EDUC383

Education in a Global Society

S2 Day 2014

Education

Contents

General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
39cp or (admission to GDipEd or BEd(Sec))

Corequisites

Co-badged status

Unit description
This unit examines the role of education in a global context. The links between economic and political arrangements, educational processes, and educational outcomes are examined. The process of globalisation is considered with a focus on the changing relationship between education and development, especially in developing countries. The unit also includes a focus on the place of global education in the school curriculum and the internationalisation of education.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1 the nature of the geopolitical context and how this impacts on the provision of education

UO2 globalisation, especially as it relates to education

UO3 the nature of development and how it is measured

UO4 the factors that determine the rate of development

UO5 spatial inequalities in life opportunities at a variety of scales

UO6 the relationship between development and access to education

UO7 selected global issues and how they impact on access to education

UO8 Global Education as a cross-curriculum perspective

UO9 the ways in which teachers can develop, with students, a greater appreciation of the right and responsibilities of global citizenship

UO10 the internationalisation of education and its impact on learning

Assessment Tasks

Name	Weighting	Due
Global Education Rationale	10%	2 September
Precis	20%	Various
Extended Response	40%	21 October
In-Class Test	30%	11 November

Global Education Rationale

Due: **2 September**
Weighting: **10%**

The purpose of the task is to reflect on:

- the nature, aims and purpose of schooling in contemporary Australia; and
- the benefits derived from the inclusion of a Global Education curriculum perspective.

Students will be assessed on their ability to:

- articulate a concise, persuasive rationale for the inclusion of a Global Education perspective in the Australian Curriculum;
- support the rationale developed with reference to the relevant policy documents and academic research;
- craft a rationale that is scholarly in approach and adheres to the appropriate academic conventions; and
- write clearly, utilising the relevant codes and conventions of the English language.

Task: ACARA has been asked to provide advice to the Commonwealth Government regarding the future nature and scope of the Australian Curriculum. Write a 500-word rationale for the inclusion of *Global Education* perspective in any revision of the Australian Curriculum.

On successful completion you will be able to:
- UO3 the nature of development and how it is measured

Precis

Due: **Various**

Weighting: **20%**

The purpose of the task is to develop skills in:

- accessing research articles related to specific development-related issues;
- précis writing;
- writing in a way that adheres to the accepted academic conventions and which utilises the relevant codes and conventions of the English language;
- presenting a concise, well-structured oral report; and
- facilitating a tutorial-based discussion.

Students will be assessed on their ability to:

- identify and access an academic research article relevant to the allocated tutorial topic;
- craft a précis that is scholarly in its approach and adheres to the appropriate academic conventions;
- present an oral report summarising the selected article; and
- facilitate a tutorial discussion on the selected subject matter.

Part A: Article précis (600 words)

Select an academic article broadly consistent with the specified topic for the allocated tutorial. Suitable academic journals include:

· Journal of Development Studies

· Development in Practice

· Gender and Development

· Journal and Human Development

· Oxford Development Studies

· Journal of European Development Research

· Third World Quarterly

Write a 600 word précis of the selected article and prepare a seven-minute tutorial presentation highlighting the key findings of the article. If you choose to support your oral presentation with a PowerPoint it should be restricted to a maximum of five slides.

Your presentation should include two-to-three questions that help structure tutorial discussion. You will be responsible for facilitating the discussion.

Part B: Personal reflection (400 words)

Write a short statement that:

- analyses the extent to which the article's findings either challenge or confirm your assumptions about development related issues; and

- reflects on the article's value in terms of your professional learning.

Writing a précis

The principal role of a précis is to restate an article's key argument and summarize its content. It need not evaluate or critique the author's work.

A well-written précis can act as an alternative for original work. The goal is to present the core elements of the work in a manner that is both clear and concise.

You might like to use the following scaffold when writing your précis:

- *Prelims:* state the author's name and all relevant publication details;
- *Introduction:* Begin your précis with a statement on what the article is about and the author's principal thesis or argument;
- *Body:* Each paragraph should summarize the content of a section of the article;
- *Conclusion:* at the end of the précis, provide a sentence or two that ties together all the material you have summarized.

