

# EQ936-20 Education and Society

**22/23**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Sarah Dahl

**Credit value**

20

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module aims to offer a critical framework for understanding education in its wider social and historical contexts. The module focuses principally on the UK but also considers global developments and offers students opportunities to consider their own national contexts. You will explore the social purposes of education, considering issues such as: education and social justice; education, the state and social provision; education and the economy; educational inequalities and widening participation. The module will look at how shifts in these areas have informed developments in schools, post-compulsory and higher education

### Module aims

This module is the core substantive module to be taken by students on the MA Educational Studies course. The module aims to offer a critical framework for understanding education in its wider social and historical contexts. The module focuses principally on the UK but also considers global developments and offers students opportunities to consider their own national contexts. The module will explore the social purposes of education, considering issues such as: education and social justice; education, the state and social provision; education and the economy; educational inequalities; widening participation. We shall look at how shifts in these areas have informed developments in schools, post-compulsory and higher education.

This core module will provide a secure foundation for choosing more specialised optional modules

in the Spring Term, giving coherence to students' pathways on the MA, and a basis for students to begin developing ideas for their dissertations.

This module contributes to the achievement of all four aims of the MA in Educational Studies and provides opportunities for students to:

Engage at an advanced level with issues of significant concern to those involved in education.

Evaluate the most recent developments in research and policy initiatives on local, national and international levels. Develop professionally by considering the implications of the module for practice, including their own practice, where appropriate.

Develop, utilise and evaluate a range of investigation methods (by completing seminar tasks, preparatory activities and a 4,000 word assignment).

There are additional module-specific aims. Students should: Develop their critical understanding of theoretical and empirical research into education policy, sociology and practice.

Deepen their insights into the dynamic interaction that exists between education research, theory, policy and practice.

Engage critically with current research on educational policy and decision-making.

Develop a critical understanding of contemporary debates on education in relation to the state, economy and communities.

- Develop a critical understanding of educational inequalities, widening participation and social justice.

## 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.

What is Education? Learning journeys, the contested nature of education, and the multiplicity of definitions and positions.

Education in Post-Welfare Society/ Education and Social Justice

Schools and Schooling: overview and issues

Post-Compulsory Education & Training/ Higher Education: overview and issues

Equality and Diversity in Education: experiences and achievement

Global Perspectives on Education and comparative education

Education Policy. How to define and analyse and the forces and influences which affect policy making.

Presentations and assignment preparation/discussions

## Learning outcomes

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

- Subject Knowledge By the end of the module, students should be conversant with:
  - Pertinent educational and social research [types of research, key findings, contribution to theory, practice and policy initiatives at (inter-)national level]
  - Recent theoretical and policy developments
- Understanding By the end of the module students should have:
  - Deepened and extended their understanding of key concepts and issues in educational policy, theory and provision'
  - Deepened their insight into the principles of social justice in education

- **Key Skills**By the end of the module, students should have further developed their ability to:Communicate their ideas and findings effectively in various media (written, spoken and possibly graphical)Work effectively with othersStudy independentlyEngage in problem-solving activitiesImprove their own learning and performance by developing their study skills and academic reading and writing skills
- **Cognitive Skills**By the end of the module students should have further developed their ability to:
  - Analyse and evaluate materials introduced during the course
  - Present coherently reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas effectively
  - Demonstrate critical, reflective understanding of module content in relation to their own experiences of education

## Indicative reading list

### The Education System

Abbott, J. , Rathbone, M. and Whitehead, P. (2013) Educational Policy. London: Sage.

Adams, P. (2014) Policy and Education. Abingdon: Routledge.

Avis, J. (2009) Education, Policy and Social Justice: Learning and Skills. London: Continuum.

Ball, S., Maguire, M. and Braun, A. (2012) How Schools Do Policy: Policy Enactments in Secondary

Bell, L. and Stevenson, H. (2006) Education Policy: Process, Themes and Impact. Abingdon: Routledge.

Ball, S. (2017) The Education Debate. Bristol: Policy Press.

Barker, B. (2010) The Pendulum Swings; Transforming School Reform. Stoke-on-Trent: Trentham Books.

Benn, M. (2011) School Wars: The Battle for Britain's Education. London: Verso.

Cohan, A. and Honigsfeld-Rowman, A. (2013) Breaking the Mould of Education: Innovative and Successful Practices for Student Engagement, Empowerment, and Motivation. London: Rowman & Littlefield Publishers.

