EDUC3830

Education in a Global Society

Session 1, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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General Information

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Course content developer
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Credit points
10

Prerequisites
130cp at 1000 level or above

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:

ULO1: demonstrate a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education

ULO2: demonstrate a knowledge and understanding of globalisation, especially as it relates to education

ULO3: explain the nature of development and how it is measured

ULO4: describe the factors that determine the rate of development

ULO5: explain the relationship between development and access to education

ULO6: demonstrate knowledge and understanding of selected global issues and how they impact on access to education

ULO7: demonstrate knowledge and understanding of Global Education as a cross-curriculum perspective

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

● Allow a left and right-hand margin of at least 2cm in all assignments.

● Please type all assignments using 12-point font and 1.5 spacing.

● All assessments must be submitted through Turnitin in .doc or .pdf format

● It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

● Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

● Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

● Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

● The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

● Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

● Students should regularly save a copy of all assignments before submission.

● Students are responsible for checking that the correct file has been uploaded, that their submission has been successful, and that it has been submitted by the due date and time.

Assignment extensions and late penalties

● In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

● Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted https://ask.mq.edu.au/ . This will ensure consistency in the consideration of such requests is maintained.

● Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

● If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

● Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note:

· Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.

· The outcome of a re-mark may be a higher/lower or unchanged grade.

· Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following

descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45. Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. ?There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.m q.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Article precis	50%	No	10/4/22 at 11:55pm via Turnitin
Extended response	50%	No	5/6/22 at 11:55pm via Turnitin

Article precis

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **10/4/22 at 11:55pm via Turnitin**
Weighting: **50%**

Students write a précis on a selected article (2500 words).

On successful completion you will be able to:
- demonstrate a knowledge and understanding of the nature of the geopolitical context and how this impacts on the provision of education
- demonstrate a knowledge and understanding of globalisation, especially as it relates to education
- explain the nature of development and how it is measured
- describe the factors that determine the rate of development
- explain the relationship between development and access to education

Extended response

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **5/6/22 at 11:55pm via Turnitin**
Weighting: **50%**

A scaffolded research-based task that enables students to study the factors affecting access to, and participation in education in a developing country (2500 words).

On successful completion you will be able to:

- explain the nature of development and how it is measured

- describe the factors that determine the rate of development

- explain the relationship between development and access to education

- demonstrate knowledge and understanding of selected global issues and how they impact on access to education

- demonstrate knowledge and understanding of Global Education as a cross-curriculum perspective

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts:

There is not a set text for this unit, there are a range of articles, chapters and video material for each module. See the 'unit schedule' section for details of readings.

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the Zoom link in iLearn and/or ECHO360 lecture component. You must listen to all lectures.

Please note: Pre-recorded lectures are used in this unit and these will be available via iLearn. PowerPoint lecture slides are available in iLearn and/or are available in the Active Learning Tool.

Access and technical assistance:

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357 or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access**: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Structure:

The unit comprises of weekly online pre-recorded lectures, an on campus day for infrequent study mode (external students) and a two-hour weekly tutorials for frequent study mode (internal students). In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo/ Zoom/PowerPoint narration recordings in iLearn from the following website link: http://ilearn.mq.edu.au All students are expected to to engage with the content modules on the unit iLearn site to support thier knowledge development.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Note: no lectures or tutorials will be conducted over the professional experience block period (weeks 8, 9 & 10). Lectures and tutorials will recommence in week 11, 12 & 13.

Unit Schedule

Date	Lecture & Module Topic	Module Description and reading/s

Week 1 (21/2/22)	Introduction to Education in a Global Society	An overview of the Unit and its requirements. *Self-directed pre-learning activities on iLearn site through video materials and prompting and reflective question guides*
		An examination of the changing geopolitical context and how these impacts on the provision of education in developing countries.
Week 2 (28/2/22)	Geopolitical context and the notion of opportunity cost	An examination of the changing geopolitical context and how these impacts on the provision of education in developing countries. *Video materials and prompting and reflective question guides*
Week 3 (7/3/22)	Global inequalities with a focus on access to education Defining and measuring development Factors affecting a country's developmental status Understanding the Global Goals for Sustainable Development	A look at global inequalities with a focus on the provision of education, educational outcomes, and the relationship between education An examination of the various ways development can be defined and measured. A look at the range of factors that impact on the development level of nations and how this impact on access to education and educa **Readings:** Giambrone., A. (2014) *The Global Dimension: Moving Beyond Good Intentions* pp25-27) in Evans, M., Montemurro, D., Gambhir, M Learning and Teaching Global Matters in Local Classrooms. ***To access reading go to:** https://tspace.library.utoronto.ca/bitstream/1807/76999/1/TEACHING_GLOBAL_MATTERS_FINAL_ON
		Link to UNESCO – World Inequality Database on Education
Week 4 (14/3/21)	Development and the child	An examination of the status of children in developing countries and how these impacts on their capacity to access education. **Readings:** Abuiyada, R. (2018). Traditional Development Theories have failed to Address the Needs of the majority of People at Grassroots Le *Science*, *9*(9), 115-119. ***To access reading go to:** https://ijbssnet.com/journals/Vol_9_No_9_September_2018/12.pdf Sapkota, M., & Tharu, M. (2016). Development as a 'contested discourse': An overview. *Nepalese Journal of Development and Rur* ***To access reading go to:** https://www.researchgate.net/profile/Mahendra-Sapkota-2/publication/323226674_Development_as_a_ adaa/Development-as-a-Contested-Discourse-An-Overview.pdf

