

EDUC90163 Education Policy: International Study

Credit Points:	25								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: September, Parkville - Taught on campus. In the pre-teaching period students are required to: Do preparatory reading on the education systems that will be visited Identify a topic for their 3000 word essay (this will also be the topic of their presentation which is a hurdle requirement) Find and read literature on their topic								
Time Commitment:	Contact Hours: 3 x 4-day programs of visits/seminars in schools and universities overseas Total Time Commitment: 340 hours								
Prerequisites:	<table border="1"> <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>February</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90145 Comparative Education Policy	February	25
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EDUC90145 Comparative Education Policy	February	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 Disability Liaison website: http://www.services.unimelb.edu.au/disability								
Coordinator:	Dr Mary Leahy, Prof John Polesel								
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)								
Subject Overview:	This subject involves travel to three nations to enable students to explore and investigate education systems outside Australia. There are two main components involved in the international visits: 1. School/institution- 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. There will be opportunities to ask questions and for discussion. 2. Policy- involving a session with a university and/or policy specialist with experience and expertise in post-compulsory education and training policy. Students will be provided with a seminar (or multiple seminars) offering a critical perspective on the main challenges facing policy makers in that country.								
Learning Outcomes:	-								
Assessment:	There is one hurdle requirement: Present a 20-minute seminar paper during the study tour (equivalent to 3,000 words). There are two assessment tasks: 3,000 word paper based on the seminar paper, due end of semester, 60% A reflective journal of learning and experiences during the study tour, equivalent to 4,000 words, due end of semester, 40% Attendance at the								

	seminars and site visits which comprise the study tour is obligatory. Failure to attend 80% of them will normally result in failure in the subject.
Prescribed Texts:	Teese, R. & Polesel, J. (2003) Undemocratic Schooling, Melbourne University Press, Carlton.
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 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):	<p>Master of Education Master of Education Master of Education (Stream 100A) Coursework and Thesis A Master of Education Policy (International)</p>