

**Module Outline**

Part 1- as validated

1.	<b>Title</b>	<b>International Perspectives in Education</b>
2.	<b>Level *</b>	<b>5</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200 hrs</b> <b>Contact hours: 36 hrs</b> <b>Independent Study: 164 hrs</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

This module focuses on understanding education in an International multicultural teaching and learning context. It begins by introducing key concepts used in international education policy and practice examining the roles and responsibilities of contemporary educators.

The module considers current concerns in international education, as well as reflecting on key individuals who are researching future trends and challenges. One of the key areas of focus in this module is to reflect on what constitutes a constructive international culture of teaching and learning. Once complete the students should have an awareness of the international approach to education and some of the countries that are often held up as displaying best practice in key areas of education.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

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|----|---|
| 1. | Reflect on what 'international multicultural education' means in the 21st century.              |
| 2. | Identify key influences of political, social and historical contexts on international education |
| 3. | Identify how the wider curriculum supports inclusion and diversity in contemporary classrooms   |

**Generic Learning Outcomes**

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|----|--|
| 4. | Ability to analyse, evaluate and synthesise appropriate academic sources of research and literature. |
| 5. | Appreciate the need to create accurate, timely and complex correctly referenced written reports.     |

**7. Assessment**

**Pass on aggregate or Pass all components**  
*(modules can only be pass all components if this is a PSRB requirement)*

**N.A. (as sole assignment)**

**Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Presentation	100%	Yes	30 minutes	All	A 30 minute presentation using a choice of media.
<b>Further Details of Assessment Proposals</b>						
Give brief explanation of each assessment activity listed						
Students will be required to compare one area or sector of education (i.e. Primary, Secondary or Post-16) between three different countries. Within the context of the research and presentation it must include at least one developing and one developed country.						

<b>8. Summary of Pre and / or Co Requisite Requirements</b>
None

<b>9. For use on following programmes</b>
BA (Hons) in Education

**Module Specification** **Part 2- to be reviewed annually**

1.	<b>Module Leader</b>	<b>TBA</b>
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2.	<b>Indicative Content</b>
	<ol style="list-style-type: none"> <li>1. STEM (national and international perspectives)</li> <li>2. Dakar Framework for Action</li> <li>3. Virtual Educational Exchange</li> <li>4. Challenges facing International Education</li> <li>5. To highlight the different definitions of education across the World.</li> <li>6. Review the concept and standing of education in less developed/developing countries.</li> <li>7. Consider the historical, sociological and political impact on global education</li> <li>8. The phenomenon of Globalization &amp; Cultural diversity</li> <li>9. An awareness of the field of research in global education and multiculturalism and of ethical dilemmas</li> <li>10. Research what education means in unfamiliar cultural contexts.</li> <li>11. To consider the important concept of values in the 21st century classroom and how this impacts on the teaching and learning?</li> <li>12. Current national standards in an international context / Pisa tests and rankings.</li> </ol>

<b>3. Delivery Method</b> <i>(please tick appropriate box)</i>					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

If the Delivery Method is <b>Classroom Based</b> please complete the following table:				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lectures	36	Taught contact time	1-5
2	Self-Study	164	Self-study	1-5
	<b>Total Hours</b>	<b>200</b>		
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery		2 x 20 minute academic tutorials per student		

#### 4. Learning Resources

To include contextualised Reading List.

##### Highly Recommended

Ball, S. (2012) *Global Education Inc.: New Policy Networks and the Neoliberal Imaginary*. London: Routledge

Hattie, J; Masters, D & Birch, K. (2015) *Visible Learning into Action: International Case Studies of Impact*. London: Routledge

Philips, D. & Schweizfurth, M. (2014) *Comparative and International Education: An Introduction to Theory, mind and Practice (2<sup>nd</sup> Ed)*. London: Bloomsbury

Sheilds, R. (2013). *Globalization and International Education (Contemporary Issues in Education Studies)*. London: Bloomsbury Academic

##### Recommended

Aronica, L & Robinson, K. (2015). *Creative Schools: Revolutionizing Education from the Ground Up*. London: Allen Lane Publishing (Penguin)

Beetham, H. and Sharpe, R. (eds). (2013). *Rethinking Pedagogy for a Digital Age. (2<sup>nd</sup> Ed)*. New York, Routledge

Brown-Martin, G. (2014). *Learning {Re}imagined*. London, Bloomsbury Academic

Carneiro, R. (2007). *The big picture: understanding learning and meta-learning challenges*. [Online] Available from: [http://www.internationalfuturesforum.com/iffblog\\_old/wp-content/uploads/2007/06/roberto-carneiro-eje.pdf](http://www.internationalfuturesforum.com/iffblog_old/wp-content/uploads/2007/06/roberto-carneiro-eje.pdf) [Accessed on 29th January 2020]

##### Journals:

European Journal of Education, Vol. 42, No. 2, pp. 151-172.  
<http://onlinelibrary.wiley.com/enhanced/doi/10.1111/j.1465-3435.2007.00303.x>