Challenges in
Global Learning

Challenges in Global Learning:

Dealing with Education Issues from an International Perspective

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INTRODUCTION

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About this Volume

For educators, researchers and postgraduate students, the research contributions in this volume offer a broad range of cross-disciplinary approaches for framing and addressing issues which currently shape global education. Cross-disciplinary communication helps maximise the impact of stakeholder voices on educational contexts of all kinds, resulting in gains through improved understandings of factors which affect and interact with learning (and teaching). This volume is the product of an original approach to this commitment to internationalisation and synergetic research. Its contributions bring together an international team of cross-disciplinary researchers and an international cohort of master's by coursework students from the School of Education, Charles Darwin University (CDU), Australia, in a context of collaboration, mentorship and mutual learning.

The purpose of including research by the coursework students in the volume is twofold. Firstly, postgraduate coursework programs at Charles Darwin University attract professionals from Australia and overseas whose jobs often place them at the forefront of change. These students are witness to tensions and conflicts which researchers explore but which they do not necessarily always experience first-hand. Their work responsibilities construct them as objects of change as well as its managers. Straddling the fault-lines of policies and the realities on the ground, these students offer unique insights into the conditions which affect them as good teachers, leaders and community builders. Their research work as presented in this volume is a testimony of these experiences and a rare opportunity for them to share with the research community at large the concerns which matter to them, their colleagues and their communities, while learning to perform high level research.

Secondly, most of the coursework students enter postgraduate programs without a clear understanding of the work that is involved in order to complete the program, together with the program's relationship to their immediate workplaces, future directions and "high level" research. The sharing by academics of their students' assignments from previous semesters or years, while very useful, is likely to be insufficient in this regard. Therefore, it is typically the case that, each year, students are left to their own resources to construct their own big picture of the program and of research (and its place in their lives) while, at the same time, grappling with the more immediate requirements of their coursework. The inclusion of the students' work in this volume is a deliberate strategy to reflect the links they create among their own research interests; the research activities of their mentors with cross-disciplinary orientations from different schools and institutions around the world, with whom they work at various levels of contribution; and the issue of global learning as the overriding context. Students reading this volume will benefit by comparing and contrasting the different aspects of research reflected in its contributions. *Inter alia*, this includes differences in the scope of the work involved in the various articles, the ways in which different disciplines construct their inquiry, the problematics they engage, and the processes they develop in order to be of value to the community.

Furthermore, the research performed by the coursework students and included in this volume also demonstrates collaboration among students from different programs and different units of study, as well as different years of program delivery. It exemplifies strategies for engaging a range of stakeholders, professional and academic networks, partnerships and experts through existing projects, co-publishing, student-initiated interviews and questionnaires, building of networks between research and coursework students and the alumni, and through focused events. For example, this volume emerged from an international symposium organised by CDU's International Graduate Centre of Education (IGCE) team on Challenges in Global Learning. The symposium served to flag the relevance of cross-disciplinary concepts and frameworks in the coursework and research programs, promote links among institutions, stakeholders, international colleagues and IGCE adjuncts, and the participant students, as well as among and within the faculty structures of the university.

For non-students/educators, this volume contains the seed of a cutting-edge experimental model for the upgrading of coursework students' research skills as well as recognising that coursework enrollees are not

limited to the content of courses but can also make significant contributions to knowledge: they are not an intellectual desert. This is very much in the spirit of the recommendations of the report of the Boyer Commission on Educating Undergraduates in the Research University (1998), which argued for democratisation of research "through a synergistic system in which faculty and students are learners and researchers" (p. 11).

Several qualities distinguish this volume. First is its content. It assembles in a comprehensive manner research illustrating cross-disciplinary approaches to issues which impact on global learning. Second is its focus on four key themes, which have both conceptual and applied foci and are influential in shaping understandings and applications of educational practice.

Finally, distinguishing this volume are its contributors, who represent the fields of both "research" and "practice" and address the changes in and challenges of global learning.

Research Themes

The research themes of the volume draw on current strategic research priorities in Australian education, which together form a well rounded framework for approaching and evaluating educational change and developments locally and globally. They include Knowledges and Epistemologies; Identity, Language and Culture; Wellbeing, Sustainability and Globalisation; and Digital Futures and New Learning. Each theme is opened with publications by prominent scholars with international experience and standing in the area of their expertise, followed by research contributions by, or with, the master's by coursework students, which illustrate the different forms of collaboration that ensued.

