

Module code	PER403	Level	4
Module title	Global Perspectives	Credit value	10
Common/Core/ Elective	Elective	ECTS Credits	5
		Notional learning hours	100
Courses on which the module is taught	All	Teaching Period	Spring

1. Module description

This module asks you to reflect on one of the most important questions we face: How can we work together to improve the communities we live in?

You will explore a range of contemporary intercultural, political, ethical and social issues that demand collective solutions. You will then be asked to work in groups with students from different disciplines and from diverse cultural backgrounds to generate solutions to local dilemmas and global challenges.

You will be required to reflect on this process and develop your understanding of how teams work, and how our individual contributions and choices affect the dynamics of the team. You will consider the benefits of practising empathy and explore the increased potential for arriving at creative solutions when working with people who have different perspectives.

The module is designed to help you learn how to work successfully across disciplines and cultures, during your studies and throughout your career.

2. Learning outcomes

Upon successful completion of this module, you will be able to:

Collaboration (MLO1)

Collaborate with peers from diverse backgrounds and across disciplines to propose solutions to challenges that affect the local and global community

Decision making (MLO4)

Investigate and contrast different ideas and approaches, including your own, to inform decision making in the context of group projects

Communication (MLO5)

Use a range of formats to communicate the results of your group projects to your peers and members of the wider university community

3. Learning and teaching methods

As you might expect from a module called Global Perspectives, sharing views and insights from different parts of the world, different disciplines and different backgrounds is central to your learning on this module.

In the weekly seminars you will engage in a wide range of stimulating experiences: participating in debates on a revolving agenda of current global and local issues; attending guest presentations, performances and workshops led by experts from within the university and across disciplines as well as from outside the university; and working in multicultural groups on simulation activities and projects that challenge you to come up with creative solutions to real-life contemporary dilemmas.

The tasks you will undertake on this module involve presenting your ideas to each other, and where possible to an outside audience, giving and receiving feedback from peers to learn from one another. Tasks are also designed to allow you to reflect individually on the challenges and benefits of diversity and how groups work optimally together to solve problems. It is therefore in line with the overall principles of your learning at Regent's: interactive, centred on your experiences, entrepreneurial and creative.

Learning hours	
Directed learning	36 hours
Workshops/classes	36 hours
Guided/Self-guided learning	64 hours
Total	100 hours

4. Assessment, formative feedback and relative weightings

Assessment 1: Portfolio

Weight (%): 100

Word Count or Equivalent: 1000-word written reflection + 2 media outputs from group work

You will create an individual portfolio that records and reflects upon the work conducted during the seminars. This portfolio will comprise of:

- (i) a 1000-word individual written reflection (or alternative equivalent format agreed with the tutor) on the dynamics of team and project work
- (ii) the 2 outcomes of the group work (e.g., poster, video, mixed media presentation)

Each summative assessment will be preceded by an opportunity for formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module									
Assessment tasks	MLO1	MLO4	MLO5						
Portfolio	x	x	x						

5. Indicative resources

Berners-Lee, M. (2019) *There is No Planet B: A Handbook for the Make or Break Years*. Cambridge: CUP.

Eddo-Lodge, R. (2018) *Why I'm No Longer Talking to White People About Race*. London: Bloomsbury.

Fanshawe, S. (2022) *The Power of Difference: Where the complexities of diversity and inclusion meet practical solutions*. London: Kogan Page.

Moon, J. (2006). *Learning Journals: A Handbook for Reflective Practice and Professional Development*. Abingdon: Taylor & Francis.

Rosling, H. (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. London: Sceptre.

Syed, M. (2020) *Rebel Ideas: The Power of Diverse Thinking*. London: John Murray.