Nuturing Talents:
Education and Human Resource Policy in the Global Economy
Prof. Sunwoong Kim, University of Wisconsin-Milwaukee

SHORT COURSE DESCRIPTION

With the expansion knowledge economy worldwide, education and human capital is recognized as an important part of economic development in developing countries as well as in developed countries. In this course, we examine critical public policy issues regarding education and human resource policy from a global and comparative perspective. We first start the importance of the role of education to society as well as to individuals. We examine economic benefits of education, and also related side effects such as diploma disease, credentialism, and unemployment of highly educated young people. As most of the governments around the world spends substantial amount of public resource in education, we will study public school systems closely. Various issues related to public school system such as financing, governance structure, and allocation of resources will be discussed. Finally, we examine the emerging issue of internationalization of higher education such as brain drain, certification of foreign credits or diplomas, world rankings of research universities. In relations to this year’s theme, “‘Global Synergy: Innovating through Collaboration,’” we would like to explore the possibility of utilizing education as a mechanism for global collaboration and a source for innovation.

READING MATERIALS

All reading material is listed for the date of the class. Items with (*) are required readings, and others are recommended and for reference. Students are expected to read the required readings before the scheduled class, and should be prepared to engage in the discussion of the topic. Most of the reading material will be accessible via the ISS homepage.

COURSE REQUIREMENTS AND GRADING

Students are required to participate in two sets of group presentations, which will be explained and assigned at the first class meeting. Also, students may be required to participate in class experiments. There will be a take-home exam at the end of the class. Final grade will be determined by the following weights:

1. Group presentations & homework 50%
2. Individual homework & final exam 50%

Students are expected to attend ALL classes. It is important to note that the SKKU regulation requires students to attend at least 80% of all classes in order to receive a passing grade. All ISS classes are pass/fail based on the student academic achievement evaluated by grades on a scale of 100 points (grade of 60 or above is Pass). Attendance will be taken at each class. Students reporting to the class after 15 minutes or leaving before 15 minutes of its ending will be considered “tardy,” and two “tardy” will be considered to be one “absence.” Students are expected to adhere to the highest academic ethical norm in the class. Academic misconduct, such as disturbance, cheating or plagiarism, will be penalized (including the failure of the class) at the discretion of the instructor.
**COURSE SCHEDULE**

--- WEEK I ---

**Tuesday (27 June)**

Education, knowledge, learning, and society of the 21st century

What should we know, and why in order to be happy, healthy, and become productive members of the modern society? What are we going to do and be to live, to play, and to work? What does education do to individuals and societies in general.

(*) Institute for the Future for the University of Phoenix Research Institute, Future Skills 2020, 2011


**Human capital theory**

What is human capital? What are other forms of capitals? How human capital is beneficial to individuals, firms, nation, and global society? How do you accumulate human capital?

(*) Belfield, chap. 2


**Wednesday (28 June)**

Returns to education, under-education, and over-education

Rate of return in education investment. Mincer regression


**Thursday (29 June)**

Credentials, sheep skins, diploma disease, signaling, screening, and under- and un-employment of highly educated

Why do you want to go to school? Why do you want to go to “good” school? Why good schools are expensive? Does the good school worth their cost?

Friday (30 June) Human capital, social capital, education and economic growth

Belfield, chap. 5, 6

Homework: Calculation of personal returns to university education

– WEEK II –

Monday (3 July) Education, market, and government

Is education public good? What should be the role of government in education, and why government involvement is necessary? How much resource the government should put into education (school system), and what kind of education (pre-school, primary, secondary, higher education, research, adult education)?


The First Group Presentation – Part I

Tuesday (4 July) Public policy goals and tools for policy analysis: Efficiency and equity

What should be the major objectives of educational institutions? How much social mobility is desirable? What should be the mechanism of social mobility? Cost-benefit and cost-effectiveness
analysis

Economic efficiency
Market (exchange) efficiency: Do consumers get what they want?
Cost efficiency: Are things produced in a least expensive way?
Production efficiency: Are the things that consumers want produced?

(*) Equity: Distributive justice (Who should get what?), Stanford Encyclopedia of Philosophy,
http://plato.stanford.edu/entries/justice-distributive/
(*) New Zealand Treasury, Cost benefit analysis primer
(*) H. M. Levin, Cost effectiveness analysis primer, International Encyclopedia of Economics of Education

The First Group Presentation II – Part II

Wednesday (5 July) School financing

What is compulsory education? Why do you need it? How should it be paid? Who should pay for higher education?

http://www.schoolchoices.org/roo/frid1.htm

Thursday (6 July) School inputs and student achievements

What are the determinants of good student achievements? Does good school matter? If so, how? Where should we put our resource to improve school performance, smaller class size, online teaching, etc?

Friday (7 July)  Public school system reform: centralization vs. decentralization, class size vs. accountability, competition vs. regulation

How to know your public system does not work? How to make an improvement? Who should be in charge of the change?

(*) McKinsey Co. (2010), “How the world’s most improved school system keep getting better,” study

– WEEK III –

Monday (10 July)  Alternatives to public school monopoly: school voucher and charter school

New paradigm of improving public school system: accountability measures, voucher and charter school


Tuesday (11 July)  Global expansion of schooling

Why such rapid expansion of education worldwide? What are the causes and consequences?


Wednesday (12 July)  Internationalization of higher education: Bologna process, Campus ASIA, certification, quality assurance mechanism. International student movements.

European Guidelines for Quality Assurance (2005)

Thursday (13 July) Brain drain and brain gain. Brain competition and world class universities

What makes great universities? World class universities. Global competition of research and development.


Friday (14 July) Final examination (Take Home)

– WEEK IV –

Monday (17 July) The Second Group Presentation

Evaluation of Education or Human Resource Programs/Projects