EDUC3830

Education in a Global Society

Session 1, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
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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

- Students should be aware of and apply the University policy on academic honesty - see: https://policies.mq.edu.au/document/view.php?id=3

- Unless a Special Consideration - see: https://students.mq.edu.au/study/assessment-exams/special-consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 23.55. A 1-hour grace period is provided to students who experience a technical issue.

- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

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

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ - https://ask.mq.edu.au/.

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

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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 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 course progression.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Article precis	50%	No	16/4/23 at 23:55 via Turnitin
Extended response	50%	No	4/6/23 at 23:55 via Turnitin

Article precis

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **16/4/23 at 23:55 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: **4/6/23 at 23:55 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. Assistance

is available from IT Helpdesk Ph: 9850 4357 or 1800 67 4357 Email: help.mq.edu.au. On Campus: Ground floor at 18 Wally's Walk.

Structure:

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2023/ 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 iLearn site for the unit providing additional readings, links and materials. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Please note: On campus day for those students enrolled as 'infrequent' mode:

*Week 7	**6/4/23 ***On-campus session – Infrequent students only	10:00am to 4:00pm In 29WW Room 123 (Academy learning space)

Unit Schedule

Date	Lecture & Module Topic	Module Description and reading/s
Week 1 (20/2/23)	**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 count
Week 2 (27/2/23)	**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 count ** Video materials and prompting and reflective question guides*

Week 3 (6/3/23)	**Global inequalities with a focus on access to education**	A look at global inequalities with a focus on the provision of education, educational outcomes, and the relationship between e
		An examination of the various ways development can be defined and measured.
	Defining and measuring development	A look at the range of factors that impact on the development level of nations and how this impact on access to education and
		Readings:
		Giambrone., A. (2014) *The Global Dimension: Moving Beyond Good Intentions* pp25-27) in Evans, M., Montemurro, D., Gam Learning and Teaching Global Matters in Local Classrooms.
	Factors affecting a country's developmental status	***To access reading go to:** https://tspace.library.utoronto.ca/bitstream/1807/76999/1/TEACHING_GLOBAL_MATTERS_FIN/
	Understanding the Global Goals for Sustainable Development	
		Link to UNESCO – World Inequality Database on Education
Week 4 (13/3/23)	**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 Grassro *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 an*
		*To access reading go to: https://www.researchgate.net/profile/Mahendra-Sapkota-2/publication/323226674_Development_ adaa/Development-as-a-Contested-Discourse-An-Overview.pdf
Week 5 (20/3/23)	**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
		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 (27/3/23)	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* Scheyvens, R., Banks, G., & Hughes, E. (2016). The private sector and the SDGs: The need to move beyond 'business as us ***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/C1H3wpBlzSk
Week 7 (3/4/23)	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. *Inte* 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 developm **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 t 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 educatio 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 un **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	**6/4/23** *On-campus day – Infrequent students only	10:00am to 4:00pm In 29WW Room 123 (Academy learning space)
MQ Recess **(10/4/23 to 21/4/23)**		
*Note: Weeks 8, 9 & 10 no lectures or tutorials due to Professional Experience Block Placement		

Week 11 (15/5/23)	**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 displace 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_Gen Alice Albright, CEO of the Global Partnership for Education reflects on the continuing impacts of COVID-19 on education syst inequalities and worsening the global education crisis by keeping millions of children and young people of school. See link be https://www.globalpartnership.org/news/alice-albrights-end-year-message-2021
Week 12 (22/5/23)	**Education snapshots:** **Case Study 1:** Timor-Leste (previously known as: East Timor)	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 Resea 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. 7 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 pastoral communities, moving with their cattle and are not able to attend regular classes. The largest group of out-of-school c 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 (29/5/23)	**Overcoming Indigenous disadvantage: The Australian experience**	A study of the disadvantage experienced by Indigenous Australians and the strategies being devised to promote more equital **Reading:** Steering Committee for the Review of Government Service Provision (2020). *Overcoming Indigenous Disadvantage: Key Indi* below) **Overview document:** https://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage/2020/report-documents/oid-2020-overview.pd **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 See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/2023/

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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements. 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.

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

Infrequent Attendance Students:

Please note: On campus day for those students enrolled as 'infrequent' mode:

*Week 7	**6/4/23** *On-campus session – Infrequent students only	10:00am to 4:00pm In 29WW Room 123 (Academy learning space)

Information about the dates if the on-campus sessions can be found in the university timetable. https://timetables.mq.edu.au/2023/

- The on-campus sessions 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.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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

Incorporation of 'Voices from the Field' pod cast series to support student learning across a range of education development projects and linking this to unit content.

Macquarie School of Education - 5 Rs 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 - by reflecting on class content, readings and podcasts in the development of your assignments for this unit.**
- Responsive
- Ready *to learn*
- **Research *engaged* - by engaging in research activities throughout this unit to develop a greater understanding of the key topics surrounding global and comparative education. You will develop skills to investigate the delivery of schooling and education services in different countries. Acdemic texts, journals and video material will be used as to develop your knowledge in becoming a global educator or adminstrator.**

Unit information based on version 2023.01R of the Handbook