On successful completion you will be able to:

- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
- UO5 spatial inequalities in life opportunities at a variety of scales
- UO6 the relationship between development and access to education

Extended Response

Due: **21 October**
Weighting: **40%**

You will be assessed on your ability to:

access relevant information from a variety of academic and non-academic sources;

identify and analyse the impacts developmental related issues on educational access and participation;

construct a piece of written work that is analytical in its approach and which shows clear evidence of thorough preparation and critical thought; and

use a clear, concise writing style that that is scholarly in its approach, conforms to the conventions of the English language (i.e. spelling, grammar, punctuation and syntax, etc.), and which uses the appropriate referencing format.

Task: Analyse the extent to which universal access to, and participation in, education is ultimately determined by the socio-economic wellbeing experienced by children with specific

reference to either Africa or South Asia.

In doing so, investigate the development related issues that limit access to, and participation in, education for children in developing countries using a range of academic and non-academic sources. The later might include information sourced via the websites of relevant Intergovernmental Organisations (IGO) e.g. UNICEF, UNESCO; governmental organisations eg: AusAID (the Australian Government's aid agency); and non-governmental organisations (NGOs) e.g. Oxfam, World Vision, Save the Children Fund and the International Women's Development Agency.

Your extended response should include:

- An overview of the spatial variations in level of educational access and participation achieved within the selected region (approx. 500 words);
- An overview of the factors impacting on educational access and participation in the selected region (approx. 500 words);
- an analysis of the extent to which ONE development-related issue presents an obstacle to efforts to increase educational access and participation in the selected region (approx. 500 words); and
- an evaluation of the interventions of IGOs, NGOs and governments, aimed at enhancing educational access (approx. 500 words).

On successful completion you will be able to:
- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
- UO5 spatial inequalities in life opportunities at a variety of scales
- UO6 the relationship between development and access to education
- UO7 selected global issues and how they impact on access to education

In-Class Test

Due: **11 November**
Weighting: **30%**

The in-class test will be held in Week 13. The test will examine your knowledge and understanding of the material covered in the lectures and the specified weekly readings. The test will last for 50 minutes and include a range of questions requiring a short written response.

Note: External students will be required to complete the test in one of the scheduled tutorial times in Week 13.

On successful completion you will be able to:

- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO2 globalisation, especially as it relates to education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
- UO5 spatial inequalities in life opportunities at a variety of scales
- UO6 the relationship between development and access to education
- UO7 selected global issues and how they impact on access to education
- UO8 Global Education as a cross-curriculum perspective
- UO9 the ways in which teachers can develop, with students, a greater appreciation of the right and responsibilities of global citizenship
- UO10 the internationalisation of education and its impact on learning

Delivery and Resources

Lectures:

There are 22 lectures, including a Preview in Week 1 (3) and a Summary in Week 11 (13).

From Weeks 3 to 13 of Session 2, there will be TWO one–hour lectures per week – Tuesdays at 9.00am and 10.00am.

Lectures: Tuesday C5A232 at 9.00am & 10.00am

Tutorials:

Each week throughout the Session you will be expected to attend one, one–hour tutorial; on either Tuesdays at 11.00 am (E6A108) *or* 1.00pm (E7B164).

In 2014 the unit is offered both internally and externally. External students will attend two compulsory on campus sessions (Feel free to attend a weekly tutorial and access the lectures via iLearn). The lectures will also be available via iLearn.

External students (On-campus days): Students enrolled in an external mode MUST attend both on-campus days. If you are unable to meet this commitment you should change your enrolment status to an internal or composite mode.

The on-campus session will be held on:

·   Saturday 13 September 9.00am–4.30pm (C5C210)

·   Sunday 19 October 9.30am–4.30pm (C5C210)

