

## Education and International Development: Theories and Practice (MA/PhD)

Graduate School of Education, 3 credits

Thursday 14:00-16:50

Classroom: TBD



SEOUL  
NATIONAL  
UNIVERSITY

### Instructor

Dr. Kevin Kester

### Email

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### Office Hours & Location

11-403

Office hours: TBD

Drop-by or email for appointment

### Course Description

Why are so many people around the world still so poor? What, if anything, can developed countries do to assist? How does education factor in? Education is fundamental to every aspect of development and there is widespread support across the world for policies that affirm that all children, regardless of their circumstances, have a right to quality schooling. Yet despite concerted efforts from national governments, multilateral organizations and NGOs over many decades the world is still far from achieving education for all, especially in low- and middle-income countries. In addition, while education can enhance human development, it is also associated with persistent inequalities. This course will provide a comprehensive review of international educational development, giving an overview of the history, influential theories, important concepts and areas of achievement, and present a critical reflection on emerging trends in policy, practice and research.

### Teaching Methods

This course involves student-directed learning and lecturer-student supervisions. Students are expected to complete readings outside of class and to bring questions to class for discussion. Students will also present chapters to each other to facilitate student-led learning. The focus is on greater teacher-student and student-student interaction to enhance students' knowledge and skills in global education cooperation. The course will enhance students' knowledge of educational content, pedagogy, and educational issues and debates in the intersectional fields of education and international development.

### Course Goals and Learning Outcomes

In this course, students will:

- Assess contemporary debates regarding education and international development;
- Examine different approaches to international development globally;
- Learn the basic theories and methods of education and international development;
- Compare education and development across countries, cultures, and communities;
- Complete a literature review on a topic of their choosing related to education and international development.

### Course Requirements & Grading

Students are expected to attend and actively participate in all class meetings and complete all readings and assignments carefully and thoughtfully.

Component	Weight
Attendance/Participation	10%
Chapter Facilitation	20%
Mid-term Case Study	30%
Literature Review	40%

The professor will introduce the expected assignments and due dates for the course the first week. In consultation with students the final assessment procedure may change. This will be decided as necessary.

## Evaluations

In this course, there will be four evaluations: attendance/participation, a chapter facilitation, a mid-term theory presentation, and final literature review paper.

**Attendance/Participation (10%)** – Class attendance and participation is an expected component of university study. Participation in class and preparation for sessions will be reflected in the class discussions and assignments. As such, 10% of the course grade has been allotted to attendance/participation.

### Chapter Facilitation (20%)

Student groups will present a selected chapter from the course readings on the day assigned. The presentation should overview the chapter and present its main findings, as well as offer critiques of the chapter and synthesize with previously learned material from the class. Students should additionally bring questions to facilitate a dialogue with classmates concerning the chapter. These presentations will be graded during the assigned week.

**Case Study Presentation (group work; 30%)** – The mid-term case study presentation will cover education in a developing context as analyzed using one of the development theories. The context will be assigned to each group early in the semester so students can complete relevant readings. The case study should then be completed together as a group and should include a PPT of at least 10 slides. The case study should include the following: an overview of an educational development context; introduction of the various agencies and actors involved in educational development in that context; presentation of the theoretical lens; description of the issues affecting education; and explanation of how the analytical lens helps to explain the issues. Students should reference the course readings during the presentation as well other secondary sources. The PPT will be presented during mid-term week, and a copy of the PPT should be printed and given to the instructor for grading.

**Literature Review (individual work; 40%)** – Students will write a final literature review on a relevant topic of their choosing. The paper must integrate themes/findings from at least 5 of the course readings completed during the semester with proper referencing (APA style). The papers should include at least six parts: 1) a background to the development topic and indication of why it is important; 2) a clear description of how the literature review was conducted; 3) a review/synthesis of the known literature highlighting gaps and areas for growth/future research (drawn from literature covered in the class as well as other secondary sources); 4) consideration of relevant theories that inform the topic; 5) critiques and limitations of the existing literature; and 6) a final reflection on how the topic and known research areas apply to the student's proposed future research. In total, the paper should be approximately 3000 words, i.e., 10-12 pages double-spaced Times New Roman 12pt font double-spaced. Students should provide an abstract of 150 words for the proposed topic to the instructor at the mid-term. The word count includes the abstract, body of the paper, and references. DO NOT WRITE MORE THAN 3000 WORDS. Grades for the paper will be assigned at the end of term.

