

Module code: MOD005367	Version: 5 Date Amended: 18/May/2023
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1. Module Title
Key Paradigms 3: International and Global Perspectives in Education

2a. Module Leader
Louise Lawton

2b. School
School of Education

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
6

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	BA (Hons) Primary Education Studies BA (Hons) Education Top-up		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Deconstructing the education system will help you to gain greater understanding of the complexities of how the education system works and how the parts of a system are related to one another and to society. You will explore policy, practice and curriculum in the UK and across the globe. Learning about education systems in other countries and making a comparison with your own will enable you to view educational issues systematically. If you have an interest in working in the educational sector overseas after graduating, this will also allow you to develop country-specific knowledge.

This module builds on the year one and two modules (Key Paradigms 1 and 2) by exploring policy, practice and curriculum in the UK and across the globe.

Through learning about education systems in other countries and making a comparison with their own, students will be able to analyse educational issues systematically. This will provide students with opportunities to accommodate new knowledge and principles which can then be applied across education systems. It will support them to critically justify teaching and learning opportunities for all children, considering current educational issues such as assessment, inclusion and behaviour management as part of the analysis.

The module provides a broad perspective on how educational policy across the globe differs and interrelates. It will also allow students with an interest in working in the educational sector overseas after graduating to develop country specific knowledge.

This module will support students to develop a greater understanding of the focus on assessment, inclusion and behaviour management within schools and as national priorities.

6b. Outline Content

Education systems and policies

Introduction to economic theory and the knowledge economy

The relationship between curriculum, policy and the economy

Assessment, accountability and managerialism in education

Education issues in high income countries

Education issues in low income countries

Making comparisons and building a contextualised education profile

Exploring European education systems and underpinning theory

Exploring Anglophone education systems –focus on assessment

The 'Asian Tigers' – focus on classroom pedagogy

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Access to the VLE

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Identify the main purposes and aims of the different parts of the education system and how they interrelate
2	Knowledge and Understanding	Understand the impact of political and economic choices on the curriculum and policy in international and global contexts
3	Intellectual, practical, affective and transferrable skills	Develop critical and systematic analyses of education systems through written and oral contributions.
4	Intellectual, practical, affective and transferrable skills	Evaluate education policy in an informed and systematic way by drawing on numerical data to interpret, generalise and explain trends pertaining to education systems.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	10	1-4	Lecture 1 hr x 10 weeks x 1 semester
Other teacher managed learning	12	1-4	Seminar 1 hr x 12 weeks x 1 semester
Student managed learning	128	1-4	Reading, note-taking, contribution to web-based discussions, peer and self-assessment
TOTAL:	150		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)
2500 word essay					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]