Unit Schedule

Date	Lecture	Topic	Description and reading/s	Tutorials

Week 1			No lecture (PE block)	
Week 2			No lecture (PE block)	
Week 3 (19 August)	1	Introduction (GK)	An overview of the Unit and its requirements.	Lecture 1
	2	Geopolitical context and the notion of opportunity cost (GK)	An examination of the changing geopolitical context and how this impacts on the provision of education in developing countries. *Reading:* Class notes provided in PDF format.	
Week 4 (26 August)	3	Global inequalities with a focus on access to education (GK)	A look at global inequalities with a focus on the provision of education, educational outcomes, and the relationship between education and economic development. *Reading: Education for All - Global Monitoring Report 2010*. Overcoming inequality: Why governance matters [http://www.unesco.org/en/efareport/reports/2010-governance/] Read the report's 'highlights' and 'overview' and scan the full report. Do not print off the full report.	Lectures 2–4
	4	Defining and measuring development (GK)	An examination of the various ways development can be defined and measured. *Reading:* Class notes provided in PDF format.	
Week 5 (2 Sept.)	5	Factors affecting a country's developmental status (GK)	A look at the range of factors that impact on the development level of nations and how this impact on access to education and educational outcomes. *Reading:* Class notes provided in PDF format.	Lectures 5-6

	6	The visual representation of developing countries by developmental agencies and the Western media (GK)	A look at the way our perceptions of developing countries are 'constructed' through visual texts such as photographs and cartoons. *Readings:* Makunike, E. *Out of Africa: Western Media Stereotyping Shape Images.* Safo, A. *NGO's present false images of Africa* Alam, S. (1994). *The visual representation of developing countries by developmental agencies and the western media.* http://www.imaging-famine.org/ *Suter, K. (2005). 50 thinks you want to know about world issues but were too afraid to ask.* North Sydney: Bantam, pp. 84–87.	
Week 6 (9 Sept.)	7	Development and the child (GK)	An examination of the status of children in developing countries and how this impacts on their capacity to access education. *Readings:* Edmonds, E. & Pavcnik, P. (2005). Child Labor in the Global Economy. *Journal of Economic Perspectives*, Vol. 19, (1), Winter, pp 199–220. Kelly, A (2010). Agony without end for Liberia's child soldiers, *The Observer*, 12 July. Ramesh, R (2007). Between a rock and a hard place: How UK patios rely on child labour. *The Guardian*. *Website:* http://www.childtrafficking.com *YouTube child slavery broadcasts:* http://www.youtube.com/watch?v=fnkIOtfJRSE http://www.youtube.com/watch?v=5OLhbXTqrvE http://www.youtube.com/watch?v=azBVHFGzHkU	Lectures 7-8
	8	Development: A Gendered Perspective (GK)	An examination of the status of women in developing countries and the impact that access to education has on the economic and social potential.	

On-Campus Session 1 – 13 September 9.00am–4.30pm

Week 7 (16 Sept.)	9	Millennium Development Goals (NH)	An examination of the MDGs with particular reference to education. *Readings:* http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTDECPROSPECTS/0,,contentMDK:23391146~pagePK:64165401~piPK:64165026~theSitePK:476883,00.html World DataBank http://ddp-ext.worldbank.org/ext/GMIS/gdmis.do?siteId=2&goalId=6&targetId=17&menuId=LNAV01GOAL2SUB1	Lectures 9-10
	10	Education snapshot: East Timor (NH)	The difficult path to meaningful educational outcomes in the world's newest country. *Readings:* Earnest, J. (2003). *Education reconstruction in a transitional society: The Case of East Timor.* Report presented to the Research Unit for the Study of Societies in Change (RUSSIC), Curtin University of Technology, May 2003, Perth, Western Australia. [research.humanities.curtin.edu.au/.../russic/.../TimorReport_final.pdf] Y.Millo, J. Barnett (2004). Educational Development in East Timor. *International Journal of Educational Development* 24 pp. 721–737	
Two-week break				
Week 8 (7 October)	11	Towards global governance (GK)	A focus on 'global governance' – the role of international agreements and agencies in promoting education-related development objectives. *Reading: http://www.world-governance.org*	Lectures 11-12
	12	Role of non-government organisations in the provision of education (GK)	An examination of the role played by non-government organizations in meeting the UN's MDGs. *Reading: Please check website.*	

Week 9 (14 Oct.)	13	Refugees	An examination of the causes, nature and extent of the global refugee crisis and its implications for human wellbeing.	Lectures 13-14
			UNHCR's *The State of the World's Refugees* provide detailed, in-depth analysis of the plight of the world's millions of displaced people. The authors examine the major crises and challenges faced by UNHCR for over fifty years. http://www.unhcr.org	