## Grading / Rubric

Grades will be assigned based on five criteria: (1) proper completion of the specific requirements outlined in the assignments (listed above); (2) good summary of the theory/literature; (3) clarity and quality of the argument(s) being made; (4) theoretical and/or methodological robustness; and (5) discussion of implications and conclusions. A more detailed rubric is listed below. This will be discussed further in class.

Grading Rubric / Scale	Fail	Third (70-79)	Low 2 / II.II (80-84)	High 2 / II.I (85-89)	First (90-94)	Distinction (95-100)
Numeric Score	1* (weight 1-4)	2* (weight 1-4)	3* (weight 1-4)	4* (weight 1-4)	5* (weight 1-4)	5**
Qualitative assessment	Incomplete	Irrelevant content / Inaccuracies in description	Description is adequate, even strong	Involves analysis	Synthesizes material and offers novel perspectives	Superior work
Attendance * 1	0-6	7	8	8	9	10
Chapter Presentation * 2	0-14	14-16	16-17	17-18	18-19	19-20
Mid-Term Case Study Presentation * 3	0-21	21-24	24-25	26-27	27-28	28-30
Final Reflective Paper * 4	0-28	28-32	32-34	34-36	36-38	38-40
Total	0-69	70-79	80-84	85-89	90-94	95-100

The final grade is converted using the SNU scale: <60 (F), 60-62 (D-), 63-66 (D), 67-69 (D+), 70-72 (C-), 73-76 (C), 77-79 (C+); 80-82 (B-), 83-86 (B), 87-89 (B+); 90-92 (A-), 93-96 (A), 97-100 (A+).

## Course Materials

### Course Texts

All students are expected to read passages from these course textbooks for discussion in class and supervisions. Students should purchase the books via Amazon or another online shopping site within the first week of class.

#### Required:

- Tristan McCowan and Elaine Unterhalter (eds.) (2015). *Education and International Development: An Introduction*. London: Bloomsbury.
- Antoni Verger, Mario Novelli, & Hulya Kosar Altinyelken (eds.) (2018). *Global Education Policy and International Development: New Agendas, Issues and Policies*. London: Bloomsbury.

#### Optional:

- Sen, Amartya (1999). *Development as Freedom*. New York: Anchor.
- Esteva, Gustavo, et al. (2013). *The Future of Development: A Radical Manifesto*. Bristol, UK: Policy Press.
- Freire, Paulo (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Sachs, Jeffrey (2005). *The End of Poverty*. New York: Penguin.
- Easterly, William (2006). *The White Man's Burden*. New York: Penguin.
- Ilon, Lynn (2015). *The Cost of Not Educating the World's Poor*. London: Routledge.
- Chang, Ha-Joon (2010). *23 Things They Don't Tell You About Capitalism*. New York: Penguin.

Students are also required to read articles from these popular journals in the field of education and international development. These resources will assist students in writing their course papers. Students DO NOT need to purchase. Copies of the journals are available online, in the library, or in the instructor's office:

- *Compare*, <https://www.tandfonline.com/toc/ccom20/current>
- *Comparative Education*, <https://www.tandfonline.com/loi/cced20>
- *Comparative Education Review*, <https://www.journals.uchicago.edu/toc/cer/current>
- *Current Issues in Comparative Education*, <https://www.tc.columbia.edu/cice/>
- *Globalisation, Societies and Education*, <https://www.tandfonline.com/loi/cgse20>
- *International Education Journal*, <https://openjournals.library.sydney.edu.au/index.php/IEJ>
- *International Journal of Educational Development*, <https://www.journals.elsevier.com/international-journal-of-educational-development>
- *International Journal of Human Rights Education*, <https://repository.usfca.edu/ijhre/>
- *International Review of Education*, <https://link.springer.com/journal/11159>
- *International Studies in Sociology of Education*, <https://www.tandfonline.com/toc/riss20/current>
- *Journal of Peace Education*, <https://www.tandfonline.com/loi/cjpe20>
- *Journal of Research in International Education*, <http://journals.sagepub.com/home/jri>
- *Journal of Studies in International Education*, <http://journals.sagepub.com/home/jsi>

- *International Journal of Comparative Education and Development*, <https://www.emerald.com/insight/publication/issn/2396-7404>
- *Korean Journal of Comparative Education* (비교교육연구), <https://www.kci.go.kr/kciportal/po/search/poCitaView.kci?serelId=SER000002131&from=sereDetail>
- *Prospects*, <https://link.springer.com/journal/11125>

## Course Expectations & Guidelines

### 1. Academic Integrity

Students are expected to produce their own work and, when using the work of others, include clear citations. Failure to properly cite or attribute the work of others will impact your grade, including a partial loss of points on particular projects or a failure of the class. References should also be provided for presentation materials, such as when students present their mid-term case study.

