

EQ302-15 21st Century Educational Innovation

21/22

Department

Education Studies

Level

Undergraduate Level 3

Module leader

Nicholas Lee

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module is concerned with understanding and debating issues relating to educational innovation, both current and future. It will pick up and develop some of the themes and topics introduced in core modules of previous years of study, and will encourage students to become familiar with the dominant areas of debate, controversy and innovation that can be seen to characterise contemporary education discourse. Students will also consider the future needs of education practice (birth to adult), given both global and local cultures and practices, as well as multiliteracies, diversity, social justice, marketisation and governance. Towards the end of the module students will have opportunities to vocalise their ideas for alternative models of education, based upon evidence and theories discussed and debated over the three years of study.

[Module web page](#)

Module aims

1. To critically explore the relationship between culture and education
2. To examine examples of educational innovation within a range of cultural and international contexts.

3. To explore and problematise the concept of innovation within an educational context.
4. To investigate and analyse the inequalities produced through alternative models of education.
5. To explore the possibilities of/for education in the future.
6. To examine the role of pedagogic relations in contrasting educational systems.

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.

This module concerns understanding and debating issues relating to educational innovation, both current and future. It will pick up and develop some of the themes and topics introduced in core modules of previous years of study. It will encourage students to become familiar with the dominant areas of debate, controversy and innovation that can be seen to characterise contemporary education discourse, as well as considering future needs of education practice (birth to adult) given both global and local cultures and practices.

Areas to be included across sessions will include (but not exclusively) multiliteracies, diversity, social justice, marketisation and governance.

Lectures and seminars will cover areas such as:

- Critical exploration of the concepts of culture and education and how societal needs change over time.
- Considerations such as what being literate means for new millennium learners and how culture and society influence these views.
- Debate ideas relating to how children are prepared for productive lives in society.
- Opportunities to consider what innovation is in an educational context, why it happens and what justifications are given for innovating within education.
- Case studies of various national and international innovations within an education context will be critically explored, considering unresolved issues that may lead to further innovation.
- Opportunities to consider what equity and equality mean and look at a range of models of education that positively and negatively impact students' education and learning.
- The construction of professional knowledge.
- Investigate and critique different models of pedagogic relations between, for example, teachers, professionals, parents, students and their impact on learners and educators.

Towards the end of the module students will have opportunities to vocalise their ideas for alternative models of education, based upon evidence and theories discussed and debated over the three years of study.

Learning outcomes

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

- To understand the relationship between culture and education.
- To comprehend and articulate examples of educational innovation from a range of cultural and international contexts.
- To be able to challenge and problematise educational innovation within a range of contexts.
- To understand and articulate the difference between equity and inequality in education.
- To apply knowledge gathered during the course to create possible alternative models of education.
- To be able to articulate and challenge different models of pedagogic relations.

Indicative reading list

Ahier, J., Cosin, B. and Hales, M. (1996) *Diversity and change: education, policy and selection*. London: Routledge, in association with Open University Press.

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

Brown, P., Lauder, H. (1999) *Education Globalization and Economic Development*, in Esland, G. and Ahier, J. Ed, *Education, Training and the Future of Work Volume 1. Social, Political and Economic Contexts of Policy Development*, Open University and Routledge, London

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

Dicken, P., (2003) *Global Shift. Reshaping the Global Economic Map in the 21st Century*, Fourth Edition, Sage, London

Fullan, M. (1993) *Change Forces: Probing the Depths of Educational Reform*. London: Falmer Press.

Fullan, M. (1999) *Change Forces: The Sequel*. London: Falmer Press.

Fullan, M. (2007) *The New Meaning of Educational Change* (4th edn). London: Routledge.

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

Hargreaves, A. and Evans, R. (eds) (1997) *Beyond Educational Reform. Bringing Teachers Back In*. Buckingham: Open University Press.

Hargreaves, A. and Shirley, D. (2012) *The Global Fourth Way: The Quest for Educational Excellence*. California: Corwin.

Hargreaves, A., Lieberman, A., Fullan, M. and Hopkins, D. (eds) (2009) *Second International Handbook of Educational Change*. New York: Springer.

Hasley, A. H., Lauder, H., Brown, P. and Stuart Wells, A. (eds.) (1997) *Education: Culture, Economy, and Society*. London: Sage

Hopkins, D. (1994) *School Improvement in an Era of Change*, in Ribbins, P. and Burridge, E. (eds) *Improving Education: Promoting Quality in Schools*, London: Cassell.

Olssen, M., Codd, J., O'Neill, A., (2004) *Education Policy. Globalisation, Citizenship and Democracy*, Sage, London

[View reading list on Talis Aspire](#)

Interdisciplinary

draws on educational and sociological concepts

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 complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- constructively critique theories, practice and research in the area of education.

Transferable skills

Active listening
Cognitive flexibility
Communication skills
Complex problem solving
Confidence
Creativity
Critical thinking

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	90 hours (60%)	
Assessment	30 hours (20%)	
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
Timed Essay	100%	30 hours

This assessment will take the form of a Timed Essay. In a specified week after the teaching on the module has finished, students will write one 3000 word essay. They will choose from a list of titles and have 7 days to complete their essay. The essay titles/questions will be made available on the Monday morning and students will have until the following Monday to complete the assessment.

Feedback on assessment

Individual essay feedback

Availability

Courses

This module is Core for:

- Year 3 of UEQA-X35B Undergraduate Education Studies

This module is Option list A for:

- Year 4 of UPSA-C806 Undergraduate Psychology with Education Studies (with Intercalated Year)

This module is Option list B for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies