

# Prifysgol Wrecsam Wrexham University

## Module specification

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|              |   |
|--------------|---|
| Module Code  | EDY604  |
| Module Title | Comparative Education: International Perspectives |
| Level        | 6   |
| Credit value | 20  |
| Faculty      | FSLS  |
| HECoS Code   | 100459  |
| Cost Code    | GAEC  |

## Programmes in which module to be offered

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| Programme title             | Is the module core or option for this programme |
|-----------------------------|---|
| BA (Hons) Education Studies | Core  |

## Pre-requisites

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None

## Breakdown of module hours

|  |                |
|--|----------------|
| Learning and teaching hours  | 24 hrs         |
| Placement tutor support  | 0 hrs          |
| Supervised learning e.g. practical classes, workshops                | 0 hrs          |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs          |
| <b>Total active learning and teaching hours</b>                      | <b>24 hrs</b>  |
| Placement / work based learning                                      | 0 hrs          |
| Guided independent study   | 176 hrs        |
| <b>Module duration (total hours)</b>                                 | <b>200 hrs</b> |

| For office use only   |         |
|-----------------------|---------|
| Initial approval date | 21/8/23 |
| With effect from date | 1/9/26  |

|                              |   |
|------------------------------|---|
| <b>For office use only</b>   |   |
| Date and details of revision |   |
| Version number               | 1 |

## Module aims

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This module aims to introduce students to comparative education and to critically consider the internal and external forces which shape education, for example economic, political, social and historical factors. It will then explore the nature of international education including the impact of globalisation, before asking students to compare the educational systems of two or more different countries.

**Module Learning Outcomes** - at the end of this module, students will be able to:

|   |  |
|---|--|
| 1 | Critically appraise the role of comparative education and its relevance to the academic field and future practice.                     |
| 2 | Critically analyse the factors which are used to compare education systems using appropriate sources of secondary data and literature. |
| 3 | Critically examine the nature and purpose of international education and the effects of globalisation.                                 |
| 4 | Critically compare two international education systems.  |

## Assessment

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Indicative Assessment Tasks:

Written Assignment - Students are required to write a 4000 word report which explores the meaning and relevance of comparative and international education before comparing the education systems of two international countries.

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1                 | 1,2,3,4                     | Written Assignment | 100%          |

## Derogations

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None.

## Learning and Teaching Strategies

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The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

## Indicative Syllabus Outline

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This module will explore:

The meaning of comparative education and the role it plays in the study of educational systems.

The factors through which comparisons are made: political, economic, social and historical

The nature and value of secondary data commonly used to make comparisons in education.

The nature of international education including national and non-national education systems.

The impact of globalisation on education.

How to collect and analyse education data on specific countries.

How to compare the educational systems of two or more countries.

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Marshall, J. (2019), *Introduction to Comparative and International Education*. 2<sup>nd</sup> ed. London: Sage

### Other indicative reading

Bartlett, S. and Burton, D. (2020), *Introduction to Education Studies*. 5<sup>th</sup> ed. London: Sage

Edwards, M. (2015), *Global Childhoods*. London: Critical Publishing Ltd.

Organisation for Economic Co-operation and Development (2023) *Education*. Available from <https://www.oecd.org/education/> [Accessed 13/05/23]

Wells, K. (2014), *Childhood in a Global Perspective*. 2<sup>nd</sup> ed. London: Polity Press.

**Journals:**

Compare (Taylor and Francis Ltd)

Comparative Education (Taylor and Francis Ltd)

**Employability – the University Skills Framework**

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

**Core Attributes**

Ethical

**Key Attitudes**

Curiosity

**Practical Skillsets**

Digital Fluency

Critical Thinking

Communication