

ACT Board of Senior Secondary Studies

Public Consultation Report

Global Studies Course 2020

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Framework writing team.
- Amendments to the Framework have been made where required, as a result of the consultation process.

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Public Consultation Report 2020

Global Studies

| Topic | Comment | Course Developers' Response |
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| Q1 Which school are you from? | None- 4 respondents | |
| Q2 COURSE RATIONALE The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students | <p>Q2 R1</p> <p>As "challenge" often has a negative connotation, in the first paragraph , I would add - key participants 'undertake global negotiations', respond to global challenges and collectively..... This covers the need for global agreement on use of air space, movement of money around the world, role of satellites and internet. Obviously challenges but I would like to emphasise that some things necessitate collaborative decision making</p> | <p>In paragraph one “challenge” is meant to have a negative connotation as it seeks to encompass those problems the international community must address to improve the world.</p> <p>The notions of negotiations and collaboration is encompassed in the fourth line of paragraph one by “collectively create opportunities”. The developers note that increasingly nations take arbitrary rather than collective approaches to their national interests and that in understanding the world, that challenge, as well as the opportunities offered by collective action should be studied.</p> |
| Q3 The course goals are clear about the intended learning but allow flexibility | <p>No comments</p> <p>3 strongly agree</p> <p>1 agree</p> | |
| Q4 Unit Title: Global Actors The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning | <p>Q4 R1</p> <p>Perhaps some recommendations for suggested reading/s to inform planning.</p> | <p>The current design specifications do not include recommended readings as they quickly become dated. Further, as teachers will develop their own programs of learning, it would be difficult to encompass the wide range of possible case studies in any bibliography. We would not wish to narrow teachers' POLs by suggesting readings.</p> |
| | <p>Q4 R2</p> | <p>The panel considered that analysis. They concluded that one has to ask a question before one can analyse.</p> |

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| | <p>word order - suggest 'analyse' before 'question. Theories are mentioned in the second and the third sentences but in the content descriptors there is no clarification of them (same ones/different ones?) No acknowledgement of people power eg that individuals singly or as representatives of others have power and influence.</p> | <p>The unit description provides a general introduction, the content descriptions provide more detail but, theories will be determined by the teacher through their program of learning. Teachers in this discipline know the key theories in the area.</p> <p>The description refers to the agency and role of individuals, including and highlighting the student in that group of actors to be studied: "They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs." "and the reciprocity of power between citizens and actors" "must include a range of actors from different locations and spheres of influence."</p> |
| <p>Q5 Unit Title: Global Actors- The specific unit goals are clearly outlined and appropriate to the unit.</p> | <p>No Comments 2 agree 2 strongly agree</p> | |
| <p>Q6 Unit Title: Global Actors The content descriptions clearly elaborate on the unit description and the specific unit goals</p> | <p>Q6 R1 The descriptions are vague overall. How does each unit differ to one another?</p> <p>Q6 R2 Lacks clarity. 'Purpose', 'function', 'role' all used but difference unclear. Specific mention of the way different political systems might have different methodologies or agendas in global negotiations is warranted. Some looseness in terms eg "free trade" is not an "actor"</p> | <p>Each unit studies the global system and global issues, but from the particular perspective nominated in the unit titles. Programs of Learning will further differentiate the units further, particularly as teachers ensure there is no duplication of content in terms of case studies.</p> <p>Thank you. We examined and clarified phrasing. Developers explored this and concluded that this is dealt with in the descriptor- "evaluate actors' claims to sovereignty, hegemony, and legitimacy" and "evaluate the effects of context on perspectives on the global system" Thank you. It was meant to mean the impact of an actor like ASEAN on free trade. We have rephrased.</p> |