Week 5 (21/3/22)	Development: A Gendered Perspective	An examination of the status of women in developing countries and the impact that access to education has on the economic and so **Reading:** Dormekpor, E. (2015). Poverty and gender inequality in developing countries. *Developing Country Studies*, *5*(10), 76-102. ***To access reading go to:** https://core.ac.uk/download/pdf/234682395.pdf
		Human Rights Watch website
Week 6 (28/3/22)	Role of non- government organisations in the provision of education	An examination of the role played by non-government organizations and private sector in meeting the UN's SDGs. **Readings:** Sakue-Collins, Y. (2020). (Un) doing development: a postcolonial enquiry of the agenda and agency of NGOs in Africa. *Third World* Scheyvens, R., Banks, G., & Hughes, E. (2016). The private sector and the SDGs: The need to move beyond 'business as usual'. *S* ***To access reading go to:** https://onlinelibrary.wiley.com/doi/full/10.1002/sd.1623 https://www.tandfonline.com/doi/epub/10.1080/01436597.2020.1791698?needAccess=true https://youtu.be/C1H3wpBIzSk
Week 7 (4/4/22)	Globalisation and towards global governance Global Education as cross- curriculum perspective	A focus on the process of globalisation (economic and cultural integration) and its implications for education. **Readings:** Irani, F. N. H. A., & Noruzi, M. R. (2011). Globalization and Challenges; what are the globalization's contemporary issues. *Internatio* http://www.ijhssnet.com/journals/Vol._1_No._6;_June_2011/24.pdf Revisiting globalisation: The rise of the local-first approach, produced by KPMG Key report: Global Governance and Global Rules for Development in the Post-2015 Era A focus on 'global governance' – the role of international agreements and agencies in promoting education-related development obj **Reading:** https://globalchallenges.org/global-governance/ As members of a global community students are being encouraged to participate in the shaping of a better shared future for the wor integrated into the school curriculum (Years K-12). **Reading:** Ferguson-Patrick, K., Reynolds, R., & Macqueen, S. (2018). Integrating curriculum: A case study of teaching global education. *Euro* https://www.tandfonline.com/doi/pdf/10.1080/02619768.2018.1426565?needAccess=true **Promoting global citizenship in the classroom:** An examination of the strategies and resources used to promote global understa **Reading:** Global Perspectives: A framework for global education in Australian Schools. Australian Government, 2008. https://www.globaleducation.edu.au/verve/_resources/GPS_web.pdf
*Week 7	**8 April** *On- campus session – external students only	10:00am to 4:00pm In 12 Second Way Room 315

<u>**MQ Recess**</u>

(11 April to 22 April)

*Note: Weeks 8, 9 & 10 no lectures or tutorials due to Professional Experience Block Placement

Week 11 (16/5/22)	Pandemic, disasters, and refugees	An examination of the causes, nature and extent of the global refugee crisis and its implications for human wellbeing. UNHCR's *The State of the World's Refugees* provide detailed, in-depth analysis of the plight of the world's millions of displaced peop for over fifty years. http://www.unhcr.org https://www.unrefugees.org.au/?utm_medium=cpc&utm_source=google&utm_campaign=AU_PS_EN_general_UNHCR_Generic&u Alice Albright, CEO of the Global Partnership for Education reflects on the continuing impacts of COVID-19 on education systems ar inequalities and worsening the global education crisis by keeping millions of children and young people of school. See link below: https://www.globalpartnership.org/news/alice-albrights-end-year-message-2021
Week 12 (23/5/22) **Case Study 1:** Timor-Leste (previously known as: East Timor)	Education snapshots:	The difficult path to meaningful educational outcomes in the world's newest countries. **Readings:** Earnest, J. (2003). *Education reconstruction in a transitional society: The Case of East Timor.* Report presented to the Research Un Technology, May 2003, Perth, Western Australia. http://www.waier.org.au/forums/2003/earnest.html Y.Millo, J. Barnett (2004). Educational Development in East Timor. *International Journal of Educational Development* 24 pp. 721–73 https://www.sciencedirect.com/science/article/pii/S0738059304000562
	Case Study 2: Republic of South Sudan	Key website: Timor-Leste country brief (DFAT) https://www.dfat.gov.au/geo/timor-leste/timor-leste-country-brief More than 2.8 million children, or over 70 per cent, are out of school in South Sudan, putting at risk their futures and the future of the pastoral communities, moving with their cattle and are not able to attend regular classes. The largest group of out-of-school children views all hinder girls' education. Readings engage with the following sources: https://www.unicef.org/southsudan/what-we-do/education https://youtu.be/N14_XNH8Mqs https://www.britannica.com/place/South-Sudan/Government-and-society

Week 13 (30/5/22)	Overcoming Indigenous disadvantage: The Australian experience	A study of the disadvantage experienced by Indigenous Australians and the strategies being devised to promote more equitable out **Reading:** Steering Committee for the Review of Government Service Provision (2020). *Overcoming Indigenous Disadvantage: Key Indicators* below) **Overview document:** https://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage/2020/report-documents/oid-2020-overview.pdf **Resource website:** https://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage/2020 **Full report:** (for your reference) https://apo.org.au/sites/default/files/resource-files/2020-12/apo-nid309865.pdf **YouTube overview:** https://youtu.be/zXx1HGz5Qaw

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in week 1 of Session, this unit employs a flipped learning approach in week 1 with self-directed learning with the introductory module on iLearn.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address

- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

- The on-campus sessions on 8/4/22 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual

assault

- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

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

Changes from Previous Offering

Return to face-to-face teaching in 2022, previous offering was delivered online due to COVID19 restrictions

Macquarie School of Education - 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways, through the assessment items you will be:

- Resilience
- **Reflexive**
- Responsive
- Ready *to learn*
- **Research** *engaged*