### 2. Student Special Needs

If a student has a condition that impacts their classroom learning (such as a hearing disability), they should discuss special arrangements with the professor. A note from the departmental office may be required.

### 3. Attendance and Class Participation

It is the student's responsibility to attend class, and to inform their department in the event of excused absences. Students should come to class having read the required readings and prepared to participate in discussion and activities.

### 4. Student Use of Mobile Devices in the Classroom

In general, mobile phones should NOT be used in this course. Occasionally, the instructor may allow students to use mobile devices for research purposes, provided they are not used excessively or disruptively, but for the most part mobile devices should be turned off during class. This is to facilitate better engagement and learning.

### 5. Additional Course Policies

This course is based around your responsible preparation and use of class time, both for lectures and small and large group projects. It is assumed at the outset that you will use this time well. If you need extra assistance, please visit the professor during office hours.

## Course Schedule

Week	Date	Focus	Class activities and details, daily goals
1	Thurs March 2	Introductions, course overview, Intro lecture	Introductions, review course syllabus; History, ideas, disciplines and actors in international education and development  <i>No readings for Day 1</i> • Syllabus to be provided by the lecturer
2	Thurs March 9	Overview of international education and development	Review syllabus again; History, ideas and actors in international education and development cont'd  <i>Readings to be completed for class:</i> • Chapter 1 of <i>Education and International Development</i> , <i>Education and International Development: A History of the Field</i> • Chapter 1 of <i>Global Education Policy</i> , <i>A Revisited Introduction</i> [Bring questions to class for discussion.]

			<p><i>Watch at home:</i></p> <ul style="list-style-type: none"> <li>• Truman's Inauguration Speech: <a href="http://www.presidency.ucsb.edu/ws/index.php?pid=13282">http://www.presidency.ucsb.edu/ws/index.php?pid=13282</a></li> <li>• Explore the data on global issues at Gapminder: <a href="https://www.gapminder.org/">https://www.gapminder.org/</a></li> </ul>
3	Thurs March 16	Development theories	<p>Theories of Development</p> <p><i>Readings to be completed for class:</i></p> <ul style="list-style-type: none"> <li>• Chapter 2 of <i>Education and International Development, Theories of Development</i></li> <li>• Chapter 4 of <i>Education and International Development, Post-Development Theory</i> [Bring questions to class for discussion.]</li> <li>• Review of key educational sociology theories: <a href="https://ecampusontario.pressbooks.pub/robsonsoced/chapter/unknown_-2/">https://ecampusontario.pressbooks.pub/robsonsoced/chapter/unknown_-2/</a></li> </ul> <p><i>Additional suggested readings (to be used to prepare mid-term case study presentations):</i></p> <ul style="list-style-type: none"> <li>• Rostow, W.W. (1960). <i>The Stages of Economic Growth: A Non-Communist Manifesto</i>. Cambridge: Cambridge University Press. Read Chapter 2 online: <a href="http://www.mtholyoke.edu/acad/intrel/ipe/rostow.htm">http://www.mtholyoke.edu/acad/intrel/ipe/rostow.htm</a></li> <li>• Psacharopoulos, G. (1972). Rates of return to investment in education around the world. <i>Comparative Education Review</i> 16(1), 54-67.</li> <li>• Cardoso, F. &amp; Faletto, E. (1979). <i>Dependency and development in Latin America</i>. Berkeley: University of California Press.</li> <li>• Love, Joseph (1980). Raul Prebisch and the Origins of the Doctrine of Unequal Exchange. <i>Latin American Research Review</i> 15: 45-72.</li> <li>• Wallerstein, Immanuel (1974). The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis. <i>Comparative Studies in Society and History</i> 16: 387-415.</li> <li>• Arnove, R. (1980). Comparative education and world systems analysis. <i>Comparative Education Review</i> 24(1): 48-62.</li> <li>• 정유성 (1992). 교육연구의 제 3 세계적 시각. <i>비교교육연구</i>, 3, 103-120.</li> <li>• Appadurai, Arjun. (1996). <i>Modernity at Large: Cultural Dimensions of Globalization</i>. Minneapolis and London: University of Minnesota Press.</li> <li>• Sen, A. (1999). <i>Development as Freedom</i>. New York: Anchor Books.</li> <li>• Francisco Ramirez, &amp; John Boli (1987). The political construction of mass schooling: European origins and worldwide institutionalization. <i>Sociology of Education</i>,</li> </ul>

