1. **Title of the module**

SOCI5014 (SO5014) Education in a Global World

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Sociology BA

Criminology BA

Social Policy BA

Cultural Studies BA

Health and Social Care BA

Joint honours programme combinations of the above

Available as an optional or elective (wild) module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Evaluate the historical, political, social and philosophical importance of education within a global society

8.2 Engage with and critically evaluate education research and scholarship, and apply a sociological lens to a series of contemporary debates and challenges in education

8.3 Reflect critically on their own experiences of education at school and/or in higher education, using a range of international sociological perspectives

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate the capacity for originality in thinking by using knowledge and skills to tackle familiar and unfamiliar problems

9.2 Demonstrate academic and personal skills such as critical thinking, essay writing, problem solving, group work, time-management, and the use of information technology.

9.3 Demonstrate advanced reflective, communicative and critical debate skills, as assessed though coursework

1. **A synopsis of the curriculum**

This module will appeal to students interested in education from a global, sociological perspective. It will allow students to opportunity to consider their own experiences of education through the lens of sociological theory. The module will include the history of education in the local and global context, and an examination of the intersections, hierarchies, ethics and dynamics of power and inequality in the classroom, in particular how educational systems contribute to the production and re-production of social inequalities (such as class, gender, dis/ability and race). Other topics covered will include the marketization and digitization of further and higher education; the rise in ‘radical pedagogies’, and the inclusive curriculum. The module will ask students to consider ideas around the purpose of education and educational policy, and their sociological implications, as well as encouraging comparative analysis of international education systems. There will be a practical focus on students’ own reflexive experience of education, and how it might be experienced as a UK, international, widening participation or non-traditional students, in light of current discourse and educational policy.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Apple, M., Ball. S.J. and Gandin, L. (eds.) (2010) *The Routledge International Handbook of the Sociology of Education*. London: Routledge.

Ball, S.J. (ed.) (2017) *The Sociology of Education: Major Themes in Education*, Vol.1-4), New York: Routledge.

Boronski, T. and Hassan, N. (2015) *Sociology of Education*, London: Sage.

Gewirtz, S. and Cribb, A. (2009) ‘Understanding Education: the Role of Sociology’ in *Understanding Education: A sociological perspective*. Cambridge: Polity, pp.3-25

Lauder, H., Brown, P., Dillabough J. A. and Halsey, A. H. (2006) *Education, Globalization and Social Change.* Oxford: Oxford UP

Reay, D., David, M. E., & Ball, S. J. (2005). *Degrees of choice: Class, race, gender and higher education.* Stoke-On-Trent: Trentham Books.

1. **Learning and teaching methods**

Total contact hours: 22

Total private study hours: 128

Total module study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework – essay (4,000 words) or artefact (visual or video element + 3000 words) –80%

Coursework - Seminar participation – 20%

13.2 Reassessment methods

100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 |
| **Learning/teaching method** |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |
| Lectures | X | X |  | X |  | X |
| Seminars | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |
| Seminar participation | X |  | X | X | X |  |
| Essay/Portfolio - 4000 words | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

A key aim of the module is to encourage students to develop a comparative approach to UK education and higher education, and to reflect on international perspectives including being an international student in the UK and the differences in school, further, vocational and higher education systems found across the world.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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