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| <p>Q7 Unit Title: Global Actors</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students</p> | <p>Q7 R1</p> <p>The unit is very open ended. This is good but perhaps need to ensure that each unit is distinct from one another. What are the core concepts to be taught?</p> | <p>All content descriptions must be taught during a unit. Some will happen simultaneously, some will receive more emphasis than others, all according to the program of learning designed by the teacher to focus the Content Descriptions and Achievement Standards.</p> |
| <p>Q8 This proposed course is distinct from other BSSS accredited courses</p> | <p>Q8 R1</p> <p>Perhaps some recommendations for suggested reading/s to inform planning.</p> | <p>The current design specifications do not include recommended readings as they quickly become dated. Further, as teachers will develop their own programs of learning, it would be difficult to encompass the wide range of possible case studies in any bibliography. We would not wish to narrow teachers' POLs by suggesting readings.</p> |
| | <p>Q8 R2</p> <p>What is the purpose of the second sentence in the description (and why is it before the third)? There should be clearer emphasis on the need for understanding the nature and challenges of diplomacy rather than just refer to 'reform' - shouldn't that come after critiquing the processes?</p> | <p>Sentence two is an implicit reference to diplomacy, as well as other relations and interactions between global actors, it encompasses other relationships than diplomatic.</p> <p>Diplomacy is mentioned in the content descriptors.</p> <p>Wording has been clarified.</p> <p>Sentence one deals with the object of study, sentence deal with how it behaves, sentence three deals with critiques and how to improve processes. Sentence three deals with theory and sentence four with the students' role.</p> <p>Evaluating global processes mean that you will understand and critique their nature and challenges, and thus move on to considering reform and improvement.</p> |

