

# EQ203-15 Globalisation and Education

**20/21**

**Department**

Education Studies

**Level**

Undergraduate Level 2

**Module leader**

Michael Wyness

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module will explore models, concepts and themes relating to the globalisation of education. In particular, there are two general trends outlined and critically examined with reference to globalisation.

The first overarching theme is the idea of globalisation as a process of global standardisation. The module will pick up on a number of debates and issues relating to how attempts have been made to homogenise education globally, or at least move towards more universal provision at a number of different levels. This will involve analyses of the political and economic dimensions of globalisation as it affects education including the involvement of supra-national organisations, NGOs, and nation states.

The second dominant theme is the emphasis on global diversity. Attempts at globalising education come up against political and cultural obstacles. The second half of the module will focus more on trends and cases of education and schooling that highlight the diversity of provision, and practices within education. The sessions will refer to global and national policy contexts where relevant, as well as pick up on novel attempts to provide education and schooling in contexts of political and economic adversity.

[Module web page](#)

## **Module aims**

To develop a deeper understanding of globalisation as it applies to education

To critically examine trends towards the global spread of mass compulsory education

To focus on the global diversity of approaches to schooling

To provide a knowledge base within which students are able to compare and contrast different education systems

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Indicative content:

globalisation: a conceptual discussion

education and schooling as global standards

global trends in the early years

the student as a global citizen

global diversity -obstacles and differences

child labour and schooling

Possible case studies

Schooling and 'left behind' Children in China

the introduction of early years education in Ghana Children, politics and education in South Africa the rise of faith schools civil war and the fractured provision of schooling children, schooling and the AIDS pandemic

## **Learning outcomes**

By the end of the module, students should be able to:

- Students will develop an informed understanding of the nature of education in a global context and be able to compare and contrast education systems in different countries.

## **Indicative reading list**

Ritzer, G. (2010). Globalization – A Basic Text, Wiley-Blackwell, Oxford

McMahon, M. (2009) International Education: Educating for a Global Future, Dunedin

Hevener Kaufman, N and Rizzini, I. (eds) (2002) Globalization and children: exploring potentials for enhancing opportunities in the lives of children and youth, Kluwer Academic/Plenum Publishers

J. Boyden and M. Bourdillon (eds) (2012) Childhood Poverty: Multi-Disciplinary Approaches, Basingstoke: Blackwell

Fenton, Steve (1999) Ethnicity – Racism, Class and Culture, Basingstoke, MacMillan

Faas, D. et al (2014) Intercultural education in Europe: policies, practices and trends, British Educational Research Journal, 40, 2 pp: 300-18.

Brooks, R. and Waters, J. (2011) Student Mobilities, Migration and the Internationalisation of Higher Education, Palgrave

Adams L. and Krova A. (2009) Global Migration and Education, Palgrave

Bourdillon, M. (2006) Children and work: a review of current literature and debates, Development and Change, 37, 6, pp: 1201-1226

Tsegaye, S. (2009) Orphanhood in Africa: Old Problems and New Faces, African Child Policy Forum

[View reading list on Talis Aspire](#)

## **Subject specific skills**

Students should demonstrate a critical understanding of -

the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process

theories, practice and research in the area of education.

the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to childhood

the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities as it relates to education and globalisation

## **Transferable skills**

A number of skills are developed in this module. They include

- Analysis and decision making
  - Cognitive flexibility
  - Communication skills
  - Complex problem solving
  - Confidence
  - Coordinating with others
  - Creativity
  - Critical thinking
  - Data handling
  - Initiative and also follow instructions
  - Intellectual ability
  - International cultural awareness
  - Interpersonal and communication
  - Judgement and decision making
  - Management of learning
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# Study

## Study time

Type	Required	Optional
Lectures	10 sessions of 1 hour (7%)	
Seminars	10 sessions of 2 hours (13%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	120 hours (80%)	
Total	150 hours	

## Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A

	Weighting	Study time
Exam Week	100%	
This assessment will take the form of an 'Exam Week'. In a specified week after the teaching on the module has finished, students will answer a series of questions in essay form (working to a maximum overall word limit). The questions will be made available on the Monday morning and students will have until the Friday afternoon to complete the assessment. The module leader will confirm the exact specification of this assessment once the module teaching begins.		

## Feedback on assessment

Cohort Feedback

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## **Availability**

## **Courses**

This module is Core for:

- Year 2 of UEQA-X35B Undergraduate Education Studies

This module is Core optional for:

- Year 2 of UPSA-C804 Undergraduate Psychology with Education Studies