

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Global Perspectives on Education			
Code: EDLR11004	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	J Chinnasamy		
Summary of Module			
<p>Global perspectives on education vary depending on cultural, economic, and social contexts. This module will enable students to reflect on their understanding of education by examining its origins, purpose, and nature, and comparing it with education systems in their home country and other countries. The course will enable students, through the study of comparative education, to consider the historical and political context of education and gain insight into current issues, policy drivers, and practices.</p> <p>Some broad areas that will be covered and not limited to the mentioned topics</p> <ul style="list-style-type: none"> • Education in the Global Context • Educational Policy and Practice • Global Trends in Education Policy • Democracy and Education • Postcolonial Perspectives on Globalisation and Education • Global Mobilities and the Challenges of Educational Research and Policy • Issues in Global Education • Framing Global Education • Professional Development 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate critical knowledge and reflect on their understanding of education, through an examination of the origins, purpose, and nature of education; and compare with your home and other countries.
L2	Apply knowledge, skills, and understanding to critically evaluate environments that stimulate and engage learners as active agents in learning and support their development of positive learning dispositions.
L3	Demonstrate an understanding of the principles behind the analysis of educational systems in different countries.
L4	Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures in education that could be applied in professional practice.
L5	Demonstrate critical awareness of the current issues, policy drivers, and principles and practice of education with references to your professional practice and country of origin.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11 Develop a critical knowledge and understanding of the ability to analyse and evaluate educational policies, practices, and research from a global perspective

Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Apply knowledge, skills, and understanding in developing intercultural communication, critical thinking and problem-solving, adaptability, leadership and collaboration, and technology proficiency skills, to become more competitive in the global education market</p>	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Critically analyse, evaluate, synthesise to create new ideas, and think critically about the issues facing the field of global education</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Develop effective communication strategies to communicate effectively with diverse audiences, use digital tools to research and analyse information, collaborate with others across different cultures and contexts</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Demonstrate autonomy, accountability by taking ownership of work, collaborate effectively with others, and adapt to global changing circumstances</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12

Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Brooks, J., Hormore, A., H., Brooks, M, C., Surn, N. (Eds.) (2022) Globalization and Education. Teaching, Learning and Leasing the World Schoolhouse, Charlotte, Information Age Publishing.</p> <p>Lingard, B. (2021) Globalisation and Education, Routledge.</p> <p>Marshal, J. (2nd Ed.) (2019) Introduction to Comparative and International Education, London, Sage.</p> <p>Philips and Schweisfurth (2014). Comparative and International Education: An Introduction to Theory, Method, and Practice". Bloomsbury Academic.</p> <p>Rizvi, F. and Lingard, B., (2009). Globalizing education policy. Routledge.</p> <p>Schleicher, A. (2018). World class: How to build a 21st-century school system. Paris: OECD Publishing.</p> <p>Verger, A., Altinyelken, H, K., Novell, M. (Eds.) (2018). Global Education Policy and International Development: new agendas, issues and policies, London, Bloomsbury</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	
Attendance and Engagement Requirements	
<p>In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	
Equality and Diversity	

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	CPL
Moderator	L Walden
External Examiner	R. Race
Accreditation Details	
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1: Hybrid Portfolio (a combination portfolio with a collection of student's individual and group works in line with learning outcomes and skills) - 100%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Written Work	x	x	x	x	x	100	3

Combined Total for All Components	100%	3 hours
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Change Control:

What	When	Who

Version Number: MD Template 1 (2023-24)