On-campus Session 2 – 19 October 9.30am to 4.30pm

Week 10 (21 Oct.)	15 & 16	*Education snapshot: India* (GK)	*An examination of spatial and social inequalities in India and reasons for these with a focus on education.* *Reading:* Class notes provided in PDF format.	Lectures 15-16

Week 11 (28 Oct.)	17	Overcoming Indigenous disadvantage: The Australian experience	A study of the disadvantage experienced by Indigenous Australia's and the strategies being devised to promote more equitable outcomes. *Reading:* Steering Committee for the Review of Government Service Provision (2011). *Overcoming Indigenous Disadvantage: Key Indicators*. Melbourne: Productivity Commission, Commonwealth of Australia. http://www.pc.gov.au/__data/assets/pdf_file/0010/111610/key-indicators-2011-overview-booklet.pdf	Lectures 17-18

	18	Globalisation (GK)	A focus on the process of globalisation (economic and cultural integration) and its implications for education. *Readings:* *Suter, K. (2005). 50 things you want to know about world issues but were too afraid to ask.* North Sydney: Bantam, pp. 71–83. Jeffery, S. (2002) *What is globalisation?* Yeung, H. W. (2003). Globalization, in Rogers, A. and Viles, H. (eds), *The Student's Companion to Geography (2nd Edit.).* Blackwell: Oxford.	
Week 12 (4 Nov.)	19	Global Education as cross-curriculum perspective (GK)	As members of a global community students are being encouraged to participate in the shaping of a better shared future for the world. In this lecture we focus on the ways in which Global Education is being integrated into the school curriculum (Years K-12). *Reading: Global Perspectives: A framework for global education in Australian Schools.* Australian Government, 2008. Supplied in hard copy.	Lectures 18-19

	20	Promoting global citizenship in the classroom (GK)	An examination of the strategies and resources used to promote global understanding in the classrooms. *Reading: Global Perspectives: A framework for global education in Australian Schools.* Australian Government, 2008. Supplied in hard copy.	Lectures 18-19
Week 13 (11 Nov.)	21	Introduction to international education (GK)	An introduction to the internationalisation of education in terms of both orientation and practice. *Reading:* Altbach, P.G. and Knight, J., (2007). *Please check website*	Lectures 20-21
	22	Internationalization of education II (GK)	An examination of selected aspects of the internationalisation of education in terms of both orientation and practice. *Reading:* Crossley & Watson (2003). *Please check website*	Lectures 20-22

*In-class test (these will be conducted during tutorials)

GK   Dr Grant Kleeman   NH   Mr Nick Hutchinson

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to

Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/hel

p/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO2 globalisation, especially as it relates to education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
- UO5 spatial inequalities in life opportunities at a variety of scales
- UO6 the relationship between development and access to education
- UO7 selected global issues and how they impact on access to education
- UO8 Global Education as a cross-curriculum perspective
- UO9 the ways in which teachers can develop, with students, a greater appreciation of the right and responsibilities of global citizenship
- UO10 the internationalisation of education and its impact on learning

Assessment tasks

- Global Education Rationale
- Precis
- Extended Response
- In-Class Test

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and

systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO2 globalisation, especially as it relates to education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
- UO6 the relationship between development and access to education
- UO7 selected global issues and how they impact on access to education
- UO8 Global Education as a cross-curriculum perspective
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- UO10 the internationalisation of education and its impact on learning

Assessment tasks

- Global Education Rationale
- Extended Response

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- UO6 the relationship between development and access to education

Assessment tasks

- Precis
- In-Class Test

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
- UO5 spatial inequalities in life opportunities at a variety of scales
- UO6 the relationship between development and access to education
- UO7 selected global issues and how they impact on access to education
- UO9 the ways in which teachers can develop, with students, a greater appreciation of the right and responsibilities of global citizenship

Assessment tasks

- Precis
- Extended Response

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO2 globalisation, especially as it relates to education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
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Assessment task

- Extended Response

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- UO1 the nature of the geopolitical context and how this impacts on the provision of education
- UO2 globalisation, especially as it relates to education
- UO3 the nature of development and how it is measured
- UO4 the factors that determine the rate of development
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- UO10 the internationalisation of education and its impact on learning

Assessment task

- Extended Response