

EDUC90163 Education Policy: International Study

Credit Points:	25						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 3 x 4-day programs of visits/seminars in schools and universities overseas 160 hours Total Time Commitment: 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:	You must have taken the following subjects prior to enrolling in this subject <table border="1" data-bbox="387 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90145 Comparative Education Policy</td> <td>March</td> <td>25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90145 Comparative Education Policy	March	25
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EDUC90145 Comparative Education Policy	March	25					
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						
Coordinator:	Dr Mary Leahy, Dr Veronica Volkoff, Mrs Nicky Dulfer						
Contact:	Education Student Centre						
Subject Overview:	This subject involves travel to three nations, in order that groups of Masters students can visit and investigate three education systems outside Australia. There will be two main components involved in the international visits: 1) School/institution visits involving visits to a range of schools and other educational providers, in order to experience first-hand the structures of provision in the host countries. Students will be given a tour of the school/provider and will be briefed by a senior member of staff on the mission and clientele of the school/provider and on emerging policy issues as they affect that institution. In return, a member of the visiting group will address staff on emerging policy issues in the Australian or international context. 2) University visit - This will involve a visit to a university with experience and expertise in the field of post-compulsory education and training and policy. Such a university may also be involved in the training of secondary school teachers. It is envisaged that the host university will provide the visiting students with 2 - 3 seminars providing a critical perspective on the main challenges facing policy makers in that country. In return, the visiting students/academics will provide 2-3 seminars for students and staff in the host university.						
Objectives:	Not available						
Assessment:	This subject requires all students to present a 20-minute seminar paper which will then be written up as a 2,000 word essay (70 per cent) and to maintain a reflective journal of their learning and experiences during the study tour (30 per cent). This seminar presentation will be on an aspect of education policy issues pertinent to Australia or to one of the international systems under consideration and will be delivered at a university or school in one of the countries being visited. The presentation is required to be suitable for an international audience of practitioners, policy makers and academics. A hurdle requirement is 80% minimum attendance at the seminars and site visits which comprise the study tour.						

Prescribed Texts:	Teese, R. & Polese, J. (2003) Undemocratic Schooling, Melbourne University Press, Carlton. A reading pack based on the literature on international systems
Recommended Texts:	
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 be able to:</p> <ul style="list-style-type: none"> # Display a critical understanding of the mission and clientele of schools in selected countries; # Display an understanding of emerging policy issues as they affect those institutions; # Demonstrate a critical perspective on the main challenges facing education policy makers in the targeted nations; # Present a critical overview (through written and oral presentations) of education policy issues in a selection of international systems and in their own educational constituency; # Critically analyse the international systems targeted for visits. <p>Generic Skills:</p> <p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Critically analyse, understand and report on education policy issues in a range of international systems and to apply these skills to their own work in the Australian context; # Participate effectively as a team member in the context of an international study tour; # Relate research findings to their own experience as practitioners; # Report on policy issues in an international forum.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Educational Management) Master of Education Policy (International)