

EQ953-30 Comparative Perspectives on Higher Education

23/24

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Georgiana Mihut

Credit value

30

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This applied module offers students the opportunity to think through current trends affecting higher education, distil differences and similarities between higher education systems in different world regions, and engage creatively with higher education decision-making processes and policy challenges. The module is highly interactive and challenges students to design policy proposals; simulate decision-making processes; apply concepts learned during the module to analyse higher education in different national contexts and engage in comparative analysis.

Module aims

- Gaining a broad and comparative perspective on the major trends currently affecting higher education internationally.
- Demonstrating awareness of differences and similarities between higher education systems across world regions and across national contexts.
- Developing familiarity with relevant higher education data sources and the use of data to support higher education research and policy.
- Engaging critically and creatively with policy challenges affecting higher education and the

multi-stakeholder processes underlying change in higher education.

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.

The module will be structured in two distinct phases. During phase 1 of the module, several major trends affecting higher education internationally are introduced and discussed. These trends include (1) massification, diversification, stratification, and quality assurance, (2) access and equity, (3) flexible pathways and tertiary education, (4) internationalisation and the student experience. Activities included in Phase 1 will offer students opportunities to discern through the challenges associated with policy change in higher education.

Phase 2 of the module will focus on discussing the major trends listed above in the context of different world regions: (1) Africa and Middle East, (2) Asia and Oceania, (3) South and North America, (4) Europe. In Phase 2, students are asked to apply the concepts and trends discussed in Phase 1 to understand higher education in an assigned national context. In the form of a 'conference symposium' and over the course of four seminars, students will be asked to present the higher education system of their assigned national context. At the end of Phase 2 (and the module) students are asked to write an essay in which they compare the higher education system in their assigned country (and presented in the 'conference symposium') and a second country of their choice.

Learning outcomes

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

- Show a systematic understanding of higher education systems and a critical awareness of current problems in the field.
- Deal with complex issues both systematically and creatively, make sound judgement in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Practice decision-making in complex and unpredictable situations.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

International

The module will focus on discussing major higher education trends in different world regions: (1) Africa and Middle East, (2) Asia and Oceania, (3) South and North America, (4) Europe.

International guest speakers are invited to contribute to select sessions.

Subject specific skills

- Students should demonstrate a critical understanding of:
 - o the underlying values and concepts relevant to higher education
 - o the complexity of the interaction between higher education, local, and global contexts
 - o the societal and organisational structures and purposes of higher and tertiary educational systems
 - o critiques of practice and research in the area of higher education
 - o lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams
 - o present and evaluate research findings in higher education
 - o recognise and challenge inequalities in society, and embrace an anti-bias approach

Transferable skills

- Analysis and decision making
 - Communication skills
 - Creativity
 - Critical thinking
 - Data handling
 - International cultural awareness
 - Negotiation
 - Problem solving
 - Stakeholder and organisational awareness
 - Team working
-

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (5%)
Seminars	10 sessions of 2 hours (10%)
Private study	170 hours (85%)
Total	200 hours

Private study description

Students will be provided with comprehensive reading lists for independent study. Pre-seminar materials and tasks will be provided as well as post-seminar activities and readings, via Moodle and during contact time.

Students will be expected to undertake considerable independent study for both the seminars and for assignment preparation.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
'Conference symposiums' country presentation	30%	30 hours	No
Students are asked to present on the higher education system of an assigned national context. Countries are assigned to students in Week 2. The presentations are delivered in seminars, during Weeks 6 through 9, in a conference symposium format. Each presentation should last between 8-12 minutes. Students are encouraged to make use on relevant data sources and literature.			
Reassessment component			
Recorded country presentation			No
Students are asked to record a presentation on the higher education system of an assigned national context. Countries are assigned to students in Week 2. Each presentation should last between 8-12 minutes. Students are encouraged to make use on relevant data sources and literature.			
Assessment component			
Comparative essay	70%	70 hours	Yes (extension)
At the end of the module, students are asked to write a 3,000 words essay in which they compare two national contexts focusing on one of the major trends affecting higher education discussed in the module. One of the countries the essay focuses on is the country presented in the			

Weighting**Study time****Eligible for self-certification**

'conference symposium' and assigned in Week 2. Students are free to choose the second country of focus for this assignment.

Reassessment component is the same

Feedback on assessment

Written and oral feedback on the individual presentation; written feedback on the essay.

Availability**Courses**

This module is Optional for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- 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 3 of X31L Educational Innovation
- Year 2 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- 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
- Year 1 of TEQA-C8X3 Postgraduate Taught 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)
- Year 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list A for:

- 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 1 of X3C3 Drama and Theatre Education by Portfolio Route
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 1 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M1 Educational Leadership and Management by Dissertation
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development

This module is Option list B for:

- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list D for:

- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)