The following summary of each theme includes a brief description of its focus and scope, followed by summaries of the individual chapters that relate to the theme.

Knowledges and Epistemologies

Investigations within this theme recognise that the way we understand many current global problems and their solutions has much to do with how we understand the processes of knowing. This includes an understanding

of how knowledge practices are shaped by social contexts and are subject to stasis as well as dynamic change, with education being an important site for change within these dynamics. The contributions in this theme highlight ongoing debates about the complexity of human interactions and the kinds of motivations as well as tensions which emerge from such interactions in education. These debates are investigated through the theoretical perspectives that progress visions and actions for the future of education. These perspectives include interrogating the positioning of traditional knowledge of and in the disciplines and evaluating possibilities for ethical and interdisciplinary approaches to leadership, teaching, learning and communication in general.

This theme opens with a chapter by Peter Kell, "The master's by coursework degree: A case study in innovation in global learning at Charles Darwin University". Against the background of the history of the needs and controversies that have shaped the master's degree in Europe, the United States, Great Britain, and Australia, Kell illustrates the intellectual framework that informed the design of the newly-developed Master of Education (International) coursework program in Charles Darwin University. Kell attributes the growing popularity of the master's degree to a shift in the utility of the degree as influenced by its professionalisation, the growth of internationalisation and the impact of online learning. The professionalisation of the degree brings with it challenges relating to the kind of knowledge that might satisfy external compliance requirements. These include questions of balance between theoretical and practical knowledge and the legitimacy of the "situated knowledge" that professionals bring with them into their studies. The learning framework for the new Master of Education (International) program proposed by Kell was designed specifically for questions of this kind to emerge and provide students with opportunities to respond and to develop informed and critical perspectives that access global experience relevant to their own contexts.

In the chapter "The business of education: Critical reflections", Brian Mooney examines what a democratic and participatory process of knowledge production should look like, the concept of a professional degree and the world views which feed these images. He juxtaposes what he argues to be the current prevalent preference for narrow and specialised research, which repeats its own truths in order to create a false sense of security, with perspectives that see knowledge as a process of gathering differences, and therefore searching for "danger" in order to test their own vulnerability. To better understand this phenomenon, Mooney develops a

series of vignettes that draw parallels between the tactics of pigeon-holing, which incite different forms of violence, and the strategies connected with being a "global citizen" who builds connections by questioning the comforts of the status quo. These parallels present a powerful framework for readers to evaluate their own views. However, the idea of building knowledge through subversive participation is threatening. As Mooney points out, these concepts put pressure on the system, a system that may not be prepared to support and give justice to personally-relevant growth and learning.

The chapter by Sue Smith, "Riding the Throughflow: Seeking cultural humility to navigate some challenges in conducting cross-cultural research and education", directs the discussion toward the students, especially international students, and the terms by which they identify their own "situation" and the forces which shape what, for them, is not only legitimate knowledge, but also fair and ethical participation in knowledge-building and sharing. Throughout the chapter, Smith weaves autobiographical reflections into her discussion of the ethics of the internationalisation of postgraduate programs. The theoretical framework of the chapter navigates between the poetic and the pragmatic. The metaphor of "the waters of the Throughflow" that connect the Pacific and Indian oceans highlights the turbulence and clashes that intercultural encounters can unleash while also offering opportunities for growth, freshness and new life.

Smith digs deep to illustrate her point. She uses the research literature together with her own experiences as a senior academic to demonstrate the power of self-questioning as a tool for "cultural humility". She also draws on the writings of two former students in the Master of Education (International) program at Charles Darwin University as a way of showing "how the higher degree thesis was deployed as a means to speak to the academy on these very issues". The discussion in the chapter makes it clear that international space is "no place for complacency" but rather one in which a false sense of competence can become a "blunt instrument and harbinger of false hopes".

Overall, the contributions to this theme show Higher Education at a crossroads, with opportunities to design its future by asserting its leadership role through programs which build on and integrate international contexts and experiences, which stimulate reflection on the end-goal, which bring renewal through critique, and which assist in

generating tools for a global discussion on matters relating to the health of the international spaces which we occupy and traverse.

