

Module specification

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Module Code	EDY507
Module Title	Contemporary and Global Perspectives in Educational Studies
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to:

- **Develop** a critical understanding of the impact of globalisation on educational policy and practice, exploring how international trends influence local contexts.
- **Analyse** contemporary issues in education—such as digital literacy, sustainability, and social justice—through a comparative and global lens.

- **Evaluate** the role of international organisations (e.g., UNESCO, OECD) in shaping educational agendas and standards worldwide.
- **Encourage** students to reflect on their own educational values and identity within a globalised world, fostering a sense of global citizenship.

Module Learning Outcomes

At the end of this module, students will be able to:

1	<p>Analyse the impact of globalisation on educational systems and policies, identifying key trends and challenges.</p> <p><i>Maps to Assessment 1: Comparative Policy Analysis (Presentation)</i></p>
2	<p>Compare and contrast educational practices and policies across different countries, evaluating their effectiveness in diverse contexts.</p> <p><i>Maps to Assessment 1: Comparative Policy Analysis (Presentation)</i></p>
3	<p>Evaluate the influence of international organisations and agreements on national educational agendas.</p> <p><i>Maps to Assessment 2: Critical Position Paper</i></p>
4	<p>Reflect on the implications of global educational trends for their own professional practice and future career.</p> <p><i>Maps to Assessment 2: Critical Position Paper</i></p>

Assessment

Indicative Assessment Tasks: The assessment strategy at Level 5 is designed to develop students' analytical, comparative, and evaluative skills through the critical examination of global evidence. Assessment 1, a recorded presentation, moves beyond simple comparison to evaluate the implementation of policies in different cultural contexts. Assessment 2, a written position paper, requires deep critical engagement where students must adjudicate between competing claims and defend a professional stance on a contentious educational issue.

Assessment 1: Comparative Policy Analysis – 'Global Contexts' Students will deliver an individual online recorded presentation comparing the implementation of a specific educational policy or approach across different national contexts (e.g., European vs. Global South). Rather than simply describing differences, the presentation requires



students to critically evaluate why specific approaches succeed or fail in different cultures, analysing the impact of local economic, social, or political factors on educational practice.

Assessment 2: Critical Position Paper – ‘Defending Alternative Approaches’ Students will produce a formal position paper that investigates a contemporary debate regarding educational effectiveness or equity. This task requires students to evaluate the validity of alternative or non-traditional educational approaches. Crucially, students must explicitly defend a specific professional position against counter-arguments, using comparative evidence to justify why a particular approach may be more effective than mainstream practices.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Comparative Policy Analysis	10-12 minutes (equivalent to 1500 words)	40%	
2	3, 4	Critical Position Paper	2000 words	60%	

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures, interactive workshops, and structured reading seminars. An active learning approach will be used to engage learners in policy debate and professional standards analysis, involving case-based learning, scenario work, and flipped learning activities. The VLE will host policy documents, regulatory body guidance, and models of reflection to support the case study and portfolio preparation.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.



Indicative Syllabus Outline

- Contemporary challenges in education affecting children and young people
Education, inequality, and social justice
- Education policy and reform in European contexts
- Global education agendas (e.g. OECD, UNESCO)
- International comparison and the use of data (e.g. PISA)
- Globalisation and its impact on education and childhood
- Alternative and non-traditional educational approaches (e.g. Montessori, Steiner, Forest School, democratic education)
- Informal, community-based, and digital education
- Debates around educational effectiveness and accountability
- What counts as “success” in education and who decides

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please ensure correct referencing format is being followed as per university Harvard Referencing Guidance.

Essential Reads

- Marshall, J. (2024) *Introduction to comparative and international education*. 3rd edn. London: SAGE Publications.
- Steiner-Khamsi, G. and Baek, C. (eds.) (2024) *The rise of knowledge brokers in global education governance*. Cheltenham: Edward Elgar Publishing.

Other indicative reading

- Azaola, M.C. (2024) *Global perspectives on recovery from learning disruption*. London: Bloomsbury Academic.
- Phillips, D. and Schweisfurth, M. (2014) *Comparative and international education: An introduction to theory, method and practice*. 2nd edn. London: Bloomsbury Academic.
- Smeyers, P. (ed.) (2018) *International handbook of philosophy of education*. Cham: Springer.
- Wiseman, A.W. (ed.) (2024) *Annual review of comparative and international education 2023*. Bingley: Emerald Publishing.

Administrative Information

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