

## EDUC90727 Teaching Global Perspectives

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	Admission to the Master of Teaching (Secondary) or Master of Teaching (Primary)
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Natasha Ziebell
<b>Contact:</b>	<a href="mailto:ziebelln@unimelb.edu.au">ziebelln@unimelb.edu.au</a> (mailto:ziebelln@unimelb.edu.au)
<b>Subject Overview:</b>	<p>Twenty-first century Australians are members of a global community, connected to the whole world by ties of culture, economics, politics, enhanced communication, travel and a shared environment. Enabling young people to participate in shaping a better shared future for the world is at the heart of the dynamic and evolving field of global education, which is committed to fostering a broader understanding of world issues and working towards change, especially to the eradication of global poverty and inequality. The emphasis is on developing knowledge and skills, in addition to promoting positive values and participation. Global education is relevant across all learning areas.</p> <p>The subject is based on the <i>Global Perspectives Framework</i> and addresses the strategies and resources for enriching teaching within the scope of the AusVELS. The five key learning emphases that reflect the recurring themes in global education are interdependence and globalisation, identity and cultural diversity, social justice and human rights, peace and conflict resolution and sustainable futures. This elective will provide opportunities to develop the ideas and values inherent in global education, including strategies to develop an inclusive classroom environment and effective pedagogy. This is emphasised through teaching controversial issues, Visible Thinking practices, and with additional support from external presenters, such as the High Resolves Initiative.</p> <p>Qittner, K. &amp; Sturak, K (Ed.) (2011) <i>Global Perspective: A framework for global education in Australian schools</i>. Carlton South: Education Services Australia</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, students will be able to:</p> <ul style="list-style-type: none"> <li># Understand the forces that have led Australian educational institutions to identify including a global perspective as a priority;</li> <li># Work within the framework provided by state and federal policy documents in identifying trends in global education and understanding their impact on classroom practice;</li> </ul>

	<ul style="list-style-type: none"> <li># Identify areas in curriculum in which primary and secondary students would benefit from a global perspective;</li> <li># Enrich the teaching and learning of their discipline with a global perspective through developing compelling learning opportunities and inquiry sequences for primary and secondary students.</li> </ul>
<b>Assessment:</b>	There will be two assignments: An essay of 1500 words due approximately week 9 of the subject (40%) A unit of work totalling approximately 2500 words (60%) due in the final assessment period This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<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>Related Course(s):</b>	<ul style="list-style-type: none"> <li>Master of Teaching (Primary)</li> <li>Master of Teaching (Secondary)</li> <li>Master of Teaching (Secondary)</li> </ul>