

EDUC90572 Transnational Democratic Education

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 6 days. Total Time Commitment: 240 hours total commitment. Attendance at intensive classes. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	Some prior professional or research experience in the field of democratic or citizenship education is desirable, but not essential
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	This subject has been developed by the Melbourne Graduate School of Education, the University of Wisconsin-Madison and the Institute of Education, London. This subject will allow students to gain specialised knowledge and international perspectives on citizenship and democratic education. Taught by leading experts in the field, the subject combines seminars and lectures with visits to schools and cultural institutions. Topics will include: definitions, tensions and challenges of democratic education; the nature of citizenship; deliberation and talk in democratic education; diversity and inclusion; civil rights, human rights and the law; student voice and youth participation in a digital age.
Objectives:	By the end of this subject, students will be able to: <ul style="list-style-type: none"> # Critically evaluate and compare different national and international approaches to democratic and citizenship education; # Apply understandings of democracy and human rights to professional practice; # Implement policies and programs for democratic education; # Engage constructively with research and concepts in democratic education.
Assessment:	This will comprise two assessable tasks and one hurdle taskHurdle task- Completion of required online introductions and discussions; completion of required class contribution during the intensive classes.Written Assignment 1 of 3,000 words (40% of grade) due 4 weeks after intensive classes finishWritten Assignment 2 of 5,000 words (60% of grade) due 8 weeks after intensive classes finish
Prescribed Texts:	Online resources will be provided, and preliminary and pre-reading from the key-note lecturers will be distributed via the subject web site.An extensive bibliography will also be provided to students.
Recommended Texts:	Osler, A. & Starkey, H. (2005) Changing citizenship: democracy and inclusion in education (Maidenhead, Open University Press). Stevick, E.D. & Levinson, B.A.U. (Eds.) (2007) Reimagining Civic Education: how diverse societies form democratic citizens (Plymouth, Rowman & Littlefield).
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees

Generic Skills:	<p>On completion of this subject, students should have:</p> <ul style="list-style-type: none"># Advanced skills and techniques applicable to transnational and cross-cultural collaborations and innovations in education;# An advanced understanding of the international context and sensitivities regarding curriculum program development, reform, and implementation;# Enhanced capacity to articulate their knowledge and understanding in oral and written presentations;# An ability to evaluate and synthesise the research, including theoretical and professional literature, related to education policy and curriculum development.
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