



EDUC383

Education in a Global Society

S2 Day 2015

Dept of Education

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General Information

Unit convenor and teaching staff

Grant Kleeman

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Credit points

3

Prerequisites

39cp or admission to 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:

1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
2. Students develop a knowledge and understanding of globalisation, especially as it relates to education
3. Students develop a knowledge and understanding of the nature of development and how it is measured
4. Students develop a knowledge and understanding of the factors that determine the rate of development
5. Students develop a knowledge and understanding of the factors that determine the

rate of development

6. Students develop a knowledge and understanding of the relationship between development and access to education

7. Students develop a knowledge and understanding of selected global issues and how they impact on access to education

8. Students develop a knowledge and understanding of Global Education as a cross-curriculum perspective

9. Students develop a knowledge and understanding of the internationalisation of education and its impact on learning

Assessment Tasks

Name	Weighting	Due
Extended response	50%	Week 10
Article Précis	20%	Week 7
Class test	30%	Week 13

Extended response

Due: **Week 10**

Weighting: **50%**

Extended written response: A scaffolded research-based task that enables students to study the factors affecting access to, and participation in education in a developing country.

On successful completion you will be able to:

- 3. Students develop a knowledge and understanding of the nature of development and how it is measured
- 4. Students develop a knowledge and understanding of the factors that determine the rate of development
- 5. Students develop a knowledge and understanding of the factors that determine the rate of development
- 6. Students develop a knowledge and understanding of the relationship between development and access to education
- 7. Students develop a knowledge and understanding of selected global issues and how they impact on access to education

Article Précis

Due: **Week 7**

Weighting: **20%**

Students are to select one of the five articles provided. They then write a 1000-word précis.

On successful completion you will be able to:

- 1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
- 3. Students develop a knowledge and understanding of the nature of development and how it is measured
- 4. Students develop a knowledge and understanding of the factors that determine the rate of development
- 5. Students develop a knowledge and understanding of the factors that determine the rate of development
- 6. Students develop a knowledge and understanding of the relationship between development and access to education

Class test

Due: **Week 13**

Weighting: **30%**

In-class test: A variety of questions based on the Unit's lecture content and specified readings.

On successful completion you will be able to:

- 1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
- 2. Students develop a knowledge and understanding of globalisation, especially as it relates to education
- 3. Students develop a knowledge and understanding of the nature of development and how it is measured
- 4. Students develop a knowledge and understanding of the factors that determine the rate of development
- 5. Students develop a knowledge and understanding of the factors that determine the rate of development
- 6. Students develop a knowledge and understanding of the relationship between development and access to education

- 7. Students develop a knowledge and understanding of selected global issues and how they impact on access to education
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Delivery and Resources

There are 22 lectures. There are no lectures in Weeks 1 and 2 due to the School of Education's Professional Experience block.

There will be TWO one-hour lectures per week in Weeks 3–12.

Lectures: Tuesday C5A226 at 9.00am
 Tuesday C5A226 at 10.00am

The lectures will introduce information on specified topics and present a framework for incorporating other material. The tutorial program is integrated with the lectures, and will provide students with the opportunity to discuss and debate the issues raised in the lectures.

Each week throughout Session 2 you will be expected to attend one, one-hour tutorial. The scheduled tutorial times and venues are listed below:

Tutorial 1 Tuesday 11.00am W6B320

Tutorial 2 Tuesday 12.00pm W6B320

Tutorial 3 Tuesday 3.00pm C5A232

In 2015 the unit is offered both internally and externally. External students will attend two compulsory on campus sessions.

The on-campus session will be held on:

- On-campus Day 1: Wednesday 16 September 2015
- On-campus Day 2: Saturday 31 October 2015

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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/help/>.

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

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- 8. Students develop a knowledge and understanding of Global Education as a cross-curriculum perspective

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

- 1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
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- 8. Students develop a knowledge and understanding of Global Education as a cross-curriculum perspective
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Assessment tasks

- Extended response
- Article Précis
- 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

- 1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
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Assessment tasks

- Extended response

- Class test

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:

Assessment task

- Article Précis

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:

Assessment tasks

- Extended response
- Article Précis

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

- 1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
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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

- 1. Students develop a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
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Assessment task

- Extended response