

MODULE SPECIFICATION

Part 1: Information						
Module Title	International Education	nternational Education				
Module Code	UTTGVL-30-3	GVL-30-3 Level 3				
For implementation from	September 2019	mber 2019				
UWE Credit Rating	30	ECTS Credit Rating	15			
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies			
Department	Education and Childhood					
Contributes towards	BA (Hons) Education BA (Hons) Education with Foundation Year BA (Hons) Education (Special Needs) BA (Hons) Education (Digital Learning)					
Module type:	Standard					
Pre-requisites	N/A	N/A				
Excluded Combination	ns N/A	N/A				
Co- requisites	N/A					
Module Entry requirements N/A						

Part 2: Description

In this module students will explore beliefs, policies and practices in education across other societies and cultures, including referenced to the global north and south, and the impact of these on educational and curricular practices. This will involve attention to the different challenges of rural/remote educational provision. We will look at post-colonial theories and the impact on education internationally. We will explore the UN Sustainable Development Goals as part of this. We will also critically examine how national comparisons in formal educational outcomes are reached and used. Students will also examine the practices and experiences of cross-cultural education; where learners are educated in systems devised outside their home culture, including issues around the languages used in teaching, learning and the home. The practices and experiences of formal and informal distance learning will also be explored.

To answer these questions students will examine current and emergent issues in international educational practice whilst developing an informed perspective of the issues at hand with the support of relevant educational works. Students with participate in discussions and develop practical knowledge on a wide range of topics.

Part 3: Assessment

The students will be presented with a set of briefs relating to a range of potential interests emerging from the themes of this module.

Students will select one of those to research and respond to, in the first instance in writing as an executive summary of their response (Component B will be submitted first), and then in a more analytic frame in the form of a presentation with questions from the tutor.

Both components wil	I involve reference to	o appropriate	literature.				
Identify final timetable		nent			A		
% weighting between components A and B (Standard modules only)						λ: 5%	B: 25%
First Sit							
Component A (control Component A (control						ment wo	eighting nponent)
An individual presentation as a response to a brief (same brief as for B)						100%	
Component B Description of each element						Element weighting (as % of component)	
•	ry in response to a b	orief (up to 10	00 words) (sa	me brief as f	or A)	1009	%
Resit (further attend	dance at taught cla	sses is not re	equired)				
Component A (controlled conditions) Description of each element						Element weighting (as % of component)	
1. An individual prese	entation as a respon	se to a brief (same brief as	for B)		100%	
Component B Description of each element						Element weighting (as % of component)	
I. A written summary	/ in response to a br	ief (up to 1000) words) (sam	ne brief as fo	r A)	1009	%
	Part	4: Learning	Outcomes &	KIS Data			
Learning Outcomes	 On successful completion of this module students will be able to: Engage with relevant theories and ideas regarding education on an international stage. (A & B) Critically analyse the beliefs, policies, practices and impacts of education in two or more countries/societies. (A) Understand and critique international measures and comparisons of formal education. (A & B) Critically explore features, issues and debates relating to cross-cultural education institutions and experiences. (A) Understand and critically reflect on practices and experiences of distance learning (A & B) 						
Key Information Sets Information							
(KIS)	Key Inform	odule data					
	Number of	Number of credits for this module			30	30	
	Hours to be	Scheduled learning and	Independent study hours	Placement study hours	Allocated Hours		
		teaching study hours					

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a;						
	Coursework : Written assignment or essay, report, dissertation, portfolio, project or in class test						
		ractical Exam: Oral Assessment and/or presentation, practical skills assessment, actical exam (i.e. an exam determining mastery of a technique)					
		Total assessment of the module:					
		Written exa	m assessm	nent percent	tage	75%	
		Coursewor	k assessm	ent percenta	age	25%	
Total Assessment						100%	
			1	1			
Reading List	 Bray, M., Adamson, B., Mason, M., & Bray, M. (Eds.). (2014). Actors and purposes in comparative education. In Comparative Education Research - Approaches and Methods (2nd ed. edition, pp. 15–38). Hong Kong, China: Comparative Education Research Cnte, Hong Kong Uni. Breidlid, A. (2013). The hegemonic role of western epistemology. In Education, Indigenous Knowledges, and Development in the Global South: Contesting Knowledges for a Sustainable Future (pp. 6–29). Abingdon, Oxon; New York, NY: Routledge. Kamenopoulou, L. (Ed.). (2018). Inclusive Education and Disability in the Global South (1st ed. 2018 edition). Cham: Palgrave Macmillan. Lehtomäki, E., Janhonen-Abruquah, H., & Kahangwa, G. (2017). Culturally Responsive Education: Reflections from the Global South and North. Abington: Routledge. Walton, E., & Osman, R. (Eds.). (2018). Teacher Education for Diversity: Conversations from the Global South (1 edition). Abingdon, Oxon; New York, NY: Routledge UN Sustainable Development Goals 						

FOR OFFICE USE ONLY

First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to workspace