

## MC-GLBSTED Master of Global Studies in Education

<b>Year and Campus:</b>	2014
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	100 credit points taken over 24 months
<b>Coordinator:</b>	Professor Fazal Rizvi
<b>Contact:</b>	School of Melbourne Custom Programs Award Programs Team Phone: 61 3 9810 3245 Email: <a href="mailto:postgrad@commercial.unimelb.edu.au">postgrad@commercial.unimelb.edu.au</a> ( <a href="mailto:postgrad@commercial.unimelb.edu.au">mailto:postgrad@commercial.unimelb.edu.au</a> )
<b>Course Overview:</b>	<p>Global processes have transformed the requirements of work and the labour market, as well as cultural and political landscapes, requiring new ways of approaching education and training.</p> <p>The Master of Global Studies in Education will explore the complex ways in which the world is becoming interconnected and interdependent and the impact of this on education settings, pedagogy, curriculum and assessment. It highlights the imperatives for responding to the changing external environment with regard to education policy and governance.</p> <p>The course is only offered as part-time study and can be completed over two years.</p> <p>The course covers contemporary issues in globalisation, policy and leadership, identity, culture and citizenship, and youth participation in a digital age.</p> <p>To attract and enable a transnational cohort that reflects the focus of the program, delivery will be fully on-line. Cohorts will be limited to a maximum number of participants that will complete the program as a cohort and requires the cohort to pursue the same sequence of subjects.</p> <p>New deliveries will be scheduled once a new minimum cohort is achieved.</p> <p>This approach is modelled on a successful international program delivered by the University of Illinois, which was coordinated by Professor Fazal Rizvi, who will be the Course Coordinator for this program.</p> <p>The University of Illinois is the only other global provider of a Global Studies in Education online program.</p> <p>MGSE has specifically listed this course in its most recent Business Plan as a strategic priority in delivering postgraduate qualifications wholly online. The faculty has enlisted MCP to support and operationalize this strategy. MCP currently delivers industry focused online programs with MGSE.</p>
<b>Learning Outcomes:</b>	<p>The objectives of the course are to:</p> <ul style="list-style-type: none"> <li>• develop a critical understanding of global changes and their impact on education</li> <li>• explore key theoretical debates about globalization, citizenship and education</li> <li>• acquire a range of resources for internationalizing curriculum and pedagogy</li> <li>• enhance student skills and capabilities to work in culturally diverse global settings</li> <li>• explore recent reforms in education in the Asia-Pacific region</li> <li>• complete an individually guided project linked to their professional work</li> </ul>
<b>Course Structure &amp; Available Subjects:</b>	<p>The Master, Global Studies in Education will comprise 4 x 25 point subjects delivered fully online, with the last subject being a research capstone subject, designed to provide students with the skills involved in critically reading research conducted in international settings; and develop, implement and report on a minor research project dealing with issues of international education.</p> <ul style="list-style-type: none"> <li># EDUC90782 Global Changes and Educational Policy</li> <li># EDUC90779 Identity, Culture and Global Education</li> <li># EDUC90780 Education Reforms in the Asia-Pacific</li> <li># EDUC90781 Capstone Project in International Education</li> </ul>

<b>Subject Options:</b>	<table border="1"> <thead> <tr> <th data-bbox="384 143 1074 232">Subject</th> <th data-bbox="1074 143 1347 232">Study Period Commencement:</th> <th data-bbox="1347 143 1485 232">Credit Points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 232 1074 288">EDUC90782 Global Change and Education Policy</td> <td data-bbox="1074 232 1347 288">Semester 1, Semester 2</td> <td data-bbox="1347 232 1485 288">25</td> </tr> <tr> <td data-bbox="384 288 1074 344">EDUC90779 Identity, Culture and Global Education</td> <td data-bbox="1074 288 1347 344">Semester 2</td> <td data-bbox="1347 288 1485 344">25</td> </tr> <tr> <td data-bbox="384 344 1074 400">EDUC90780 Education Reform in Asia-Pacific</td> <td data-bbox="1074 344 1347 400">Semester 2</td> <td data-bbox="1347 344 1485 400">25</td> </tr> <tr> <td data-bbox="384 400 1074 456">EDUC90781 Capstone Project in Global Education</td> <td data-bbox="1074 400 1347 456">Semester 2</td> <td data-bbox="1347 400 1485 456">25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90782 Global Change and Education Policy	Semester 1, Semester 2	25	EDUC90779 Identity, Culture and Global Education	Semester 2	25	EDUC90780 Education Reform in Asia-Pacific	Semester 2	25	EDUC90781 Capstone Project in Global Education	Semester 2	25
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<b>Entry Requirements:</b>	<p>1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria</p> <ul style="list-style-type: none"> <li># an approved degree and an approved teaching qualification; or</li> <li># an approved four-year teaching degree; or</li> <li># An approved three year bachelor degree and at least 2 years of relevant professional experience</li> <li># Successful completion of the Postgraduate Certificate Global Studies in Education</li> <li># International applicants must meet the University's English language entry requirements, which require either recent previous postgraduate study completed entirely in English, or an IELTS overall score of 7.0 (with written 7.0, no band less than 6.0) or equivalent.</li> </ul> <p>2. The Selection Committee may conduct interviews and tests and may call for referee reports or employer references to elucidate any of the matters referred to above.</p>															
<b>Core Participation Requirements:</b>	<p>The Master of Global Studies in Education welcomes applications from students with disabilities. It is University and degree policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the degree. For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Commonwealth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this course are articulated in the Course Overview, Objectives and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this course are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a></p>															
<b>Graduate Attributes:</b>	<p>The Melbourne Experience enables our graduates to become:</p> <ul style="list-style-type: none"> <li>Academically excellent: have a strong sense of intellectual integrity and the ethics of scholarship have in-depth knowledge of their specialist discipline(s) reach a high level of achievement in writing, generic research activities, problem-solving and communication be critical and creative thinkers, with an aptitude for continued self-directed learning be adept at learning in a range of ways, including through information and communication technologies</li> <li>Knowledgeable across disciplines: examine critically, synthesise and evaluate knowledge across a broad range of disciplines expand their analytical and cognitive skills through learning experiences in diverse subjects have the capacity to participate fully in collaborative learning and to confront unfamiliar problems have a set of flexible and transferable skills for different types of employment</li> <li>Leaders in communities: initiate and implement constructive change in their communities, including professions and workplaces have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations mentor future generations of learners engage in meaningful public discourse, with a profound awareness of community needs</li> <li>Attuned to cultural diversity: value different cultures be well-informed citizens able to contribute to their communities wherever they choose to live and work have an understanding of the social and cultural diversity in our community respect indigenous knowledge, cultures and values</li> <li>Active global citizens: accept social and civic responsibilities be advocates for improving the sustainability of the environment have a broad global understanding, with a high regard for human rights, equity and ethics</li> </ul>															