EQ319-15 Key Issues in Education Today

20/21

Department
   Education Studies
Level
   Undergraduate Level 3
Module leader
   Mark Pulsford
Credit value
   15
Module duration
   10 weeks
Assessment
   100% coursework
Study location
   University of Warwick main campus, Coventry

Description

Introductory description

This module concerns understanding and debating contemporary trends within education and the social values they reflect. It will encourage you to become familiar with the dominant areas of debate, controversy and innovation that can be seen to characterise contemporary education discourse.

[Module web page](#)

Module aims

1. To critically analyse and define the concept of education through analysis of contemporary case-studies, policies and debates drawn from both national and international contexts.
2. Through analysis of different contemporary educational curriculum frameworks, debate what the purposes, ambitions and ideological underpinnings are of a range of contemporary models of schooling.
3. Through critical reflection and debate, identify the strengths and weaknesses of contrasting contemporary approaches to addressing issues of educational inequality within society.
4. Critically analyse and debate the concept of spirituality within education and explore how

spirituality relates to concepts such as morality, social and emotional development, community and citizenship in society.

5. Critically debate the role of religion within contemporary education and identify arguments for and against schools with distinctive religious characters within a multicultural society.
6. Critically analyse the role of attainment, targets and outcomes within contemporary education and the effect these concepts have on learners and educational institutions' senses of identity, market value and future prospects.
7. Understand how education fits into wider multi-agency approaches in society.
8. Critically analysing the profession of teaching and through this address the question of 'What skills and aptitudes are required of teachers in today's rapidly changing and diverse societies?

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will approach the topic of education through many contrasting perspectives. It will encourage students to critically appraise the social, cultural and political factors that affect students, teaching professionals, parents and other key stakeholders as they negotiate and participate in the contemporary education 'offer' provided at a local, national and international level. Key practical approaches and philosophical perspectives will be introduced and debated as students consider how factors such as inclusion, equality, diversity, community, religion, attainment, quality, excellence, economic growth and political instability interact within the contemporary education marketplace. Through a mixture of lecture, seminar and tutorial students will be encouraged to identify particular areas of debate and controversy that interest themandtodeveloppresentationsandseminarpapers thatinvestigate thestrengths, weaknesses and opportunities that can be identified within contemporary education policy and practice.
Key areas to be debated include:
Why educate?
Why go to school?
Does politics help or hinder educational policy and practice?
How is education leadership conceptualised within different models of education?
Do schools work? In what ways do different institutions, organisations, communities and faith groups approach evaluating this matter?
Is too much asked of schools? Is too much asked of pupils? Is too much asked of teachers?
What will schools be like in the future?
How do factors relating to multiculturalism, diversity and equality affect different people's and communities' experiences of education policy and practice?
How do different education models prepare pupils for adult life? In what ways do contrasting curriculums explore concepts such as spirituality, morality, becoming a responsible citizen, becoming employable and/or achieving economic independence?
Where can issues relating to educational inequality and exclusion be identified within contrasting models of education and which communities, would evidence suggest, become most directly and consistently affected by such factors?
Where can effective tactics for tackling exclusion and gaps in attainment be identified as having

achieved a degree of success and impact?

What do different curriculums promote as essential and non-essential subject matter? Who is considered eligible to make decisions within this area? Where can decisions within this area be seen to have created tension, inequality and controversy?

Learning outcomes

By the end of the module, students should be able to:

- To comprehend and articulate the key debates within contemporary educational policy.
- To be able to distinguish and articulate the different ideological and political orientations of contrasting models of education.
- To be able to identify and express the key challenges facing different stakeholders within education such as pupils, parents, governors, teachers, politicians and multi-agency professionals.
- To be able to debate and articulate the contrasting ways in which different models of education respond to issues of educational inequality
- To have developed a range of perspectives on how the concepts of education and schooling are positioned within wider social, economic and political policies and institutional practices within society.
- To have a critical awareness of the role and influence of spirituality, morality, civic responsibility, faith and religion within contemporary educational policy and practice and be able to clearly distinguish between these concepts.
- To have a critical awareness of the challenges facing the teaching profession in today's globalised, diverse and rapidly changing world

Indicative reading list

Abbott, I., Rathbone, M., & Whitehead, P. (2013) Education Policy, London: Sage

Bartlett, S. & Burton, D. (2012) Introduction to Education Studies (Third Edition), London: Sage

Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, London: Continuum International Publishing Group

Chitty, C. (2009) Educational Policy in Britain (Second Edition), Basingstoke : Palgrave Macmillan

Collini, S. (2012) What are Universities for? London: Penguin Books

Curtis, W. & Pettigrew, A. (2009) Learning in Contemporary Culture: Perspectives in Education Studies Series, Exeter, Learning Matters

Duff, L. (2003)Spiritual development and education: A contemplative view, International Journal of Children's Spirituality, Vol. 8 (3).

Garrat, D. & Forrester, G. (2012) Education Policy Unravelled, London: Continuum International Publishing Group

Jackson, P.W. (2012) What is Education? Chicago: The University of Chicago Press

Pratt-Adams, S., Maguire, M. & Burn, E. (2010) Changing Urban Education, London: Continuum International Publishing Group

Ward, S. & Eden, C. E. (2009) Key Issues in Education Policy, London: Sage

View reading list on Talis Aspire

Subject specific skills

Students should demonstrate a critical understanding of: • the underlying values, theories and concepts relevant to education • the diversity of learners and the complexities of the education process • the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process • theories, practice and research in the area of education.

Transferable skills

- Active listening • Communication skills • Confidence • Coordinating with others • Creativity • Critical thinking • Judgement and decision making • Managing others/People Management • Motivation, tenacity, commitment • Negotiation • Passion • Personal development skills • Persuading/influencing • Planning and organisational skills • Problem solving • Reasoning • Team working

Study

Study time

Type	Required	Optional
Lectures	10 sessions of 1 hour (7%)	
Seminars	10 sessions of 2 hours (13%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	120 hours (80%)	
Total	150 hours	

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	**Study time**
Assignment	100%	

Feedback on assessment

Group feedback in seminars \r\nTutorials \r\nAssignment feedback

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Availability

Anti-requisite modules

If you take this module, you cannot also take:

- EQ107-15 Education Today

Courses

This module is Optional for:

- Any undergraduate course or visiting student where approved by home department
- Any undergraduate course or visiting student where approved by home department