

For public consultation February, 2020



Shape of ACT Senior Secondary Curriculum

Global Studies

February 2020

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1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Global Studies* will guide the writing of the Global Studies course.
- 1.2 This paper has been prepared following analysis of feedback from public consultation to the Humanities and Social Sciences Shape Paper; consultation with Dr Mathew Davies, SFHEA; and the deliberations of the Global Studies Advisory Group.
- 1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at: http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation

2. INTRODUCTION

- 2.1 The Global Studies Course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools. It will be useful for and useable by experienced and less experienced teachers.

3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is reviewing the Global Studies Curriculum in the five - year course development cycle of improvement and renewal.
- 3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach, and assess according to the needs and interests of their students.
- 3.3 The Global Studies course is to be developed under the Humanities and Social Science Framework located at: [http://www.bsss.act.edu.au/data/assets/pdf_file/0017/437300/Humanities and Social Sciences Framework.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0017/437300/Humanities_and_Social_Sciences_Framework.pdf)

The rationale for this framework describes Humanities and Social Sciences:

Humanities and Social Sciences is the study of how people process and document the human experience and their place in it. It seeks to empower students to better understand humankind, society and culture, and communicate ideas for the future. Humanities and Social Sciences examine what it means to be human and to ask questions about society and its institutions.

By analysing how people have tried to make moral, spiritual and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex and imperfect information.

Humanities and Social Sciences courses provide a context for the contemporary world and a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live. It empowers students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.

The study of Humanities and Social Sciences promotes well-rounded, thinking, analytical young citizens equipped for the demands of the 21st Century globalised world.

Courses written under this framework focus on concepts from a discipline or draw ideas from a number of disciplines. The analytical, critical and communication skills taught in the Humanities and Social Sciences will be valuable for future study, work or profession. (Page 5)

3.4 All courses based on this framework should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas and change
- synthesise different interpretations, representations and perspectives
- evaluate significance of information, processes and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes

3.5 Concepts from the Humanities and Social Sciences Framework (page 6) build on ACARA's F-10 Humanities and Social Sciences curriculum:

- identity
- society
- change
- culture
- environment
- relationships
- empathy
- responsibility
- values

3.6 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum. While developing all capabilities, in particular, the Global Studies course will engage with the capabilities of Creative and Critical Thinking, Intercultural Understanding, and Ethical Understanding.

The General Capability of Critical and Creative Thinking will be developed by Global Studies through their critical examination of theories, perspectives, texts, and arguments.

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

The General Capability of Intercultural Understanding will be developed by their engagement with diverse perspectives, globalisation, critical examinations of conflict and collaboration between cultures, and reflecting on their own place within a dynamic and changing world.

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national beliefs and identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, and create connections with others and cultivate mutual respect.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Students in Global Studies will engage with the General Capability of Ethical Understanding by engaging with significant ethical questions that divide and unite global actors and impact on their world locally, nationally, regionally, and globally.

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others ... As students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/>

Students in Global Studies will engage with the General Capability of Personal and Social Capability in Global Studies by engaging in self-reflection on the place in the world and what actions they might undertake to address their conclusions.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>

4. THE CONTEXT OF THE ACT

4.1 Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society

4.2 Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements

4.3 In consideration of the ACT context, and in response to contemporary research and literature, a Global Studies curriculum should include:

- a student-centred pedagogical approach
- an interdisciplinary approach
- the educational needs of young people with respect to global actors, issues, systems and processes
- the Humanities and Social Sciences Framework and Achievement Standards
- the needs of different schools and sectors (government and non-government)
- diverse perspectives and theories
- the contestability of global issues locally, nationally, regionally and internationally
- the role of the student and their community in global issues
- the opportunities for action on global issues at the student's local level

5. AIMS OF THE GLOBAL STUDIES CURRICULUM

By undertaking Global Studies, students appreciate the nature of global politics, what it is possible within it, what challenges there may be in achieving these goals, and the plurality of views on progress. They learn to engage meaningfully with different views and justify their own conclusions in informed debate. Students become informed and critical global citizens better equipped to live, work and act responsibly within our region and globally.

Baylis and Smith (2017, p. 1) define Global Studies as an academic discipline aims to explore "politics and political patterns in the world".

The Global Studies course aims to:

- provide explanations of the nature of global interactions and how these impact people
- examine the power dynamics between actors in global systems
- explore how global actors respond to the challenges of anarchy in global politics
- compare and contrast concurrent theatres, regions, levels of politics and intersecting globalised processes
- employ International Relations theories to investigate contemporary social, political, cultural, and economic phenomena, and their respective origins
- critically analyse the contemporary challenges that emerge in global systems
- evaluate the capacity of current systems to address global, regional, state and local problems

Australian Education Services argues in *Global Perspectives: A Framework for Global Education in Australian Schools*, 2011, that “[e]nabling young people to participate in shaping a better future for the world is at the heart of global education”.

