

# EQ104-15 International Education

20/21

**Department**

Education Studies

**Level**

Undergraduate Level 1

**Module leader**

Nicholas Lee

**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 modules and concepts relating to education at a global level. You'll examine themes and trends that cut across geographical and national boundaries. We'll look at globalisation and children's rights to education, the Millenium Development Goals, and the marketisation fo schooling and higher education. The module explores how factors such as ideology, culture and economics impact on education.

[Module web page](#)

### Module aims

1. To introduce students to education within an international context
2. To provide a knowledge base within which students are able to compare and contrast different education systems
3. To examine education at different stages of the life-cycle in different international contexts
4. To focus on educational policy in an international context

### 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.

This module will explore models, concepts and themes relating to education at a global level. There are two overarching trends which structure the sessions. First, processes of globalisation provide a theoretical frame within which students will examine themes and trends that cut across geographical and national boundaries. Among other things, globalisation and children's rights to education, the Millennium Development Goals, the investment in early years education, the schooling of migrant children and the marketisation of schooling and higher education are discussed. Second, the module will focus on the way that education is promoted within different international contexts, thereby exploring how factors such as ideology, culture and economics impact on education. There will be more of a case study approach here with students focusing on country specific education systems. For example, key case studies could be drawn from Scandinavia, Sub-Saharan Africa, Asia, New Zealand, America or Italy. In each case the focus may be on the schooling system, the provision of early years education or the shifting role of higher education.

Indicative content:

Globalisation and children's rights to education

International commitments to children's schooling – Millennium Development goals and Education for All

Global investment in early years education – the integration of education and care

Global marketisation of schooling

Migrant children and their schooling

New Zealand early years provision - Te Whariki

Schooling in Sub-Saharan African Countries

Schooling in Asian countries

Reggio Emilia

Scandinavian Forest Schools

Higher Education in Europe

## **Learning outcomes**

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

- 1. Students will develop an informed understanding of the nature of education in an international context
- 2. Students will be able to compare and contrast education systems in different countries
- 3. Students will develop an informed understanding of the impact of globalisation on education and schooling
- 4. Students will develop an informed understanding of the range of life-long learning in different international contexts
- 5. Students will develop an ability to present case study material relating to educational initiatives within an international context

## **Indicative reading list**

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 (2013) *Intercultural education in Europe: policies, practices and trends*, British Educational Research Journal

United Nations (2012) *Millennium Development Goals Report 2010*, Geneva: United Nations

Edwards, C. Gandinin, L. Foreman, G. (2012) *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*, ABC, California

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

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

draws on sociological and educational research

## **International**

Covers a range of countries and international organizations

## **Subject specific skills**

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- 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
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- constructively critique theories, practice and research in the area of education.

## **Transferable skills**

Active listening

Cognitive flexibility

Communication skills

Complex problem solving

Confidence

Creativity

Critical thinking

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## Study

### Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Seminars	10 sessions of 1 hour (7%)
Tutorials	10 sessions of 1 hour (7%)
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

Assessment component	Weighting	Study time	Eligible for self-certification
Exam Week	100%		Yes (extension)
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.			

**Weighting**

**Study time**

**Eligible for self-  
certification**

Reassessment component is the same

## **Feedback on assessment**

Cohort feedback

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## **Availability**

### **Courses**

This module is Core for:

- Year 1 of UEQA-X35B Undergraduate Education Studies
- Year 1 of UIPA-XL38 Undergraduate Education Studies and Global Sustainable Development