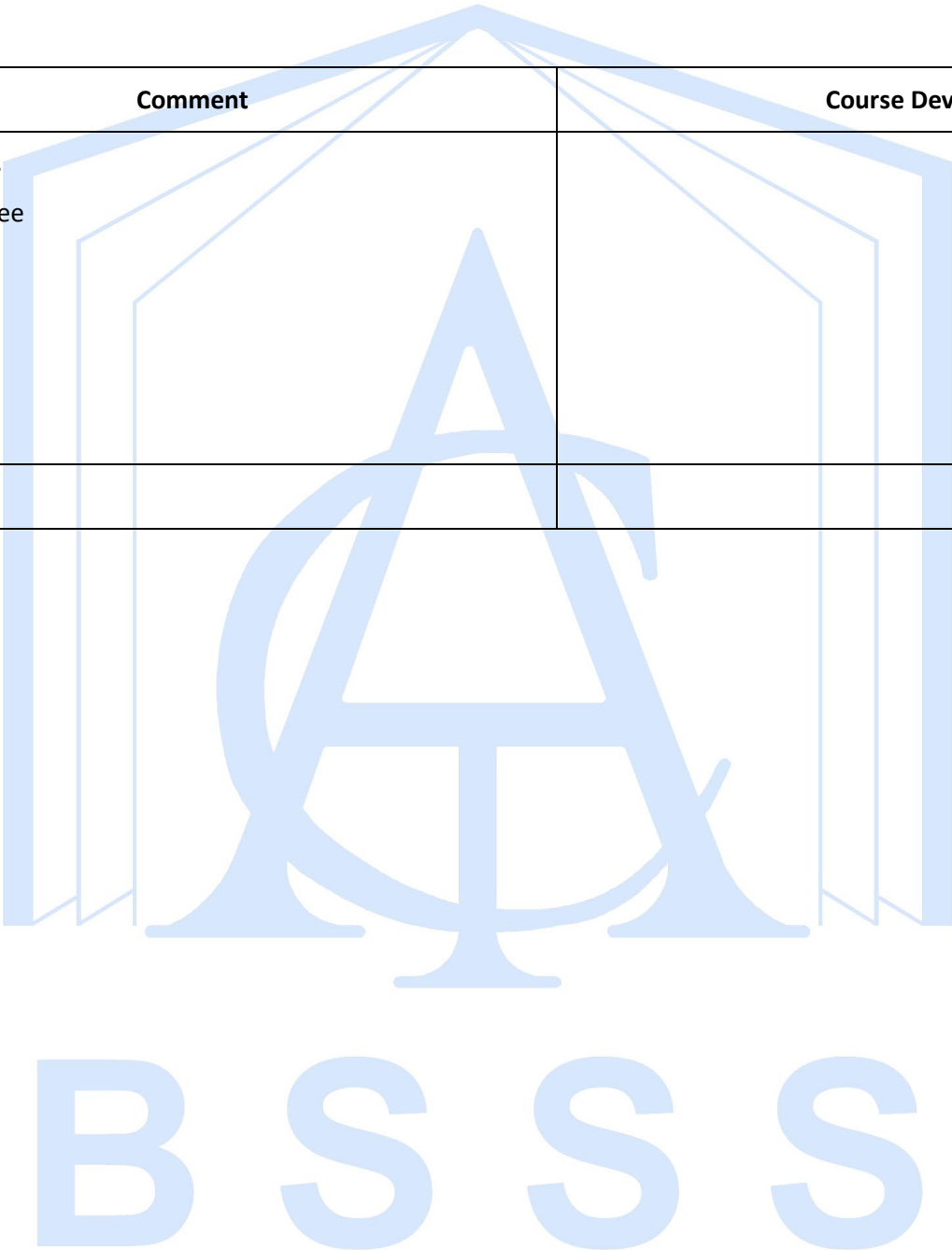
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| <p>Q9 Unit Title: Global Processes</p> <p>The specific unit goals are clearly outlined and appropriate.</p> | <p>Q9 R1</p> <p>What are interactions between global processes? I think the use of 'processes' in this Unit is confusing. Referring to a range of forums (eg The UN) as well as processes (conferencing, negotiation, diplomacy, threat) would provide clarity</p> | <p>It is for the students to uncover the processes initiated and practiced by different actors and used in studied forums and contexts.</p> <p>It does require to consider some objects of study as actors/institutions/forums/and processes, e.g. UN, depending on the questions and focus.</p> |
| <p>Q10 Unit Title: Global Processes</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p> | <p>Q10 R1</p> <p>"processes' has distinct meaning and it is used loosely particularly where the examples given are not processes eg 'regional and global bodies' - see above</p> | <p>Thank you. Language and meaning were clarified in examples.</p> |
| <p>Q11 Unit Title: Global Processes</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students</p> | <p>Q11 R1</p> <p>The unit is very open ended. This is good but perhaps need to ensure that each unit is distinct from one another. What are the core concepts to be taught?</p> | <p>All content descriptions must be taught during a unit. Some will happen simultaneously, some will receive more emphasis than others, all according to the program of learning designed by the teacher to focus the Content Descriptions and Achievement Standards.</p> |
| <p>Q12 Unit Title: Global Challenges</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning</p> | <p>Q12 R1</p> <p>Perhaps some recommendations for suggested reading/s to inform planning.</p> | <p>The current design specifications do not include recommended readings as they quickly become dated. Further, as teachers will develop their own programs of learning, it would be difficult to encompass the wide range of possible case studies in any bibliography. We would not wish to narrow teachers' POLs by suggesting readings.</p> |
| | <p>Q12 R2</p> | <p>The comma is there as the clause that follows is causally related to the first two clauses.</p> |

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| | Should be a full stop after world in the first sentence. Some challenges are not a result of processes by actors or balance of power issues (eg pandemics, cyber security) | These challenges in cause, scope and impact are a result of processes, e.g. pandemics become pan rather than epidemics, or minor outbreaks, due to the faults of CITES, global inequality, ineptitude in national governments, WHO functions, trade networks, community relations, patterns of living in different contexts etc. Wording was clarified to make that intention clearer. |
| Q13 Unit Title: Global Challenges- The specific unit goals are clearly outlined and appropriate. | No comments 3 strongly agree 1 agree | |
| Q14 Unit Title: Global Challenges The content descriptions clearly elaborate on the unit description and the specific unit goals. | Q14 R1 Yes, but there are too many dot points for such dense subtopics. It would be hard to address all satisfactorily in one semester. Some should be removed and placed in the Global Opportunities unit | Developers considered the comment. All content descriptions must be taught during a unit. Some will happen simultaneously, some will receive more emphasis than others, all according to the program of learning designed by the teacher to focus the Content Descriptions and Achievement Standards. |
| Q15 Global Challenges- The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students. | No comments 3 strongly agree 1 agree | |

