACE
  - A SENSE OF PLACE AND ONLINE LEARNING
  - BREAK
  - COURSE OUTLINE AND COURSE WEBSITE
  - STUDENT SLIDE SHOW
  - FOR NEXT DAY: READING #1 AND READING #2
WE ARE NOWHERE

WE ARE NOW HERE
WE ARE NOW HERE

UBC

WE ARE NOW HERE

THE TRADITIONAL AND UNCEDED TERRITORY OF THE MUSQUEM
In 1964, artist Paul Deggan won the competition to adorn the new Education Building. Deggan was shown the wall on which his artwork was to be displayed and his first reaction was:

"This is a terrible wall. It looks like a tiled bathroom at Victoria Railway Station." (Deggan, personal communication, 2018)
SPECIFICALLY, THE ARTWORK REPRESENTS ORGANIC LIFE FORMS THAT EXISTED IN THIS PLACE LONG BEFORE THE BUILDING WAS EVER HERE; FOR EXAMPLE, THE SCULPTURE REPRESENTS THE UNDERSIDE OF LEAVES, LICHEN ON TREE STUMPS, TWIGS ON THE FOREST FLOOR, ETC.

WE ARE NOW HERE
THE IMPORTANCE OF PLACE
- Welcome and introduce yourself
- Place
- A sense of place and online learning
- Break
- Course outline and course website
- Student slide show
- For next day: Reading #1 and Reading #2

... instead of being here ...

... we are now here ...

... a very different place/space for learning
please tell us a bit about your experience

... we are now here

... a very different place/space for learning

... so, our challenge is to make this ...

feel more like this ...
TODAY’S AGENDA

- Welcome and introduce yourself
- Place
- A sense of place and online learning
- Break
- Course outline and course website
- Student slide show
- For next day: Reading #1 and Reading #2
- Welcome and Introduce Yourself
- Place
- A Sense of Place and Online Learning
- Break
- Course Outline and Course Website
- Student Slide Show
- For Next Day: Reading #1 and Reading #2
Kỷ niệm tuổi học trò - Một thời để nhớ
(Âm Học 2001-2002)

Chất lượng của NGUYỄN GIA THIỆU - Tấn Bành

Hồ Thị Lập 9 - Trường THCS Nguyễn Văn Huy - GV CN: Cô Nguyễn Thị Thanh Duy Minh

FUSIFILM

Mạch Trí

Image 12

Image 13
TODAY'S AGENDA

- Welcome and Introduce Yourself
- Place
- A Sense of Place and Online Learning
- Break
- Course Outline and Course Website
- Student Slide Show
- FOR NEXT DAY: READING #1 AND READING #2

For the readings, I am interested in what is going on inside your head.
A close, slow, or deep reading is:

- a dwelling …
- an immersion …
- an indulgence …

with and in the text

READING #1: HAYHOE, 2017, PAGES 1–10
CHAPTER ONE
WHY STUDY COMPARATIVE EDUCATION?

Ruth Hayhoe, Caroline Manion, and Karen Mundy

What is comparative education, and why study it? The answers to these questions are rich and varied, as we hope you will discover through this introduction to the field. For centuries, educators have acted on what we might call the “comparative” impulse: attempting to understand and improve their systems of learning by looking at others. This impulse is captured in the title of one of the most popular and enduring books in comparative education, Other Schools and Ours (King, 1979). Throughout the 20th century the comparative impulse fed wide-ranging efforts to solve problems of economic development, social welfare, and social inequality through educational reform. It also spawned important critical comparisons of such efforts, leading to pioneering work on the role played by education in the construction of global and national social systems.

There is no one answer to the question of what comparative education is, though many scholars have attempted to define the field over the years (see, for example, Bray, 2003; Crossley & Watson, 2003; Manion, 2011). Some definitions are quite simple: “comparative education has developed as a field devoted broadly to the study of education in other countries” (Kelly, Altbach, & Arum, 1982, p. 305, cited in Kubow & Pascual, 2002, p. 5). Others focus on the element of change and the use of comparison to understand and modify one’s own educational policies and practices based upon lessons learned from others and other systems.

By the expression “comparative study of education” we mean a systematic examination of other cultures and other systems of education derived from those cultures in order to discern semblance...
1. Choose a photo from the essay that you would like to talk about and be prepared to share it with the class.

2. If you had the chance to speak to an individual from one of the photos, who would it be and what would you want to say?

3. What was something that you noticed on the third reading of the text that you didn’t notice in the first two readings?