School of Education

EDUC6260: Education and International Development: Global Perspectives
Callaghan and Online
Semester 2 - 2023

OVERVIEW

Course Description This course provides a general introduction to the forces that shape education systems and processes globally, and the associated nature, structure and practice of education systems. Concurrently, it reviews the historical development of International Educational Development (IED) as a subfield of Comparative and International Education (CIE) as a field, and its trajectories within academic research and educational practice, and explores the birth of the development project, and key institutions at the heart of this project including the World Bank, the United Nations, aid agencies, non-governmental organisations, etc.. Through this examination, the course develops insights into the key relationships between education and political, economic and social change, and their manifestation at multiple levels (local, national, regional, international and global), based on comparative and international research and evidence. The course uses an issue based approach to explore key educational phenomena and areas of reform. Basic critical descriptions of similarities and differences between education systems in different contexts are made, and associated explanations of these are developed.

Contact Hours

Callaghan
Lecture
Face to Face On Campus
1 hour(s) per Week for Full Term

Tutorial
Face to Face On Campus
1 hour(s) per Week for Full Term

Online
Integrated Learning Session
Online
2 hour(s) per Week for Full Term

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Callaghan and Online**
	Dr Nisha Thapliyal
	Nisha.Thapliyal@newcastle.edu.au
	(02) 49215648
	Consultation: contact via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education**
	V Building
	Callaghan
	Education@newcastle.edu.au
	+61 2 4921 6428

SYLLABUS

Course Content

The following list indicates indicative course content:
1. Introduction to the field of IED, its historical development and its potential trajectories.
2. Understanding of the key, multi-scale relationships between education systems and society.
3. Understanding of current world trends in key areas of systemic educational reform, and CIE insights into their development locally and globally.
4. The scope and potential of CIE research insights for educational policy making.
5. The scope and potential of CIE research insights for social change.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Demonstrate a rigorous, broad and deep, understanding of the nature and historical development of education systems from a global perspective;

2. Identify forces that shape education systems and practices, from multiple levels of scale, and the ways in which they form the same;

3. Describe a particular education system in its historico-political context as a case study; and

4. Interpret specific system and reform moments in their particular contexts and from a global perspective.

Course Materials

Required Reading:

- Torres, C. A., Arnove, R. F. , Franz, S. (Eds.). (2013). *Comparative Education: The Dialectic of the Global and the Local*. 4 Edition Rowman & Littlefield Publishers. Ebook Accessible here:
  https://ebookcentral-proquest-com.ezproxy.newcastle.edu.au/lib/newcastle/detail.action?docID=1037718

- Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (2010) (Eds.), *Comparative and International Education: Issues for Teachers*. New York: Teachers College Press. Ebook accessible here:
  https://ebookcentral-proquest-com.ezproxy.newcastle.edu.au/lib/newcastle/detail.action?docID=4642256

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	This course is organised into five Learning Modules. A detailed Reading Schedule is provided on Canvas. All assigned readings and course materials are available electronically through the UON online catalogue and/or the Internet.		
2	24 Jul			
3	31 Jul			
4	7 Aug			
5	14 Aug			
6	21 Aug			
7	28 Aug			
8	4 Sep			
9	11 Sep			
10	18 Sep			
		Mid Term Break		
		Mid Term Break		
11	9 Oct			
12	16 Oct			
13	23 Oct			
		Examination Period		
		Examination Period		

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essays/Written Assignments - Discussion and analysis of CIE literature	Task 1A due Sunday midnight at the end of each Learning Module. Aug 6, Aug 27, Sep 17, and Oct 15 Task 1B due midnight Aug 11	Individual	50%	1, 2
2	Case study: Written Assignment	Task 2A (20%) uploaded to UonCapture on Canvas on assigned dates between Aug 14 and Oct 8 Task 2B (30%) due Sunday Nov 5 @midnight via Turnitin	Individual	50%	1, 2, 3, 4

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Essays/Written Assignments - Discussion and analysis of CIE literature

Assessment Type   Essay

Purpose   The purpose of this assessment is to demonstrate understanding of course readings and materials and facilitate discussion and dialogue within our learning community about the debates within the field of education and international development. Learning Outcomes assessed 1, 2, 3 and 4. Each post is worth 10 marks.

Description   Task 1 Part A Discussion Posts: For this task you will contribute a total of 4 Discussion Posts on Canvas in response to questions/prompts provided by the Course Coordinator on Discussion Board in every Learning Module. These questions will be based on concepts and debates explored in assigned readings.