| Topic | Comment | Course Developers' Response |
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| <p>Q16 Unit Title: Global Opportunities The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p> | <p>Q16 R1 Perhaps some recommendations for suggested reading/s to inform planning.</p> | <p>The current design specifications do not include recommended readings as they quickly become dated. Further, as teachers will develop their own programs of learning, it would be difficult to encompass the wide range of possible case studies in any bibliography. We would not wish to narrow teachers' POLs by suggesting readings.</p> |
| <p>Q17 Unit Title: Global Opportunities – The specific unit goals are clearly outlined and appropriate</p> | <p>No comments 3 strongly agree 1 agree</p> | |
| <p>Q18 Unit Title: Global Opportunities The content descriptions clearly elaborate on the unit description and the specific unit goals</p> | <p>Q18 R1 Suggested addition to Second dot point - '...to whom global disruptors or current reform processes bring benefit... (global disruptor e.g. cloud-based data storage, internet market)</p> | <p>Thank you. Suggestion added.</p> |
| <p>Q19 Unit Title: Global Opportunities The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students</p> | <p>Q19 R1 Too many dot points. Suggest no more than 8 to enable time for deep learning. Suggest deleting the second (can be covered elsewhere, and combine the fourth and fifth.</p> | <p>Developers considered the comment. While all content descriptions must be taught during a unit, some will happen simultaneously, some will receive more emphasis than others, all according to the program of learning designed by the teacher to focus the Content Descriptions and Achievement Standards.</p> |

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| <p>Q20 Unit Title: Negotiated Study The unit description clearly explains the purpose of a negotiated study</p> | <p>Q20 R1 Suggest adding something like: "Where applicable, students are encouraged to develop their global citizenship through engaging with or contributing to national or international debates through student forums, collectives or processes."</p> | <p>An excellent idea for a program of learning, but it cannot be mandated. Developers considered that.</p> <p>There are too many potential practical barriers to mandate it. However, the spirit of the course seeks to encourage real action in the world, and some content descriptions mean that actions can be encompassed in a program of learning.</p> |
| <p>Q21 Unit Title: Negotiated Study - The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p> | <p>No comments 3 strongly agree 1 agree</p> | |
| <p>Q22 Unit Title: Negotiated Study - The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p> | <p>No comments 3 strongly agree 1 agree</p> | |
| <p>Q23 Unit Title: Negotiated Study - The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p> | <p>No comments 3 strongly agree 1 agree</p> | |

| Topic | Comment | Course Developers' Response |
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| Q24 Unit Title: Negotiated Study - The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students. | No comments 3 strongly agree 1 agree | |
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| Subsequent emailed Holistic Feedback outside of the official Survey | |
| <p>“I am concerned that it is presented as a course designed to enable students to ‘appreciate the nature of global politics. (Rationale) I understand that there is opportunity to appreciate cultural differences, geographic factors, environmental issues etc (as per my own understanding of Global studies) but feel that the ‘political thread’ through the whole course is emphasised to the detriment (and possible misinterpretation) of other elements. Students reading about this course may be misled into thinking it’s all about politics (which for many people, comes with a bad rap). Either the course should declare itself properly, ‘Global Politics’ or it should be more explicit/equitable in each unit and the rationale about inclusion of other elements. So, in a nutshell, the course is great and once students get in the door, I hope they will see that- it’s the marketing to students and options as seen by inexperienced teachers that is problematic in my view.”</p> <p>“The current Global Studies course is both an interdisciplinary and multidisciplinary course which allows students to develop a global perspective through their studies of units which have foundations in philosophy, culture and politics. In this course, the term ‘global’ has a twofold interpretation, referring not only to the study of world issues, but also to the course’s comprehensiveness in drawing upon many different disciplines in examining such issues. The proposed Global Studies course, however, has narrowed this interpretation to a singular focus on global politics. While the proposed course may still be interdisciplinary, it is certainly no longer multidisciplinary.”</p> <p>“We are writing to provide some additional feedback on the proposed new Global Studies course. The proposed course has changed significantly as a result of a narrow interpretation of the term ‘global’. We are concerned that the restricted scope and greater complexity of material within the proposed course will disadvantage students. We are also concerned that a singular focus on global politics will result in fewer Colleges being able to offer the course, and that a significant body of resources created by teachers over the years will become obsolete.</p> | <p>Developers considered the issue of focusing on politics/international relations/global studies.</p> <p>The panel concluded that the course does focus on global politics as its differentiating factor from other HASS subjects.</p> <p>However, the course does engage with the political implications of geography, environmental issues, cultural issues etc. This data and analysis, belonging at times to other disciplines in HASS, will be understood by students to understand the political implications of them, eg. water scarcity and the Arab-Israeli conflict and data and analysis from Geography and Economics.</p> <p>Further, the content descriptions and achievement standards do require the study of other sorts of relations between groups of people such as economic, interpersonal and digital relations, it is not just about high diplomacy.</p> <p>The term Global Studies was chosen to emphasise that the studies of relations between groups requires an interdisciplinary understanding of the world to understand politics.</p> <p>Finally, this focus reflects the rapid growth in IR, Politics, and Security studies programs at universities. This course reflects the interest of students in pure IR, Politics, and Security studies.</p> <p>This course allows for the gradual development of expertise in a discipline over two years that leaves them well prepared for university studies in this area.</p> <p>This course focus has been developed following research and consultation with experts as to transitions to university.</p> |