Identity, Language and Culture

The contributions within this theme address processes of interaction and integration involving such influences on the social environment as mobility, migration, identity construction and displacement, diaspora and culturally responsive or indeed restrictive approaches to education. The relocation of individuals from rural areas to towns, from towns to cities, from one country to another, or one organisation or classroom to another means that individuals and institutions are challenged to successfully negotiate cultural shifts and be flexible and discerning in their understanding of the political effects of identity and language practices. The authors in this theme illustrate how institutions, communities and individuals negotiate cultural norms, identities and practices in order to mandate or resist the privileged status of some groups and the marginalisation of others.

In the first chapter of the theme, "Evidence and culture in the global literacy education competition – and other possibilities", Peter Freebody explores the meaning of "challenges in global learning" in relation to two different frameworks. The first framework relates to the international assessment tests of literacy and other aspects of learning which look for data on success and best practice. The second framework seeks to contextualise practices relevant to teaching, learning, assessment and resources in relation to the requirements of national/state curricula that concern themselves with the "global subject" and "learning about, with, and for the globe". Regarding the issue of international literacy tests, Freebody focuses on the Programme for International Student Assessment (PISA). He criticises the image of infallibility of the "science" of that data that the international literacy ranking reports project, and the "data-rich-knowledge-poor" implications that are likely to be drawn by educators and policy planners. He also questions the tendency to conflate global comparisons with national results and shows how the *nation* category in international rankings masks "within-country variations" and thus discounts entire populations, and therefore the systems of inscription, of Indigenous nations in countries such as Australia, Canada, Sweden and so forth. The chapter suggests that to support "learning about, with, and for the globe" requires that tests contextualise their "subjects'" circumstances, engage the linguistic and cultural differences of the students and consider

the different kinds of literacy practices, uses, and attitudes that they display. This method of documenting literacy capabilities is more likely to benefit literacy education and provide international educators with insights relevant to the histories, languages, and material, economic, and political conditions which shape the contexts of individual students.

The meaning of English literacy in the globalised context of higher education is discussed by Koo Yew Lie in her chapter, "Internationalisation and student security in higher education: Exploring Plurienglish(es) in global learning". In this chapter Koo proposes the concept of Plurienglish(es) as a strategy to approach the many "versions" of English that international students use for communication as a lens into the cultural resources and epistemes which the students seek to articulate. It is a window to a multitude of linguistic codes, varieties, genres, and styles that are influenced by national origin, ethnicity, profession, lifestyle and subgroup cultural entities as well as multimodal practices. Koo argues that just as plays on words signal new ways of meaning, so too do international students use English to represent who they are and to capture experiences and understandings that are not those of *the* (imagined) Native Speaker. In classrooms, teachers are challenged when confronted with the array of meanings and forms which are foreign to them. Koo offers the concept of Plurienglish(es) to legitimise this cross-cultural communication. In her view, it is critical that internationalisation of higher education be accompanied by a shift in attitudes which allows all parties to engage in a shared exploration of conventional and experimental language and cultural forms "involving English language vocabulary, language patterns and discourse as well as fractals from other language codes and varieties".

Following this, the concept of evidence as endorsed by federal and state governments to inform how teachers should engage their own identities and those of their students in a learning environment is discussed in a chapter by Ania Lian, Amy Cash, Kath Midgley and Cindy Napiza titled "Direct Instruction for 'at-risk children' and the Australian Curriculum: Toward a better understanding of the appeal of behaviourism in cross-cultural contexts of learning". This chapter looks at the recent pedagogic developments in the north of Australia, where the federal and state governments are engaged in rolling out the outdated, prescriptive teaching method of Direct Instruction. The chapter examines implications of Direct Instruction from the perspective of the Australian Curriculum (ACARA, 2014), educational research and teacher professional development, as well as the Northern Territory context. The chapter takes a strong position

against the premises on which Direct Instruction builds its rationale and techniques. It does so on the grounds that the method defies the objectives of the Australian Curriculum as it interprets reproduction as evidence of students' learning. This effectively renders the higher order thinking skills of the curriculum, embedded in Cross-curriculum Priorities and General Capabilities, irrelevant. The chapter then invites readers to reflect on the *status quo* of education and argues against what it perceives to be lack of intellectual diversification in the field as a whole and its inability "to remain open to new developments and discoveries" in seemingly unrelated disciplines, including neuroscience, semiotics and research concerned with the physiology of perception. Overall, the chapter challenges the claims that the method "works" and refocuses readers on future directions, where cultural plurality and children's emotional, social and cognitive diversity are not seen as an obstacle, but as a tool of learning.