Dyson, A. (1997) Social and educational disadvantage: reconnecting special needs education, British Journal of Special Education, 24(4), 152-157.

Espelage, D. and Swearer, S. (2008) Addressing research gaps in the intersection between homophobia and bullying, School Psychology Review 37(2), 155-159.

Flint, J. and Peim, M. (2012) Rethinking the Education Improvement Agenda: a critical philosophical approach (London: Continuum).

Gunter, H., Hall, D. and Mills, C. (2014) (eds.) Education Policy Research: Design and Practice at a Time of Rapid Reform. London: Bloomsbury Academic.

Leadbeater, C. (2012) Innovation in Education: Lessons from Pioneers Around the World. London: Bloomsbury.

Mansell, W. (2007) Education by Numbers: The Tyranny of Testing. London: Methuen.

Moore, R. (2004) Education and society: issues and explanations in the sociology of education. Cambridge: Polity.

Nind, M. (2005) Inclusive education: discourse and action, British Educational Research Journal, 31 (2), 269-275.

Orange, C. (2002) The Quick Reference Guide to Educational Innovations: Practices, Programs, Policies, and Philosophies. London: Sage Publications.

Pritchard, A. (2008) Ways of Learning: learning theories and learning styles in the classroom, (2nd

Edition) London: David Fulton.

Perry, E. and Francis, B. (2010) *The Social Class Gap for Educational Achievement: a review of the 269-275.*

Orange, C. (2002) *The Quick Reference Guide to Educational Innovations: Practices, Programs, Policies, and Philosophies.* London: Sage Publications.

Pritchard, A. (2008) *Ways of Learning: learning theories and learning styles in the classroom, (2nd Edition)* London: David Fulton.

Perry, E. and Francis, B. (2010) *The Social Class Gap for Educational Achievement: a review of the literature.* London: RSA.

Reay, D. (2012) *What would a socially just education system look like?* London: Centre for Labour and Social Studies.

Saunders, L. (2007) (ed.) *Educational Research and Policy-Making: Exploring the border country between research and policy.* Abingdon: Routledge.

Skelton, C, Francis, B. and Read, B. (2009) "Brains before 'beauty'?" High achieving girls, school and gender identities, *Educational Studies*, 36(2), 185-194.

Stevenson, J. (2012) *Black and minority ethnic student degree retention and attainment.* London. Higher Education Academy.

Thomas, G. (2013) *Education: A Very Short Introduction.* Oxford: OUP.

Warmington, P. (2014) *Black British Intellectuals and Education: multiculturalism's hidden history.* London: Routledge.

Warmington, P. (2015) Dystopian social theory and education, *Educational Theory*, 65 (3): 265-281.

Wilkinson, R. and Pickett, K. (2009) *The Spirit Level: Why Equality is Better for Everyone.* London, Allen Lane.

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

This module considers education from several angles and as such considers education from the position of different disciplines. Specifically:

Philosophically – considering underpinning ideas (beliefs, morals, values)

Sociologically– thinking about education, socialisation and wider society (ideologies, power, institutions, identities)

Historically – understanding change, development, influences and comparison

Psychologically- questioning how we learn, development, cognition

## **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

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

Students should be able to constructively critique theories, practice and research in the area of education.

## Transferable skills

- Active Listening
  - Analysis and decision making
  - Cognitive flexibility
  - Common sense
  - Communication skills
  - Complex problem solving
  - Confidence
  - Coordinating with others
  - Critical thinking
  - Data handling
  - Emotional intelligence
  - Initiative and also follow instructions
  - Intellectual ability
  - International cultural awareness
  - Interpersonal and communication
  - Judgement and decision making
  - Management of learning
  - Motivation, tenacity, commitment
  - Negotiation
  - Passion
  - Personal development skills
  - Persuading/influencing
  - Planning and organisational skills
  - Problem solving
  - Quality Control
  - Reasoning
  - Self-management/resilience
  - Team working
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## Study

### Study time

Type	Required
Lectures	15 sessions of 1 hour (8%)
Seminars	15 sessions of 1 hour (8%)
Private study	170 hours (85%)
Total	200 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.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A2

	<b>Weighting</b>	<b>Study time</b>
Essay	100%	

### Feedback on assessment

Written feedback on individual assignments using standard feedback proforma supplemented by verbal feedback.

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## Availability

### Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research

This module is Option list A for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research