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| <p>The current Global Studies course is both an interdisciplinary and multidisciplinary course which allows students to develop a global perspective through their studies of units which have foundations in philosophy, culture and politics. In this course, the term 'global' has a twofold interpretation, referring not only to the study of world issues, but also to the course's comprehensiveness in drawing upon many different disciplines in examining such issues. The proposed Global Studies course, however, has narrowed this interpretation to a singular focus on global politics. While the proposed course may still be interdisciplinary, it is certainly no longer multidisciplinary.</p> <p>For students, this change would mean a loss in opportunity for their studies at College. Whereas with the current course a student could study topics from a range of disciplines including philosophy, cultural studies and domestic as well as international politics, the limited scope of the proposed course would mean that students would need to study several courses to access the same range of content. This is a practical issue not only for students who have a limited course load, but also for Colleges which may not have the capacity to implement the several new courses which would be needed to replace the content of the current course."</p> | |
| <p>I think this course looks fabulous and would love to teach it. It is coherent and beautifully structured. It contains huge opportunity for teaching and learning variety as well as meeting individual student needs.</p> | <p>Noted. Thank you.</p> |
| <p>Implementation problems due to a lack of teacher expertise and the obsolescence of existing materials.</p> <p>"A strength of the existing course is that it is highly flexible, allowing the course to be easily tailored to suit a range of student needs and interests. This flexibility also means that teachers with different educational backgrounds themselves are able to deliver the course. This flexibility has been lost in the proposed course with its singular focus on global politics, and schools may no longer have teachers with the specialised knowledge to teach it. Additionally, in the case at our school (and certainly to at least some extent in others), if the proposed course is implemented</p> | <p>We appreciate there may be difficulties. However, schools are responsible for implementing courses.</p> <p>The BSSS is concerned with producing high quality curriculum for the benefit of students.</p> <p>Teachers may use the mechanism of the Program of Learning to tailor to particular groups of students.</p> |

| Comment | Response |
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| without revision, it will mean that valuable materials developed over the years will not have any scope to be used.” | |
| The other thing that concerns me is the level of assumed knowledge of, for example, geography and history - 7-10 curricula notwithstanding | <p>Students are expected to learn the 7-10 curriculum, and the 11-12 curriculum must be written to maintain rigour and extend from the K-10 courses. It must provide opportunities to extend our best students.</p> <p>The content descriptions and Achievement standards will be achieved through the close study and teaching of particular case studies developed by teachers and outlined in their programs of learning. AS are an exit point after a semester of teaching in which students will learn many things.</p> |
| Finally - no specific unit resource lists? | <p>The design specifications no longer contain resources lists as they date so quickly. Further, Global Studies aims to be contemporary and deal with case studies that are as recent as possible. As such, resource lists would be counterproductive.</p> |

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