

EQ936-30 Education and Society

24/25

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Sarah Dahl

Credit value

30

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

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 web page](#)

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 5,000 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 KnowledgeBy 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 others
 - Study independently
 - Engage in problem-solving activities
 - Improve 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, L., 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 literature*. London: RSA.
- 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

Study

Study time

| Type | Required |
|----------|----------------------------|
| Lectures | 15 sessions of 1 hour (5%) |
| Total | 300 hours |

| Type | Required |
|---------------|----------------------------|
| Seminars | 15 sessions of 1 hour (5%) |
| Private study | 270 hours (90%) |
| Total | 300 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 do not need to pass all assessment components to pass the module.

Assessment group A3

| | Weighting | Study time | Eligible for self-certification |
|---|-----------|------------|---------------------------------|
| Essay | 80% | 30 hours | Yes (extension) |
| Students to explore issues raised in the module by critically examining specific problems and challenges and discussing current efforts to address them. The assignment will require critical analysis of policy and academic literature. | | | |
| Group Presentation | 20% | 15 hours | No |
| In groups students research, create and deliver a 15 minute presentation, based on a theme or concept covered in the module. A compulsory element of this assessment would be an individual plan and reflection submitted with the presentation. A penalty would be applied for non-submission. | | | |

Feedback on assessment

Written group feedback on standard written assessment proforma and presentation proforma, supplemented by verbal feedback.

Availability

Courses

This module is Core for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 2 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)

This module is Core optional for:

- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
 - Year 1 of X35S Education (Part-time - 3 years)
 - Year 2 of X35S Education (Part-time - 3 years)

This module is Optional for:

- RIEA-X3X8 Postgraduate Research Doctorate in Education
 - Year 1 of X3X8 Education [EdD]
 - Year 1 of X3X8 Education [EdD]
 - Year 2 of X3X8 Education [EdD]
- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TIEA-X31L Postgraduate Taught Educational Innovation
 - Year 1 of X31L Educational Innovation
 - Year 1 of XL05 Educational Innovation with Specialism in Drama
 - Year 3 of X31L Educational Innovation
 - Year 4 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- TEQS-X3AN Postgraduate Taught Global Education and International Development
 - Year 1 of X3AN Global Education and International Development
 - Year 2 of X3AN Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
 - Year 1 of C8X3 Psychology and Education
 - Year 2 of C8X3 Psychology and Education
 - Year 3 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
 - Year 1 of C8X4 Psychology and Education
 - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list A for:

- Year 1 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)

This module is Option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TIPA-LA9Z Postgraduate Taught Community, Engagement and Belonging (MASc)
- TIEA-X30C Postgraduate Taught Drama and Theatre Education
 - Year 1 of X3C2 Drama and Theatre Education by Dissertation
 - Year 1 of X3C3 Drama and Theatre Education by Portfolio Route
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M1 Educational Leadership and Management by Dissertation
 - Year 1 of X3M1 Educational Leadership and Management by Dissertation
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 3 of X3M2 Educational Leadership and Management by Professional Route
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list D for:

- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)