

EQ222-15 Representations of Teaching and Learning in the Media

22/23

Department

Education Studies

Level

Undergraduate Level 2

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 will enable students to evaluate how teachers, students and educational settings are represented within literature, film, television and social media. Students will consider teacher representations they have encountered within these media, alongside a range of examples from within the module. The aim will be to consider what these representations suggest about societal views of teachers, schools, teaching, and learning in national and international contexts, and how these representations may have shaped our own understandings of teaching and learning.

Module aims

1. To evaluate representations of teachers, schools, teaching, and learning in literature, film, television and on social media both within the UK, and internationally.
2. To consider the impact of these representations on expectations of teachers, including their own expectations of the career role and boundaries.
3. To reflect on how individual experiences of seeing education through the lens of literature, film, television and/or social media has shaped student views of teacher/student roles and responsibilities.

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.

Teachers in the movies – tropes and trends.

The most memorable teachers in books.

The teacher as saviour / inspiration: The case against 'Dead Poet's Society'.

Radical teaching approaches: The case against 'School of Rock'.

Teachers as friends: The case against Dumbledore

Gender differences explored: how do representations of teachers vary by gender?

The school on television: the role of the documentary

Teachers on TikTok

Learning outcomes

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

- Demonstrate knowledge and critical understanding of how teachers and schools are represented in literature, film, television and/or social media, identifying themes and patterns in relation to character development and role.
- Demonstrate a critical understanding of the ways in which representations of teachers and schools within popular culture can shape expectations of the teacher role both for professionals and stakeholders.
- Reflect upon and evaluate how individual experiences of the representation of teachers and schools within popular culture have shaped personal understandings of the teacher role.

Indicative reading list

Dalton, M.M & Lindler, L.R. (2019) Teachers, Teaching and Media: Original Essays about Educators in popular culture

Weber, A. & Mitchell, C. (1995) 'That's Funny, you don't look like a teacher': Interrogating images and identity in popular culture

Shoffner, M (2016) Exploring teachers in fiction and film: saviors, scapegoats and schoolmarms

Belcher, E.C., Maich, K. and Hardy, M., 2019. Teachers as Zookeepers? How Picture Books Describe Classroom Management

Hartung, C., Ann Hendry, N., Albury, K., Johnston, S. and Welch, R. (2022) Teachers of TikTok: Glimpses and gestures in the performance of professional identity

Carpenter, J.P., Shelton, C.C., Curcio, R. and Schroeder, S., 2021, March. The education influencer: New possibilities and challenges for teachers in the social media world

Interdisciplinary

This module has relevant connections with literary, media and cultural studies.

Subject specific skills

A critical understanding of 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.

A critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

A critical examination and evaluation of the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to children and childhood.

A critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities.

Transferable skills

Attitudes and aptitudes for work

Character/personality

Communication skills

International cultural awareness

Knowledge of chosen job/career

Personal development skills

Using IT effectively

Study

Study time

| Type | Required |
|---------------|------------------------------|
| Lectures | 10 sessions of 2 hours (13%) |
| Seminars | 10 sessions of 1 hour (7%) |
| Private study | 85 hours (57%) |
| Assessment | 35 hours (23%) |
| 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 assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

| | Weighting | Study time |
|--|------------------|-------------------|
| Poster presentation | 20% | 10 hours |
| A critical analysis of the characteristics of a chosen teacher from either literature, film, television, or social media. Students will produce a poster and prepare to answer questions about it (but not deliver a formal presentation) during a conference-style seminar. | | |
| Reflective Essay | 80% | 25 hours |
| A critical and academically-informed reflection about 2 or 3 teachers from literature, television, film or social media that have shaped your perspective on the teacher role or your expectations of teachers. | | |

Feedback on assessment

Written feedback on submitted assignments

Availability

Courses

This module is Core optional for:

- Year 2 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Optional for:

- Year 2 of UEQA-X35B Undergraduate Education Studies