			<p>60(1), 2-17.</p> <ul style="list-style-type: none"> <li>• Stephen Carney, Jeremy Rapple, &amp; Iveta Silova (2012). Between faith and science: World Culture theory and comparative education. <i>Comparative Education Review</i>, 56(3), 366-393.</li> <li>• Giroux, H. (1983). Theories of reproduction and resistance in the New Sociology of Education: A critical analysis. <i>Harvard Educational Review</i>, 53(3), 257-293.</li> <li>• McLaren, P. (2002). Critical pedagogy: A look at the major concepts. In A. Darder et al. (Eds.), <i>The critical pedagogy reader</i> (pp. 69-96). New York: Routledge/Falmer.</li> <li>• Olssen, M., &amp; Peters, M. (2005). Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism. <i>Journal of Education Policy</i>, 20(3), 313-345.</li> <li>• Klees, S. (2020). Beyond neoliberalism: Reflections on capitalism and education. <i>Policy Futures in Education</i>, 18(1), 9-29.</li> <li>• Tikly, L. (1999). Post-Colonialism and Comparative Education. <i>International Review of Education</i> 45: 603-621.</li> <li>• Keita Takayama, Arathi Sriprakash, &amp; Raewyn Connell (2017). Toward a Postcolonial Comparative and International Education. <i>Comparative Education Review</i>, 61(S1): S1-S24.</li> </ul>
4	Thurs March 23	Supervision 1 ( <u>Supervision groups TBD</u> )	<p>Supervision 1 will be conducted. Discussion of Development Theories and Preparation for Mid-Term Presentations</p> <p><i>To be prepared for supervision:</i></p> <ul style="list-style-type: none"> <li>• We will discuss initial ideas for final papers/lit reviews. <u>[Bring initial topics for lit review to discuss.]</u></li> </ul>
5	Thurs Mar 30	Global movements for educational development ( <u>Student presentations</u> )	<p>Education for All, MDGs and SDGs</p> <p><i>Readings to be completed for class:</i></p> <ul style="list-style-type: none"> <li>• Chapter 3 of <i>Education and International Development</i>, The Education for All Initiative</li> <li>• Chapter 4 of <i>Global Education Policy</i>, Reflections for the SDGs <u>[Bring questions to class for discussion.]</u></li> </ul> <p><i>Additional suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Review the SDGs at the UN website: <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> <li>• Review the Human Development Index website and specific country profiles: <a href="http://hdr.undp.org/en/content/human-development-index-hdi">http://hdr.undp.org/en/content/human-development-index-hdi</a></li> <li>• Review the Global Campaign for Education website: <a href="https://campaignforeducation.org/en/">https://campaignforeducation.org/en/</a></li> </ul>
6	Thurs April 6	The United Nations and educational	<p>The United Nations and global education development</p> <p><i>Readings to be completed for class:</i></p>

		development ( <u>Student presentations</u> )	<ul style="list-style-type: none"> <li>Phillip Jones and David Coleman (2005). <i>The United Nations and Education: Multilateralism, Development and Globalization</i>. London: Routledge.</li> </ul> <p><i>Additional suggested readings:</i></p> <ul style="list-style-type: none"> <li>Watch UNDP’s Helen Clark speak about education and international development: <a href="https://www.youtube.com/watch?v=zLDDSTQKHTQ&amp;t=2429s">https://www.youtube.com/watch?v=zLDDSTQKHTQ&amp;t=2429s</a></li> <li>Mundy, K. (1998). Educational Multilateralism and World (Dis)Order. <i>Comparative Education Review</i> 42(4): 448-478.</li> <li>신현국 (1995). 세계교육(Global Education)에 대한 이론적 고찰. <i>비교교육연구</i>, 5(1), 85-110.</li> <li>Kester, K. (2020). <i>The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21<sup>st</sup> Century</i>. Charlotte, NC: IAP.</li> </ul>
7	Thurs April 13	Research in international development education ( <u>Student presentations</u> )	<p>Research Paradigms and Approaches to International Development Education</p> <p><i>Readings to be completed for class:</i></p> <ul style="list-style-type: none"> <li>Chapter 5 of <i>Education and International Development, Research Paradigms</i></li> <li>Chapter 2 of <i>Global Education Policy, Researching Global Education Policy</i> [<u>Bring questions to class for discussion.</u>]</li> </ul> <p><i>Additional suggested readings:</i></p> <ul style="list-style-type: none"> <li>김옥순 (1994). 비교교육의 목적과 방법. <i>비교교육연구</i>, 4, 53-73.</li> <li>Masemann, V. (1986). Critical Ethnography in the Study of Comparative Education. In Altbach, P. and Kelly, G.P. (Eds.), <i>New Approaches to Comparative Education</i> (pp. 11-26). Chicago: University of Chicago Press.</li> <li>Lather, P. (2006). Paradigm Proliferation as a Good Thing to Think With. <i>International Journal of Qualitative Studies in Education</i> 19: 35-57.</li> <li>Watch Hans Rosling’s TED Talk “The Best Stats You’ve Ever Seen”: <a href="https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen">https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen</a></li> </ul>
8	Thursday April 20	Mid-Term Presentations	<p>Midterm Case Study Presentations Discussion of writing a literature review</p> <p><i>To prepare:</i></p> <ul style="list-style-type: none"> <li>Bring abstract for proposed lit review</li> </ul>
9	Thursday April 27	Schools, civic identity and nation-building	<p>Schools, citizens and the nation-state</p> <p><i>Readings to be completed for class:</i></p> <ul style="list-style-type: none"> <li>Chapter 6 of <i>Education and International Development,</i></li> </ul>