The recent sway toward what Kell calls "simplistic instrumental approaches to solving complex problems" is the subject of the chapter by Melissa Kelaart and Sue Erica Smith, "Hastening quickly and slowly: Seeking to address indigenous Australian literacy". In their chapter, Kelaart and Smith review the conceptual changes that dominate current educational policies in the Northern Territory and question the normative discourse in which the policies frame Indigenous children's school success and development. Against the results of the National Assessment Program Literacy and Numeracy (NAPLAN) tests, which show Indigenous students trailing far behind non-Indigenous students, Kelaart and Smith illustrate arguments which point to fundamental differences between the two student cohorts which make comparisons of this kind unfair, unjust and lacking in cultural literacy.

Kelaart and Smith also show that bilingual education, supported in previous years, is no longer valued for what it offers to Indigenous students and their communities. Instead, today its value is interpreted in relation to mainstream education standards where English is not a *lingua franca* but the main language of communication, work and play. Regrettably, "Languages Other Than English" do not enjoy the same push in mainstream education policies in Australia as English does in Indigenous contexts. Kelaart and Smith agree with the recent *Review of Indigenous education in the Northern Territory* (Wilson, 2014) that for policies to succeed, there needs to be a consistency, a long-term strategic framework in practice, and an evidence-based approach to implementation. They caution that to observe change, evidence needs to be critically informed and take an integrated perspective on child

development. In turn, policies need to be resourced and coordinated in order to secure stability and engagement.

Tania Tamaotai and Yoshi Budd engage further in the exploration of the concept of inclusion and inclusive pedagogy in the chapter "Globalisation and the Indigenous community". Indigenous students continue to be a target of the media and policy discourse for their purported lack of engagement and poor numeracy and literacy outcomes. The chapter describes the Global Connections initiative developed in a remote school in the Northern Territory that uses the multiliteracies framework proposed by the New London Group (1996) as a process for building a positive "academic self-concept" for Indigenous students without the students and the Indigenous community feeling that their cultures are being threatened. The aim of the initiative is to "create confident and connected global citizens" through the use of multimedia and teaching strategies which require the students to interact with local stakeholders to "gain diverse perspectives on local topics of interest" and to learn to "communicate in depth about social, political and cultural issues on a more global scale and to express their own cultural knowledge using terminology that is understood outside of their current situation". The chapter presents the Global Connections initiative as a model "for extending cultural repertoires", i.e., not a model for "transition to mainstream practices".

The chapter by Katrina Railton, "Capacity-building approaches for teachers in remote Northern Territory schools: Challenges and opportunities", focuses on social (human) capital as a resource which, when supported and developed, can provide teachers, students and the community with tools for reflective engagement and collaboration. The chapter reviews the literature on the kinds of professional learning support that are publicly available and that new teacher recruits require in order to adjust to the unfamiliar, remote Northern Territory (NT) contexts. The resources illustrate the functional, social, cultural, emotional political aspects of the "job" of teachers in remote NT schools but are also relevant in any other educational contexts. Interestingly, in relation to these aspects, the literature reviewed by Railton suggests that working across cultural boundaries involves a certain degree of self-awareness, an explicit effort to identify differences (not all of which are reducible to one's ethnicity), openness, curiosity, an ability to negotiate and build with others what may appear to be a closed curriculum, and professional development through self-study and other capacity-building pathways. The chapter makes the point that it is the human relationships that generate success,

hence the focus on social capital and the strategies which make its resourcing possible.

Overall, in relation to the general concerns of the theme of Identity, Cultures and Language, the chapters offer perspectives which together refute the reality of a "global citizen" whose identity is standardised and normativised, and where cultural diversity is seen as a variation on the theme, not the theme itself. To draw on Kell and Koo, mono-ethnic, mono-cultural, mono-lingual and mono-religious states do not exist. The research presented in this theme challenges interpretations of globalisation that erase the "local" from the "global", which then leaves institutions, policies, teaching approaches and communities without a process for building shared futures. The authors offer powerful concepts and approaches to inform these processes in ways that acknowledge linguistic and cultural diversity and where learning is multidirectional.