Task 1 Part B Response Posts : For this task you will respond to a discussion post by one of your peers. The Response Post should include the following components: (1) 1 idea/argument that resonated with you and why, (2) 1 idea/argument viewed differently - and why. Please support your discussion of (1) and (2) with connections to course concepts and readings. Please engage with the substance of the peer post – the ideas and arguments not grammar, punctuation and structure. Please do not summarise the peer post. Please do not comment on any aspect of their writing e.g. organisation/structure, evidence, typos etc. The Course Coordinator will provide a list on Canvas Discussion Board prior to each posting date. Please consult this list and respond to the post by the student whose name occurs immediately after or below your own.

Guidelines for Discussion and Response posts (see also Marking Rubric):
1. Please only draw on assigned course readings to write your Posts.
2. Please do not use external sources, scholarly or otherwise.
3. Please do not use quotations longer than 10 words.
4. In-text citations and References used in Canvas posts should be in APA 6th citation style and will not be included in the word count.

Weighting	50%
Length	400 words each, 2000 total (+/- 10%)
Due Date	Task 1A due Sunday midnight at the end of each Learning Module Aug 6, Aug 27, Sep 17, and Oct 15
	Task 1B due midnight Aug 11
Submission Method	Online
	Please note posts submitted to the wrong forum on Discussion Board will not be marked. Students must read the Course Outline Policy Supplement available on the Canvas website for this course. Assignment will not be marked until all submission requirements are met.
Assessment Criteria	Grading Rubrics provided
Return Method	Online
Feedback Provided	Online. Within three weeks of assignment submission. Electronic feedback (comments and marks) provided on Canvas (GradeMark)

Assessment 2 - Case study: Written Assignment

Assessment Type	Case Study / Problem Based Learning
Purpose	The purpose of this assignment is to demonstrate critical and reflexive engagement with course materials. Student Learning Outcomes: 1, 2, 3 and 4.
Description	Task 2A Oral Presentation (20 marks, 10-12 minutes)

On dates assigned between Aug 14 and Oct 8, students will upload an oral presentation which analyses a scholarly podcast related to Education and International Development. Students will select and listen to 1 or 2 podcasts, from the following podcasts: FreshEd with Will Brehm, NORRAG podcast, Education International podcast (website links provided on Canvas). Students will record their oral presentation using UoN capture with support from Uonline and guides provided on Canvas. Please note a powerpoint is not required.
Presentations should be constructed around the following components:
- Rationale – Why did you choose this education topic?;
- Conceptual understanding – What connections did you make between the podcast and course concepts (at least 3 explicit connections with support from course readings assigned in Modules 2, 3 and 4)
- Personal knowledge gained – How did the research presented in the podcast deepen your knowledge about the education issue?;
- Relevance to community of practice : How would you communicate the relevance of this research to your community of practice?

Task 2B Critical Media Analysis (30 marks)
Students will select and critically analyse one media artefact (news article, video, short film etc.) that is related to debates about education and international development explored in this course. A selection will be provided on Canvas in the Assignment folder. In addition, students may nominate a media artefact of their choice to the CC for approval by or before October 23.

You will analyse the selected media drawing on key course concepts with support from course readings, other course materials (e.g. lectures) and as well as external research. The analysis must include:

1. a historical context for the issues under discussion;
2. clear and explicit connections to concepts and theories of education and development discussed in this course (minimum of 5 relevant course readings : at least 2 assigned readings from Module 5 plus 3 additional course readings);
3. support from relevant external scholarship in the field of comparative education and international development (minimum of 5 peer-reviewed CIE journal articles from the list of journals provided on Canvas);

Weighting	50%
Length	10-12 minutes, 2500 words (+/- 10 %)
Due Date	Task 2A (20 %) uploaded to UonCapture on Canvas on assigned dates between Aug 14 and Oct 8
	Task 2B (30%) due Sunday Nov 5 @midnight via Turnitin
Submission Method	Online
	Students must read the Course Outline Policy Supplement available on the Canvas website for this course. Assignment will not be marked until all submission requirements are met.
Assessment Criteria	Task 2A

1. Clarity of rationale (3 marks)
2. Conceptual understanding (5 marks)
3. Personal knowledge gained (5 marks)
4. Relevance to community of practice (5 marks)
5. Overall clarity of oral/spoken presentation (2 marks)

Task 2B
1. Sound understanding of the nature and historical development of the educational issue represented in the media (10 marks).
2. Sound analysis of the educational issue represented in the media, clearly identifying well-reasoned connections to relevant course readings and relevant external CIE research literature (15 marks).
4. Effective written communication (5 marks).

