
Module Specifications: *School of Education*

Module Title:	Education in an International Context
Module Code:	BAED03I
Level:	5
Credits:	15

Module Description:

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.

Indicative Content:

- Millennium Development Goals
 - Dakar Framework for Action
 - Virtual Educational Exchange
 - Challenges facing International Education
 - To highlight the different definitions of education across the World;
 - Consider the historical, sociological and political impact on global education
 - The phenomenon of Globalization & Cultural diversity
 - An awareness of the field of research in global education and multiculturalism and of ethical dilemmas
 - Research what education means in unfamiliar cultural contexts.
 - To consider the important concept of values in the 21st century classroom and how this impacts on the teaching and learning?
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Learning and Teaching Methods:

Sessions will consist of a mixture of formal lectures supported by ICT resources such as PowerPoint, Prezi and video clips to evaluate. Sessions will be supplemented by group and one to one tutorial sessions, embedding the use of the VLE and handouts/postings to support the classroom based sessions.

Specific Learning Resources:

N/A

Bibliography

Highly Recommended

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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.

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*. Allen Lane

Beetham, H. and Sharpe, R. (eds). 2013. *Rethinking Pedagogy for a Digital Age*. 2nd edn. New York, Routledge.

Ben-David Kolikant, Y. 2010. Digital natives, better learners? Students' beliefs about how the Internet influenced their ability to learn. *Computers in Human Behaviour*, Vol. 26, pp. 1384-1391. [online]

http://cyber.law.harvard.edu/communia2010/sites/communia2010/images/Kolikant_2010_Digital_Natives_Better_Learners.pdf (Accessed 15 April 2014).

Bolstad, R. 2011. Taking a 'Future Focus' in Education – What Does It Mean? NZCER Working Paper. Wellington, New Zealand Council for Educational Research. www.nzcer.org.nz/system/files/taking-future-focus-in-education.pdf (Accessed 8 March 2014).

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

Carneiro, R. 2007. The big picture: understanding learning and meta-learning challenges. *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/> (Accessed 10 June 2014)

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO 1	Reflect on the key concept of what 'international multicultural education means in the 21 st century?
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LO 2	Identify key influences of political, social and historical contexts on international education.
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LO 3 | Critically discuss theories, policies and practices that influence teaching and learning in a variety of contexts.

LO 4 | Determine which dispositions encourage respect and concern for other cultures and peoples and how this links to the demands of the wider curriculum in teaching and learning in contemporary classrooms.

Assessment Title or element

30-minute presentation on comparison of one area or sector of education (i.e. Primary, Secondary, Post-16) between three different countries (must include at least one developing and one developed country)

Information correct at point of publication.