Wellbeing, Sustainability and Globalisation

The contributions within this theme address concerns relating to children's and/or students' wellbeing, sustainability and the impacts of educational programs, policies, reforms, and opportunities in general as they apply to education. This theme interprets globalisation within an interdisciplinary perspective where sustainability not only refers to the ecological conditions involving the environment, but also the social conditions that apply. These social conditions include security, safety, and access to housing, health and educational services, as well as human rights and employment. Wellbeing therefore is shown to be strongly related to the external conditions that apply in any given community and setting. The social conditions determine health conditions as significant as life expectancy, resilience to disease, quality of life and health profiles of people and populations.

The impact and relevance of the environment on children's development are addressed in the first chapter of the theme by Sven Silburn, "Strengthening the foundations of early learning: Investing in early childhood development". The chapter is informed by decades of child development research and large-scale longitudinal studies which show that optimising children's early brain development is critical when investing in policies, programs and practices. Silburn illustrates the relevance of the different developmental periods. First, a child's development is influenced by the lifestyle of its parents, especially the mother. There is now conclusive evidence showing that drug, alcohol consumption and stress

during pregnancy impact on how children develop mentally and physically. From the time of birth, the rate of human brain growth accelerates, and by the age of three the brain will have more neurons and synapses "than it will have at any other stage in life". From then on, the process of consolidation, as well as of cell pruning, begins according to the "use it or lose it" principle. Sven Silburn describes how, as a consequence, the period between the ages of three and five years forms the foundation for all subsequent health, behaviour and learning development. This applies also to children's emotional health: impoverished, neglectful, unpredictable or abusive environments result in stress that floods the brain with stress hormones which in turn disrupt the normal patterns of neuronal growth. Based on life-course development research and brain science, Silburn discusses factors that are critical to the effective formation of policies and services, as well as the design of programs for families, schools and communities.

The chapter by Nick Hancock, "Strategies for enhancing student wellbeing and school engagement in a remote Indigenous school", draws on research which connects student wellbeing and school engagement. Hancock is a teacher in a remote Indigenous school in the Northern Territory, and his study was co-designed with his fellow teachers and the school leadership team to generate a better understanding of the concept of wellbeing and its impact on students' general dispositions to learning. The school agreed that the study should focus predominantly on male students, which proved difficult to do as the literature takes a broad perspective on student wellbeing and tends not to distinguish between boys and girls. Justification for this unisex approach to wellbeing is not provided by the research examined by Hancock. The literature review of the study served to map the relationship between the various wellbeing strategies identified by research and the "five pillars of wellbeing" which, as reported by Nick Hancock, form the key objectives of the majority of wellbeing programs. These "five pillars of wellbeing" include physical environment, sense of belonging, relationships, academic support, and autonomy. The mapping task revealed seventeen strategies in total, averaging between nine to twelve strategies per "pillar". The study offers a good foundation for the school in question, for other schools and for future studies to engage in a thorough analysis and development of the wellbeing programs. In terms of future research, an epistemological analysis of the concept of wellbeing that would link pedagogy and the Australian Curriculum could result in a more comprehensive framework for integrating wellbeing strategies into regular classrooms.

Therese Kersten, in the chapter "Bilateral engagements and capacity development: Understanding the context of the educational reform in Timor Leste", explores teacher education through international partnerships as opportunities for mutual learning resulting in the building of increasingly sustainable educational programs. Specifically, the chapter addresses collaboration between Charles Darwin University and the Ministry of Education in Timor-Leste that was set up to support Timor-Leste in the implementation of a new national curriculum through biennial "Steps to the Future" workshops. In the course of the chapter, Kersten constructs a framework to inform the design of these workshops so as to enable each party to gain the most from the training. Following Clayton Christensen from the Harvard Business School, Kersten identifies six areas which form the context of policy development and implementation. She explores the literature about Timor-Leste and other countries in a similar predicament in order to identify information and experiences that might provide the Charles Darwin University team with valuable perspectives and questions for consideration. The framework that emerges in the course of this analysis allows her to highlight the need for a two-way strategy of expertise-building, long-term thinking, and consideration of the complex past of the country, including its linguistic diversity. Understanding these aspects is important to avoid "fly-by" solutions, which frequently fail to address and work with the people whom the policies affect and who are to carry them out. The framework can be further expanded through in-depth research on each of the aspects it highlights in order to result in increasingly better informed bilateral collaboration in an educational context.

