EQ923-30 Understanding Global Education and International Development

21/22

Department
Education Studies
Level
Taught Postgraduate Level
Module leader
Emily Henderson
Credit value
30
Module duration
10 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

The focus of this module is on changing global patterns in the way that education systems are being regulated, and in different populations' participation in education systems. The changes that education is experiencing as a conceptual space, as systems and institutions, and as individuals' everyday experiences, demand a contemporary approach to the study of education for practice as well as purely academic purposes. The module therefore explores the discourses of globalisation in education and the contemporary international development agenda in relation to education, as well as practical implications for education practice and research. UGEID brings together foundational theories of international development with current trends, and applies theoretical perspectives on education in a variety of contexts.

Module aims

The module aims to:

1. Explore the discourses of globalisation in education in relation to international, transnational,

regional, national, glocal, glonacal education contexts; in relation to macro systems, meso institutions, and the micro-level of individuals' experiences.

2. Explore the contemporary international development agenda in relation to education; the transition from the MDGs to the SDGs; the changing definitions of and practices of definition and aid.
3. Analyse the tensions and fusion of globalisation and development discourses in relation to education. Does development contradict globalisation? Does globalisation render development obsolete? Can one be thought without the other?
4. Bring together foundational theories of international development with current trends, and apply theoretical perspectives to primary, secondary, tertiary, informal and non-formal education in a variety of contexts.
5. Address practical implications for education practice and research.

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.

Topics to be covered:
What is development? What is global education? How do they intersect?
Key theories of development thought (e.g. Postcolonialism and Southern Theory, Human Capital Theory, Human Rights, Capabilities Approach)
Topics of study to include: gender, conflict, educational mobilities.

Learning outcomes

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

- 3) Ability to engage in critical comparative analysis of different conceptual approaches and educational contexts.
- 1) Awareness of and ability to understand, evaluate and analyse the current debates around globalisation, international development and education.
- 2) Ability to understand theoretical perspectives on global education and international development and to apply theoretical perspectives to a range of education contexts.
- 4) Development of skills in critical engagement with academic and policy sources, in oral and written contributions, in collaborative group-work.

Indicative reading list

Andreotti, V. (2011). Actionable postcolonial theory in education. Palgrave.

Bourn, D. (2008). 'Development Education: Towards a re-conceptualisation'. International Journal of Development Education and Global Learning, 1 (1), 5-22.

Gasper, D. (2004). The ethics of development : from economism to human development. Edinburgh: Edinburgh University Press.

Guttal, S. (2007). 'Globalisation'. Development in Practice, 17 (4-5), 523-531.

Ibrahim, S. and Tiwari, M. (2014). The capability approach : from theory to practice. Basingstoke: Palgrave Macmillan.

Kabeer, N. (1994). Reversed Realities : Gender Hierarchies in Development Thought. London: Verso.

Kim, T. (2014). 'The intellect, mobility and epistemic positioning in doing comparisons and comparative education'. Comparative Education, 50 (1), 58-72.

McCowan, T. (2013). Education as a human right : principles for a universal entitlement to learning. London: Bloomsbury Academic.

McCowan, T. and Unterhalter, E. (2015). Education and international development : an introduction. London: Bloomsbury.

McMahon, W. W. (1999). Education and development : measuring the social benefits. Oxford: Oxford UP.

Rahnema, M. (1997). 'Towards Post-Development: Searching for Signposts, a New Language and New Paradigms'. In M. Rahnema and V. Bawtree (Eds), The Post-Development Reader . London: Zed.

Sen, A. (1999). Development as Freedom. Oxford: Oxford University Press.

Sumner, A. and Tiwari, M. (2009). After 2015 : international development policy at a crossroads. Basingstoke: Palgrave Macmillan.

Unterhalter, E. (2014). 'Thinking about gender in comparative education'. Comparative Education, 50 (1), 112-126.

Uvin, P. (2007). 'From the right to development to the rights-based approach: how 'human rights' entered development'. Development in Practice, 17 (4-5), 597-606.

[View reading list on Talis Aspire](#)

Interdisciplinary

The module draws from disciplines including international development, sociology, international studies, education, with some literature also from law and economics. Students also come from different disciplinary backgrounds and are encouraged to share knowledge from their disciplinary perspective.

International

The focus of the module is global education and international development so the curriculum is inherently international. Students engage with different country case studies and literature on and from different countries, as well as on transnational processes. They also learn from each other's backgrounds in a form of 'internationalisation at home'.

Subject specific skills

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to global education and international development
- the diversity of learners and the complexities of the education process and how this operates in a global context
- 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 global education and international development.

Transferable skills

- Active listening
- Analysis and decision making
- Attitudes and aptitudes for work
- Communication skills
- Confidence
- Coordinating with others
- Critical thinking
- Initiative and also follow instructions
- Intellectual ability
- International cultural awareness
- Judgement and decision making
- Literacy
- Management of learning
- Managing others/People Management
- Motivation, tenacity, commitment
- Negotiation
- Passion
- Personal development skills
- Persuading/influencing
- Planning and organisational skills
- Positive attitudes to work
- Problem solving
- Reasoning
- Self-management/resilience
- Stakeholder and organisational awareness
- Team working

Study

Study time

Type	Required	Optional
Lectures	10 sessions of 3 hours (10%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	270 hours (90%)	
Total	300 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.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Essay	100%	100 hours

Feedback on assessment

Feedback will be provided in written form on the ES feedback sheets and through the Tabula online system. Students will, if necessary, be able to book an appointment to discuss feedback further.

Availability

Courses

This module is Core optional for:

- TEQS-X3AN Postgraduate Taught Global Education and International Development

- Year 1 of X3AN Global Education and International Development
- Year 2 of X3AN Global Education and International Development

This module is Optional for:

- RIEA-X3X8 Postgraduate Research Doctorate in Education
  - Year 1 of X3X8 Education [EdD]
  - Year 1 of X3X8 Education [EdD]
  - Year 2 of X3X8 Education [EdD]
- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TIEA-X30C Postgraduate Taught Drama and Theatre Education
  - Year 1 of X3C2 Drama and Theatre Education by Dissertation
  - Year 2 of X3C2 Drama and Theatre Education by Dissertation
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
  - Year 1 of X35R Education (Part-time - 2 years)
  - Year 2 of X35R Education (Part-time - 2 years)
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 1 of XL20 Educational Innovation (Early Years)
  - Year 1 of XL05 Educational Innovation with Specialism in Drama
  - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 2 of XL20 Educational Innovation (Early Years)
  - Year 2 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 3 of X31L Educational Innovation
  - Year 3 of X31L Educational Innovation
  - Year 3 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 4 of X31L Educational Innovation
  - Year 4 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- TEQA-C8X3 Postgraduate Taught Psychology and Education
  - Year 1 of C8X3 Psychology and Education
  - Year 2 of C8X3 Psychology and Education
  - Year 3 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
  - Year 1 of C8X4 Psychology and Education
  - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
  - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

- Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list A for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)