And further, that

It emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, building peace and actions for a sustainable future in different times and places. Global education promotes open-mindedness leading to a new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for the actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world. (Education Services Australia, 2011)

Therefore, “[h]ow schools respond to growing economic interdependence, cultural divides, new digital opportunities and calls for sustainability will have a significant impact on the well-being of all members of the communities they serve” (OECD, 2018). Assisting students to engage actively and critically in their world is then a vital element in preparing them for their future lives. The Global Studies senior secondary course is thus well placed to provide students with opportunities to explore critical issues and develop their ethical and conceptual framework for living in a complex, interconnected and changing world.

Global Studies provides a pathway to tertiary education by developing discipline specific concepts, content, knowledge and skills.

6. STRUCTURE OF THE GLOBAL STUDIES CURRICULUM

As Baylis and Smith (2017) argue, the reasons for calling such a course Global Studies, rather than International Politics or International Relations, is that it indicates that the nation is not the only focus of study in the course. In agreement with Acharya (2014), Andreotti (2006), Eidoo et al (2011), using Global Studies as a title suggests that more experiences, processes and units of interest, and their interactions, can be prioritised for study.

Further, educating for critical global citizenship and global education should not reinforce colonial epistemic violence, by placing only first world nations, perspectives, and institutions at the centre of a course structure. ACT students should reflect on the complicity of first world lifestyles and wealth, in the poverty and destabilisation of the rest of the world. As such, a course structure should reveal what Amitav Acharya calls a “multiplex world”, in which multiple systems, groupings, and regions become objects of study, as they simultaneously, and with some interconnections, engage multiple actors in world systems. (2014, p. 653.)

Units in Global Studies will be distinct from units in Modern History, Geography, and Australian and Global Politics by the:

- contemporary subject matter
- depth provided by a course of study, rather than one unit on international politics
- use of diverse discipline-based theories and case studies
- study of multiple global actors beyond the state
- consideration of multiple processes, beyond but including, the international and ecological
- ethical obligation on global studies students to engage critically in betterment of the world

The units have been drafted for discussion as follows:

Course rationale	<p>Global Studies is the study of political actors, processes, challenges and opportunities in the world. This course draws on a range of HASS disciplines to explore the interplay and relations between these objects of study. It examines the distinct nature of global politics within its essentially anarchic context and various attempts by states and other actors to create order in their relations despite this anarchy.</p> <p>By undertaking Global studies, students will come to appreciate the nature of global politics, what it might achieve, and how and why there is a plurality of views on the decisions about progress and reform. They will learn to engage meaningfully with different perspectives and challenge their own conclusions. Thus equipped, students will become better informed, reflexive, critical global citizens, and change agents.</p>
Units	<p>• Global Actors</p> <p>Students identify the distinctive nature and origin of actors within contemporary global politics. Students use theories to develop an understanding of hierarchies and taxonomies of actors and power. Students then assess the relative merits of diverse theories to evaluate actors’ claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency.</p> <p>Students reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs.</p> <p>The choice of actors for study must include those from a range of locations and spheres of influence.</p> <p>Actors can be categorised as states and non-state actors, such as international organisations, civil society groups, international and regional bodies, transnational corporations, expert and digital communities, etc.</p> <p>• Global Processes</p> <p>Students examine the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors. They examine different processes for negotiating between actors within global anarchy. Students examine the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives.</p> <p>Students reflect on their place, and their communities’ role, in global processes in working towards the common good.</p> <p>The choice of processes for study must include those involving a range of communities and locations.</p> <p>Processes for study can be categorized as formal and informal and includes things such as regional and global bodies, trade and trading blocs, capitalism, debt, soft power diplomacy, neo-colonialism, aid, inclusion/exclusion, migration, capital flows, etc.</p>

Units	<ul style="list-style-type: none"> • Global Challenges <p>Students critically analyse significant contemporary issues that pose challenges to global actors and processes, and to individuals around the world, as a result of processes employed by global actors to solve issues and critique the subsequent balance of power. Students also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges.</p> <p>Students reflect on their connection to current global challenges and how they will respond to that realisation.</p> <p>The choice of challenges for study must include those impacting on a range of communities and locations.</p> <p>Challenges may include territorial disputes, armed conflict, terrorism, the tragedy of the commons, the black economy, digital communities, wealth inequality, cyber action, multi-polarity, resource competition, climate change, etc.</p>
	<ul style="list-style-type: none"> • Global Opportunities <p>Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students will evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of human rights will be considered in terms of their universality and contingency.</p> <p>Students will consider their preferred future, the actions necessary to achieve it, and why it would be better.</p> <p>The choice of opportunities for study must include those apparent to a range of communities and locations.</p> <p>Opportunities include things such as the Sustainable Development Goals, Positive Peace, youth climate action, Glocalism, global institutions, technological innovation, artificial intelligence, social inclusion, corporate social and environmental activism, etc.</p>
Units	<ul style="list-style-type: none"> • Negotiated Study <p>A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.</p>

7. CONSIDERATIONS

7.1 Incorporating a futures orientation

To equip students to engage in the world in which they live, they need to understand the multiple experiences of the contemporary world, exercises of power, war and peace, and the legacies of colonialism and decolonisation.