The chapter by Dawnie Tagala, "The impact of skilled migration on the Philippines", discusses the "brain drain" phenomenon as it affects the Philippines and other countries which experience highly-skilled labour migration. The chapter shows that professional development and subsidised education are not sufficient for highly skilled and educated professionals to remain in their home country. Aggressive recruitment of highly-skilled workers to high-income countries is difficult to resist: the wages are higher and the prospects for furthering one's career are also higher. The chapter also shows the creativity of governments and migrant communities to engage in initiatives that benefit home and migrant communities. Examples of such initiatives include the establishment of research councils which coordinate international collaboration, or non-government organisations, such as the Philippine Nurses Association of America, the Asian Institute of Technology in Thailand, or the Lingkod sa Kapwa Pilipino, which focus on building capacity and strengthening the

ties between international professional communities. However, collaborations of this kind and similar activities are frequently hampered by country-specific regulations. Tagala shows that the approach proposed by OECD countries to alleviate many of these challenges is not without problems. Some of the issues that she raises relate to funding and others relate to the ethics of knowledge production and reproduction. Overall, the chapter attempts to capture the dynamics of change that impact on how countries further and plan their international engagements in order to enhance their cultural and knowledge capital.

The chapter by Sonya Mackenzie, "Economic productivity and global education reform: Critique", examines the impact of the pressures that the commodification of education and global competition have had on Australian schools. The chapter constructs its critique of recent developments in Australian education by drawing on a framework by Hargreaves and Shirley (2009), which distinguishes among three stages of policy implementation: innovation and a fair degree of freedom; competition and standardisation; and a search for balance among innovation, autonomy and accountability. Throughout the chapter, Mackenzie illustrates the consistent attempts by the Australian government to curb innovation and freedom in order to secure international rankings. MacKenzie shows that these strategies are backfiring, with individual states refusing to engage in the various policy programs designed by the federal government. She argues that this push-pull situation between the federal government and the states prevents real progress from taking place. She concludes that Australia continues to be caught in the second stage of educational reform on Hargreaves and Shirley's (2009) taxonomy and may need to reassess the criteria that inform the expectations of success on which it builds.

Overall, the chapters of the theme show Australia embedded in a global context of challenges that every country interprets and addresses from the perspective of their own contexts and imperatives. The discussions in the theme demonstrate that there is no single perfect policy or regulation able to capture these challenges and make responses available at the push of a button. Narrowly-defined frameworks generated from the perspective of the problem exacerbate or create new problems. The contributions to this theme also show that while educators and policymakers all over the world may not agree on "what is right", research is much less fuzzy about the detrimental effects of contexts that "get it wrong". Educators deal with opportunities. These include the opportunities of a young brain whose development can be curtailed through a program that limits what children

do by believing that it knows what they can do. In much the same way, the opportunity to create classrooms where children feel that they thrive can be lost in contexts which separate students' wellbeing from students' personal success. Nothing succeeds like success, and students will become engaged wherever they find success. The contexts discussed in this theme show that planning for success is planning for engagement. Sustainable programs cannot be developed on behalf of people: programs need to maintain an organic dimension which makes room for people's involvement and growth, and this also includes students.

Digital Futures and New Learning

The theme unveils a world where, as a result of technological development, an important evolution has occurred in how people communicate with one another and create, identify, represent and use knowledge. A change in the balance of power is thus taking place in relation to access and ownership of knowledge, increasingly shifting control out of the hands of experts and into the hands of ordinary people. This in turn enables them, more than ever before, to enjoy greater self-reliance and autonomy as well as providing them with greater opportunities to be more creative both intellectually and in the forms of collaboration in which they engage.

The contributions in this theme draw attention to the emerging divide between this new culture of learning and the traditional pedagogies that remain largely unaffected by technological change despite frequent reliance on modern technology. In the first chapter of the theme, "The inexorable rise of the proletarian autodidact", Andrew Lian attributes this divide, at least in part, to the conservative tendencies of many educational programs, their reliance on what actually "does not work" but is standard dogma or practice that feels safe and authorised. According to Lian, the 21st century is not responsible for creating curious autodidacts; people have always had a thirst for knowledge and sought it through whatever means were available to them. The 21st century and its technological developments have simply made this phenomenon more visible. Today, in the rapidly changing landscape of knowledge production, it is no longer knowledge, or even "basic knowledge", that is stable, but rather just human intellect and its well-established and inestimable capacity to evolve and adapt to change.