		( <u>Student presentations</u> )	<p>Schools, Citizens, and the Nation-State</p> <ul style="list-style-type: none"> <li>Teaching about Apartheid in School History in S. Africa, Wassermann article from <i>Teaching and Learning Difficult Histories in International Contexts</i> [<u>Bring questions to class for discussion.</u>]</li> </ul> <p><i>Additional suggested readings:</i></p> <ul style="list-style-type: none"> <li>Anderson, B. (1983/2006). <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i>. New York: Verso.</li> <li>강순원 (2020). 한반도 평화시민성 교육담론: 분단시대 통일교육에서 평화시대 시민교육으로. <i>국제이해교육연구</i>, 15(2), 1-46.</li> <li>Ho, L.C., &amp; Barton, K.C. (2020). Critical Harmony: A Goal for Deliberative Civic Education. <i>Journal of Moral Education</i>. DOI: <a href="https://doi.org/10.1080/03057240.2020.1847053">10.1080/03057240.2020.1847053</a></li> <li>Schugurensky, D. (2003). The Tango of Citizenship Learning and Participatory Democracy. Online at <a href="https://legacy.oise.utoronto.ca/research/tlcentre/conference2003/Proceedings/s_w.pdf">https://legacy.oise.utoronto.ca/research/tlcentre/conference2003/Proceedings/s_w.pdf</a></li> </ul>
10	Thursday May 4	Education, growth and inequalities ( <u>Student presentations</u> )	<p>The education-economic growth nexus and inequalities in education</p> <p><i>Readings to be completed for class:</i></p> <ul style="list-style-type: none"> <li>Chapter 7 of <i>Education and International Development</i>, The Education-Economic Growth Nexus</li> <li>Chapter 8 of <i>Education and International Development</i>, Analyzing Inequalities in Education [<u>Bring questions to class for discussion.</u>]</li> </ul> <p><i>Additional suggested readings:</i></p> <ul style="list-style-type: none"> <li>Psacharopoulos, G. (1994). Returns to Investment in Education: A Global Update. The World Bank, Washington, DC. <i>World Development</i> 22(9): 1325-1343.</li> <li>Nussbaum, M. (2011). <i>Creating Capabilities: The Human Development Approach</i>. Cambridge, Mass: Harvard University Press.</li> </ul>



