

EDUC90625 Global Flows: Education & Sustainability

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 24 hours Four day intensive during school hours. Total Time Commitment: 125 hours. 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:	None
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:	Conceptions of sustainability in education frequently centre on ecological systems yet understandings of the complex interaction between political, economic, social and cultural dimensions are central to realizing education for sustainability. This subject examines what education for sustainability might look like in a world "on the move". It examines the complex interaction of global, national and local flows of people, and political, economic, social and cultural practices as they impact education in local contexts. Topics will include: population change and consumption; poverty alleviation; flows of people, labour, capital, resources, culture and beliefs, and the implications for sustaining communities and the environment; transnationalism; curriculum sustainability and change; diaspora, difference, hybridity and education.
Objectives:	On completion of this subject students will be able to: <ul style="list-style-type: none"> # Identify and examine contemporary themes and debates within Sustainability Education as they relate to a local educational setting; # Critically analyse their own values, attitudes and beliefs about global flows of ideas, people, practices and resources, as well as other issues of social, ecological and educational concern; # Identify ways in which sustainability can be integrated across the curriculum in schools; # Design a curriculum action plan to address poverty (or another issue related to sustainability) in a local educational context; # Critically examine possible implications of any intervention.
Assessment:	There will be two assessment tasks for this subject:1) A critical inquiry project examining one cultural artefact or practice "on the move" and the implications for an educational context. 1500 words or equivalent. 30% of total assessment. This is an individual task, due after mid-semester break.2) A major project – design a curriculum action plan to address poverty (or another issue related to sustainability) in an educational context. 3500 words or equivalent. 70% of total assessment.
Prescribed Texts:	A reading list will be provided
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 will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"># Be critical and creative thinkers, with an aptitude for continued self-directed learning;# Demonstrate a high level of achievement in writing, common research activities, problem solving and communication;# Be skilled communicators who can effectively articulate and justify their beliefs and practices as knowledgeable agents of changes;# Work in teams with skills in cooperation, communication and negotiation;# Capably synthesise personal experience with research evidence and critical analysis into other contexts.
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