Interdisciplinarity, intellectual renewal and the courage to seek out such renewal are key values that Andrew Lian identifies as capable of

supporting and nurturing innovation in all research fields. He exemplifies principles which draw on these values and which inform his own work in the field of technology and second language-learning. He then describes a successful project conducted in China with Chinese learners of English. In his own words, the project was risky because it broke new ground and went against traditionally-held views of the TESOL (Teaching English to Speakers of Other Languages) discipline. However, intellectually it was critically informed and based on evidence which drew on cross-disciplinary frameworks and findings which set the foundations of its success.

This critical engagement in the theme is reflected in other chapters. Ania Lian and Amy Cash, in the chapter "A dialogic, evidence-based framework for integrating technology into school curricula", conduct an epistemological analysis of contrasting pedagogic models for integrating ICT into school curricula. Their analysis examines the intellectual frameworks and traditions which inform these models and their implications for the teaching of the General Capabilities identified in the Australian Curriculum, in relation to Cross-curriculum Priorities. Specifically, they look at the Capabilities which concern themselves with the ethical aspects of learning and knowledge production. These include the Social and Personal Capabilities, the Critical and Creative Thinking Capabilities, and the Intercultural and Ethical Capabilities. The outcome of the study consists of a dialogic framework for integrating technology into school curricula and implications for practice. The framework draws on evidence from a diversity of disciplines in order to identify processes relevant to concepts such as student agency, culture and cultural learning and creative and critical thinking, which are central to the development of the knowledge, skills, behaviours and dispositions captured in the General Capabilities statements.

The focus on student agency, cultural, ethical and critical thinking also permeates the chapter by Ania Lian, Adam Bodnarchuk, Andrew Lian and Cindy Napiza, "Academic writing as aesthetics applied: Creative use of technology to support multisensory learning". This chapter describes a pilot project which conceptualises and then performs preliminary testing of an approach to the pedagogy of academic writing which looks for alternatives to the traditional, didactic ("present and assimilate") teaching models currently in favour. The approach builds on cross-disciplinary thinking and sets out to "tinker" with ideas and insights from the fields of neuroscience and corrective phonetics in order to develop tools for allowing students to self-assess and, in the process, generate personally

relevant feedback on their own writing. Concepts from corrective phonetics offer alternative techniques for representing students' writing, while the neurological theory of aesthetic experience proposed by Ramachandran and Hirstein (1999) provides students with new perspectives for analysing the communicative/aesthetic impact of their own texts. Preliminary findings are promising and show that the neurological theory of aesthetic experience may provide students with tools for examining their own writing by engaging a multiplicity of semiotic systems that "are likely to be ignored by teachers who view texts through the lens of linguistics only and who assume that the students do too".

The chapter by Justina Fernandes and Jon Mason, "But I can practise piano on my iPad", discusses the use of technology in supporting music education in primary schools in Australia. The chapter explores opportunities that technology opens up for music classrooms where it is not likely that each student will have access to their own instrument. But technology allows for more. Different applications allow students to integrate music into their multimedia projects and make the composition of music easy, and students can also be creative in the ways in which they arrange or present their musical works. Music has been shown to have relevance to a number of learning areas. There is a multitude of applications available nowadays for teachers to use and explore in subjects such as literacy or mathematics. The chapter provides numerous examples of such applications and products and offers plenty of ideas to stimulate the imagination.

Altogether, the theme makes a case for learning environments which favour resource-based, unscripted forms of learning where community building is seen as an inherent characteristic of modern, responsive and adaptive education and a crucial factor in supporting critical, ethical and culturally-sensitive learning. Such educational systems will become necessary not only to meet society's current needs but also to ensure the development of a creative, critical and adaptable global society capable of long-term growth and sustainability in a world where the unforeseen will become commonplace.

The Significance of the Current Volume

Given the background of this volume and the objectives it communicates, it is, in itself, a response to the challenges which modern postgraduate

coursework programmes need to address when designing learning experiences able to support the transformation that higher education institutions want to see in the field of education.