In the Melbourne Declaration on Educational Goals for Young Australians, ministers note that ‘Global integration and international mobility’ have heightened the need ‘to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship’. The declaration observes that the growing importance of India, China and other Asia-Pacific nations sparks the need for Australians to become ‘Asia literate’, as well as the need for greater environmental awareness, information and communication technology (ICT) skills and the augmented importance of educational attainment.

A futures orientation focused on globalisation, the rise of the knowledge economy, the importance of sustainability, the rich diversity of the Australian people and their distinctive position within the Asia-Pacific region make an informed understanding the global processes and networks that shape our regional, national and individual experiences of this world.

Global Studies has a broad and comprehensive foundation from which the implications for Australia can be grasped. With such a foundation that the longevity and richness of Indigenous history will be appreciated; the dimensions of our migrant experience and cultural diversity will be intelligible; our relations with the Asian region will be comprehended; and the distinctive as well as the shared nature of our contemporary experiences of world and regional systems and processes.

7.2 Global Studies curriculum

The Global Studies curriculum retains an important place in ACT senior secondary curriculum. The curriculum fosters higher order thinking and the skills of critical and intercultural understanding that equip students to take an active part in democratic discussion of the individuals, various communities’, and Australia’s place and role in the world. They will better understand the nature, scope, and personal connection to, global issues.

7.3 Equity and opportunity

The Global Studies course provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

The Global Studies course provides opportunities for students to develop an understanding of aspects of Australia’s Aboriginal and Torres Strait Islander peoples. They offer the opportunity to view the globe and its systems and processes from an indigenous perspective and using indigenous theory. (Chen, C. 2012) They include opportunities to analyse and reflect on the commonalities and differences of Australia’s experiences of colonisation, resistance to colonisation, the global networks of indigenous campaigning, and adaptation to contemporary global systems.

7.4 Connections to other learning areas

Global Studies is an interdisciplinary course. The learning acquired by students in Global Studies contributes to learning in other areas such as Economics, Politics, Philosophy, Sociology, History, Geography, the Arts, and English. The curriculum for courses will identify where there are links or opportunities to build cross curriculum learning. The connections arise naturally out of the Global Studies curriculum.

7.5 Role of digital technologies

Students and teachers integrate a growing range of online information, tools and applications of diverse origins and perspectives. These include digitised online materials such as historical documents, books, newspapers, images and items from museum collections, as well as other online resources including databases, reference works and indexes to library holdings.

Further, digital platforms are also a primary means of globalisation in the contemporary world and the analysis of global digital communities, and digital networks of action, should be a significant topic of study in any program of study.

7.6 Clarity of curriculum

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoid excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

7.7 Breadth and depth of study

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

7.8 The nature of the learner

The courses address the needs of diverse learners and cater for Tertiary (T), Accredited (A) and Modified (M) levels of study.

7.9 General capabilities

Skills and understanding related to numeracy, literacy and ICT are further developed and used in Global Studies, as are thinking skills and creativity. In addition, capabilities such as self-management, teamwork, intercultural understanding, ethical awareness, and social competence are represented in the courses in ways appropriate to that area.

7.10 Cross curriculum perspectives

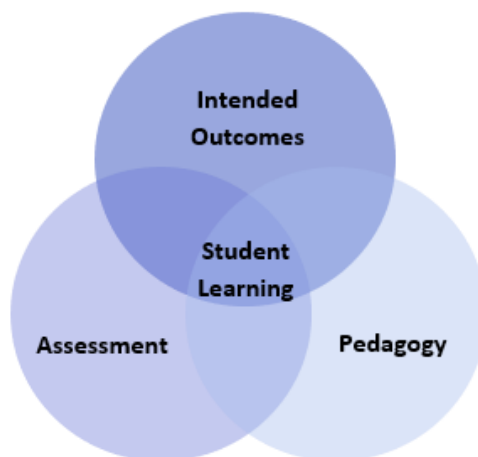
Each of these perspectives, Indigenous education, sustainability and Australia's links with Asia, are represented in the courses in ways appropriate to that area. Curriculum documents are explicit as to how the perspectives are dealt with in each course and how links can be made between learning areas.

8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of ACT Board of Senior Secondary School curriculum as are follows:

8.1 Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.



8.2 Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback).

9. CONCLUSION

The Global Studies course is to be developed under the Humanities and Social Sciences framework. The study of Humanities and Social Sciences promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands and challenges of the 21st Century globalised world. The Global Studies course equips students to analyse the relationships and networks that connect them to global issues and the problems and opportunities that face the contemporary world.

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