

# EDU775 Education for International Development

**School:** School of Education and Tertiary Access

2021 Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course explores key concepts in understanding how education contributes to international development. Key theoretical underpinnings of comparative education and international education for development are examined and social, cultural, political, economic and geographical factors in shaping education in developing countries analysed. You examine how educational systems are designed and implemented in their global and local context and study current trends in international education development across developing countries of your interest.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Lecture</b> – You are required to engage with a weekly 2 hour lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	13 times
<b>Independent Study/Research</b> – In addition to the lecture hours and completion of assessment tasks, you are required to engage in self-directed learning using the course Blackboard materials, engage with current research/readings via USC library databases, required/recommended textbooks and resources.	2hrs	Week 1	13 times

### 1.3. Course Topics

International Education for Development and Comparative International Education in the Context of Globalisation and Localisation

Comparing Educational Policies and Systems

Social and Economic Factors in Education for Development

Special Issues in Education among Developing Countries

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<b>1</b> Examine aspects of an education system in two contrasting countries with regard to political, economic, social, cultural and geographic factors.	Creative and critical thinker Empowered
<b>2</b> Explain the growth of comparative education as a field and be able to analyse the features of educational systems and policies in developed and developing countries and their impact on educational processes.	Creative and critical thinker Empowered
<b>3</b> Use a single case to exemplify current issues or aspects of education for development and theorize about future directions for education in one or more developing country	Empowered Sustainability-focussed

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program AR504, AR700 or ED705

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

In this course a formative task is carried out in week 3 whereby the students are asked to write a one page summary explaining which two countries they have chosen for task 1, why they chose those particular countries and how they intend to structure their essay. The lecturer and their peers will provide feedback in class and the lecturer will also read the summaries in order to assist the students with any writing difficulties they may have.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Essay	Individual	40%	3000 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Individual	20%	45 minutes	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	3	Case Study	Individual	40%	3000 words	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Comparison of a system of education in two contrasting countries

<b>GOAL:</b>	The purpose of this assessment task is to develop a deep understanding of educational issues in the developing world, and to communicate those understandings through a report that contrasts an education system in two contrasting countries. At least three aspects that affect the system should be analysed																			
<b>PRODUCT:</b>	Essay																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	An academic essay format																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>2</td> </tr> <tr> <td>5</td> <td>1</td> </tr> <tr> <td>6</td> <td>3</td> </tr> <tr> <td>7</td> <td>3</td> </tr> <tr> <td>8</td> <td>1 2 3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	1	2	1	3	1	4	2	5	1	6	3	7	3	8	1 2 3	
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<b>GENERIC SKILLS:</b>																				

**All - Assessment Task 2:** Critical review of the literature

<b>GOAL:</b>	The purpose of this assessment task is to develop a deep understanding of comparative education and education for development, and to communicate those understandings through a presentation that introduces and uses a critical review of one or two chapters of the recommended textbook for this course. The iterative approach used reflects an orientation towards mastery of a chosen topic	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	A PowerPoint presentation Presentation in class, PowerPoint uploaded to BlackBoard after class	
	Submission Week: TBC	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Understanding of key theoretical underpinnings of comparative international education and international education for development. 1
	2	Analysis of the chosen topic or topics and, where relevant reference to how educational systems and policies are designed and implemented within their global and local contexts. 1
	3	Critique of how relevant social, cultural, political, economic, and geographical factors shape education in developing countries: 2
	4	Communication skills. 3
	5	Effective use of ICT 1
	6	Correct referencing 3
	7	Constructive feedback 1
<b>GENERIC SKILLS:</b>		

**All - Assessment Task 3:** Case Study of an education for development intervention .

<b>GOAL:</b>	The purpose of this assessment task is to evaluate an example of education for development undertaken as part of foreign aid to a developing country. You should examine and critique at least three aspects of the case. These aspects might include the theoretical basis of the intervention, or the political, economic, social or cultural impact of the specific instance of education for development.	
<b>PRODUCT:</b>	Case Study	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	An academic essay format	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification and critique of major educational issues in a developing country
	2	Comparative analysis and evaluation of issues related to the educational growth of the country in which the case of education for development took place.
	3	Logical links between the introduction, literature review, selection of case and the case study evaluation
	4	Argument for why the particular case has general relevance for education for development.
	5	Communication skills
	6	Correct referencing
<b>GENERIC SKILLS:</b>		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Phillips, D., and Schweisfurth, M.	2014	Comparative and International Education: An Introduction to Theory, Method and Practice	n/a	Bloomsbury

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate: - 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task. - 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task. - A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

#### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)