The volume arrives at a time when all higher education providers in Australia are rethinking and redesigning master's by coursework programs. The new emphasis on research training presents a challenge in Australia, where master's by coursework degrees are relatively novel and have experienced some confusion as to standards (such as course length, depth and breadth of material and strategic positioning), purpose and educational approaches (Forsyth, Laxton, Moran, van der verf Banks & Taylor, 2009, p. 642).

Currently, a number of studies are underway, funded by the Australian Office of Learning and Teaching (OLT) in order to investigate issues relating to the design and delivery of postgraduate courses, but few address directly the need for the presence of global perspectives in coursework programs as well as international mobility possibilities for postgraduate education graduates. Furthermore, pedagogy is not addressed as the key to the success of these programs beyond more rudimentary concerns with distance delivery and establishing a cross-comparison of program structures and content between collaborating institutions. This suggests that pedagogy may emerge as a key research area if the institutions are to provide supportive and internally coherent programs, transparent in their expectations, pedagogically consistent and, as pointed out by Clifford and Montgomery (2014), able to enhance intercultural engagement among local and international students.

Following on the theme of internationalisation and standards, an OLT project by Ware, Anderson, Lee, Court, Sack, and Bowring (2013) sets up a shared master's by coursework structure exploring trans-national collaboration between four Australian and one New Zealand Institution as an innovative alternative to more locally-oriented current programs in Landscape Architecture. The focus of the project is on supporting student mobility through cross-institutional engagement.

Fraser, Ryan, Brien and McLennan (2014) embarked on a *Creativity skills MOOC for Australian coursework masters students* project to pilot a MOOC approach to teaching and assessing Australian Quality Framework (AQF) skills. The project targets Australian master's by coursework students and uses new MOOC technology to teach and assess creativity. This is a timely project linking technology, distance delivery and

standards. It is also an opportunity to test the concept of creativity it adopts and its relationship to other skills and graduate attributes.

Margaret Kiley (2013), in her project *I've done a coursework masters, now I'd like to do a doctorate: can I?,* sets out to address "the poorly understood research education components of coursework masters programs". Together with her second project (Kiley, 2014; Kiley & Cumming, 2015) conducted with the Australian Council of Deans of Education Directors of Graduate Studies Australia, Kiley investigates factors that contribute to a successful transition from a master's by coursework program to a doctorate, including student characteristics, student motivation, and student support.

Belinda Probert (2014, 2015) examines the concept of scholarship in higher education institutions. She provides a critique of the way in which 'scholarship' has come to be interpreted in Australian higher education and the impact this has on coursework and research programs. This work follows on the heels of a similar debate which developed in the UK and EU (Jørgensen, 2014) because of the rapid expansion of higher education provision through further education colleges.

The present volume is the first and only one in Australia which builds on a learning framework specifically designed to offer a unique model for situating a master's by coursework program (the Master of Education International) within a broader strategy of institutional capacity building.

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THEME 1 –

KNOWLEDGES AND EPISTEMOLOGIES

THE MASTER'S BY COURSEWORK DEGREE: A CASE STUDY IN INNOVATION IN GLOBAL LEARNING AT CHARLES DARWIN UNIVERSITY

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Abstract

The master's degree occupies an important and changing role in the spectrum of academic awards. This chapter discusses the origins of the master's degree and the manner in which this degree, possibly more than others, has changed in its character, purpose and orientation. It also explores the growing popularity of the master's degree, its shifting utility, and the controversies and tensions associated with the degree. In addition, this chapter documents contemporary trends in master's degrees in education and illustrates the intellectual framework underpinning the development of the Master of Education (International) at Charles Darwin University (CDU) in Northern Australia as an example of an innovative postgraduate coursework degree.

The Origin of the Master's Degree

The term *master* emerged from the Latin word *magister*, meaning "teacher", and the "master's degree" has been associated with pedagogy since its first appearance at the University of Paris in the twelfth century. It was originally awarded for three years of study after a baccalaureate degree, but the master's award later lost status to the doctorate. In English universities, such as Cambridge and Oxford, the master's degree was a form of preparation for graduates to undertake teaching. As in France, it consisted of three years of study after completion of an undergraduate degree. It was seen as a form of rigorous academic achievement.