Rubrics provided.

Return Method	Online
Feedback Provided	Online - Within three weeks of assignment submission. Electronic feedback (comments and marks) provided in Turnitin (GradeMark)

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.

0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: - Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site. - Email: Students will receive communications via their student email account. - Face to Face: Communication will be provided via face to face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. Student feedback from 2020 has informed 2021 course revisions.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

EDUC 6260 LEARNING MODULES SCHEDULE/OVERVIEW

MODULE	DATES	Topic	Assessments Due
1	July 18 – Aug 6	**Meanings and theories of education and development** *What are different perspectives about the purpose and meaning of mass education ?* *What is the relationship between Education and the field of international development?* *What is the status of the teaching profession in global perspective?*	Task1ADiscussion Post Task1BResponse Post
2	Aug 7 - 27	**History of mass education and international development** *What is the relationship between colonisation, education and international development?* *Who are other key actors and institutions in this field?* *What are key events, influence and debates which have shaped eight decades of education aid?* *What are key goals and critiques of the global Education for All initiative?*	Discussion Post Task 2A begins
3	Aug 28 – Sep 17	**Progress on Equity in Education** *What is the difference in meaning between education equality and equity?* *What is the difference between thinking of education as a human right vs an economic commodity?* *What is the relationship between education equality and calls to decolonise education?*	Discussion Post
4	Sep 18 – Oct 15	**Progress on Democracy in Education** *What is the relationship between equitable and democratic education?* *Which institutions and organisations influence global education policy? Which ones are excluded? Why?* *How historically excluded groups(including women, racial/ethnic minorities, indigenous peoples, people with disabilities) mobilised to gain access to and transform mass education?*	Discussion Post Task 2A ends
7	Oct 16 – 29	**Media, Education, Development and Social Change** *How does critical media literacy help us understand how education 'problems' and 'solutions' are framed in media and policy discourse?* *What are strengths and limitations of the use of education technologies ?*	Task 2B

EDUC 6260 Marking Rubrics

EDUC 6260 ASSESSMENT 1 DISCUSSION BOARD RUBRICS

Task 1A: Discussion Post

	Working Above	Working At	Working Below
Demonstrated understanding of main concepts, theories, arguments in assigned readings through explicit connections	5	4-3	2-1
Quality of writing : clarity, proofreading, reference practice	5	4-3	2-1

Task 1B Peer Response Post

	Working Above	Working At	Working Below
Engagement with main ideas and arguments in Peer Posts	3	2	1
Demonstrated understanding of course readings discussed in Peer Posts	3	2	1
Quality of writing : clarity, proofreading, reference practice	4	3-2	1

Task 2A Oral Presentation

Criteria	Working Above	Working At	Working Below
Clarity of rationale for selection	3	2	1
Conceptual Understanding: Connections to at least 3 relevant course concepts with support from course readings in Modules 2, 3 and 4	5-4	3 - 2	1
Personal Knowledge Gained	5-4	3-2	1
Relevance to Community of Practice	5-4	3-2	1
Quality of spoken communication	2	1	0.5
Total : /20			

TASK 2B : Critical Media Analysis

CRITERIA	STANDARDS	MARK
Understanding of Historical Context: Demonstrated understanding of socio-historical events and discourses to analyse how the education issue represented in the selected news media. This understanding will be constructed both by drawing on course materials as well as external CIE scholarly literature	☐ Working Well Beyond ☐ Working Beyond ☐ Working At ☐ Working Towards ☐ Working Below	☐ 10 - 9 ☐ 8 - 6 ☐ 5 ☐ 4 - 3 ☐ 2 - 1
Conceptual Understanding: Demonstrated understanding of relevant concepts and debates through clear, explicit connections to relevant course readings (at least 2 assigned readings from Module 5 plus 3 additional course readings) and external CE scholarly literature (**at leas**t 5 peer-reviewed journal articles as specified on Blackboard).	☐ Working Well Beyond ☐ Working Beyond ☐ Working At ☐ Working Towards ☐ Working Below	☐ 15 - 12 ☐ 11 - 8 ☐ 7 ☐ 6 - 4 ☐ 3 - 1
Academic Writing: Overall effective written communication. The essay is well structured. Sentence and paragraph structure facilitate clear expression of the author's ideas. Careful proofreading further enhances clarity and power of expression. Referencing is accurate.	☐ Working Well Beyond ☐ Working Beyond ☐ Working At ☐ Working Towards ☐ Working Below	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
	TOTAL: /30	