11	Thursday May 11	Policy and pedagogy for education and international development ( <u>Student presentations</u> )	Teachers and teaching  <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> <li>• Chapter 9 of <i>Education and International Development</i>, Teachers and Teacher Education Policies</li> <li>• Chapter 10 of <i>Global Education Policy</i>, A Converging Pedagogy of the Global South [<u>Bring questions to class for discussion.</u>]</li> </ul> <i>Additional suggested readings:</i> <ul style="list-style-type: none"> <li>• Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. New York: Continuum.</li> <li>• Sriprakash, A. (2012). <i>Pedagogies for Development: The Politics and Practice of Child-Centred Education in India</i>. New York: Springer.</li> </ul>
12	Thursday May 18	Supervision 2; Draft lit reviews	Review of progress on the literature review  <i>To prepare for supervision:</i> <ul style="list-style-type: none"> <li>• Bring draft of lit review</li> </ul>
13	Thursday May 25	Education in conflict-affected contexts ( <u>Student presentations</u> )	Education in conflict-affected and humanitarian crisis contexts  <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> <li>• Chapter 11 of <i>Education and International Development</i>, The Politics of Education in Emergencies and Conflict</li> <li>• Chapter 11 of <i>Global Education Policy</i>, Education in Emergencies [<u>Bring questions to class for discussion</u>]</li> </ul> <i>Additional suggested readings:</i> <ul style="list-style-type: none"> <li>• Burde, D., et al. (2016). Education in Emergencies: A Review of Theory and Research. <i>Review of Educational Research</i> 87: 619-658.</li> <li>• King, E. (2013). Educating for Conflict or Peace: Challenges and Dilemmas in Post-conflict Rwanda. <i>International Journal</i>, 60, 904-918.</li> <li>• Zembylas, M., Charalambous, C., &amp; Charalambous, P. (2016). <i>Peace Education in a Conflict-Affected Society: An Ethnographic Journey</i>. Cambridge University Press.</li> <li>• Kester, K., &amp; Chang, S.-Y. (2021). Whither Epistemic (In)justice? English Medium Instruction in Conflict-Affected Contexts. <i>Teaching in Higher Education</i>. DOI: <a href="https://doi.org/10.1080/13562517.2021.2015757">10.1080/13562517.2021.2015757</a>.</li> <li>• Review the Inter-Agency Network for Education in Emergencies: <a href="https://inee.org/">https://inee.org/</a></li> <li>• Review the Global Campaign for Peace Education website: <a href="https://www.peace-ed-campaign.org/">https://www.peace-ed-campaign.org/</a></li> </ul>
14	Thursday June 1	Higher & adult education in developing contexts	Adult education, higher education and development  <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> <li>• Chapter 15 of <i>Education and International Development</i>,</li> </ul>

		(Student presentations)	<p>Adult Education</p> <ul style="list-style-type: none"> <li>• Chapter 16 of <i>Education and International Development, Higher Education and Development</i> [<u>Bring questions to class for discussion</u>]</li> </ul> <p><i>Additional suggested readings:</i></p> <ul style="list-style-type: none"> <li>• Yoo, S.S. (2008). Democratization During the Transformative Times and the Role of Popular Education in the Philippines and Korea. <i>Asia-Pacific Education Review</i>, 9, 355-366.</li> <li>• Kester, K. (2021). Toward a Conflict-Sensitive Approach to Higher Education Pedagogy: Lessons from Afghanistan and Somaliland. <i>Teaching in Higher Education</i>. DOI: <a href="https://doi.org/10.1080/13562517.2021.2015754">10.1080/13562517.2021.2015754</a>.</li> <li>• Kester, K., Abura, M., Sohn, C., &amp; Rho, E. (2022). Higher Education Peacebuilding in Conflict-Affected Societies: Beyond the Good/Bad Binary. <i>International Journal of Comparative Education and Development</i>, 24, 160-176.</li> <li>• Milton, S., &amp; Barakat, S. (2016). Higher Education as the Catalyst of Recovery in Conflict-Affected Societies. <i>Globalisation, Societies and Education</i>, 14, 403-421.</li> <li>• McCowan, T. (2019). <i>Higher Education for and Beyond the Sustainable Development Goals</i>. New York: Springer.</li> </ul>
15	Thursday June 8	Final Lit Review Presentations	Students will present their final education and international development literature review to class. Final Q&A will be conducted.

The instructor reserves the right to modify this schedule based on new information, extenuating circumstance, or student performance. Students will be informed before any changes, and due consideration will be given to grades and participation.

### Instructor Bio

Kevin Kester is an Associate Professor and Director of the Education, Conflict and Peace Lab at Seoul National University's College of Education, Affiliated Faculty at the Graduate School of International Studies at Seoul National University, Affiliated Faculty at the University of Hargeisa's Institute for Peace and Conflict Studies in Somaliland, and consultant to UNESCO's Asia-Pacific Centre of Education for International Understanding. He researches the intersections of education, conflict and peacebuilding in local and global contexts. He completed his PhD and postdoc at the University of Cambridge, and he holds a PGCE from Columbia University's Teachers College, an MA in Education and International Development from the University of Toronto OISE, an MA in Peace and Conflict Studies from the United Nations, and a postgraduate certificate in Global Affairs from NYU. His most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21<sup>st</sup> Century*. He is originally from Kentucky, USA.