

EDUC90572 Transnational Democratic Education

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: January, Parkville - Taught online/distance. This subject has a quota of 12 students. Places will be allocated based on date of enrolment until the quota is reached. Anyone enrolling after the quota has been reached will be notified by the MGSE Student Centre at least one week prior to the start of teaching
Time Commitment:	Contact Hours: 12 X 2 hours of online synchronous teaching using Adobe Connect Total Time Commitment: 340 hours
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:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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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.
Learning Outcomes:	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 task Hurdle task - Participation in at least 80% of the online classes. Written Assignment 1 of 4,000 words (40% of grade) due halfway during semester Written Assignment 2 of 6,000 words (60% of grade) due at the end of semester This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.

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:	On completion of this subject, students should have: <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.