

EQ114-15 Historical Perspectives on Education

25/26

Department

Education Studies

Level

Undergraduate Level 1

Module leader

Jacqueline Dynes

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module explores education using historical analysis techniques and frameworks. This exploration encompasses consideration of the role of government, political ideologies and social and economic issues as they have impacted education. Historical analysis frameworks and techniques will be used to explain developments in education and experiences of various groups will be examined to understand the nature of educational systems and movements. The skills developed in this module will allow students to comment on and critique past events with the aim of mapping continuity and change in education.

Module aims

Introduce key concepts, theories and research in the history of education.

Consider the economic, political and social forces which affect education.

Contextualise key events in the history of education.

Engage with research and arguments related to historical events in education.

Apply processes of historical analysis techniques to specific events, groups or movements.

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.

Key concepts in the study of past events.

The nature of historical sources and analysis.

The construction of education systems, practices and ideologies.

Educational 'movements' and their legacy.

Education legislation and policy.

Learning outcomes

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

- Demonstrate knowledge and understanding of educational change and continuity
- Relate the history and development of education to wider political, economic and social forces
- Critically read and understand relevant academic writings and other materials
- Formulate arguments based on the evaluation of theories and concepts

Indicative reading list

Allender and Spencer (eds) (2021) 'Femininity' and the History of Women's Education

Baroutsis, A. & Lingard, B. (2023) Exploring education policy through newspapers and social media: the politics of mediatisation, Routledge, Abingdon, Oxon

Bowen, G.A. (2009) "Document Analysis as a Qualitative Research Method", Qualitative research journal, vol. 9, no. 2, pp. 27-40.

Counsell, C., Chapman, A. & Burn, K. (2010) Analysing History, Teaching history (London), no. 139, pp. 2-2

Faire, L., Cowman, K., Gallois, W., Guldi, J., Gunn, S., Jordanova, L., Kidambi, P., King, M.T., Lilley, K., Mayne, A., Morris, R.J., Nicholson, B., Porter, C., Strange, J. & Thomson, A. (2022) Research Methods for History, Edinburgh University Press, Edinburgh.

Fitzgerald (ed) (2020) Handbook of Historical Studies in Education

Jordanova, L.J. (2019) History in practice, Third edn, Bloomsbury Publishing Plc, London.

Joseph (ed) (2023) New Studies in the History of Education

Kreuzer, M. (2023) The grammar of time: a toolbox for comparative historical analysis

Martin (2022) Gender and education in England since 1770: a social and cultural history

Maza, S.C. (2017) Thinking about history, The University of Chicago Press, Chicago.

McCulloch (2011) The Struggle for the History of Education

Rury and Tamura (eds.) (2019) The Oxford Handbook of the History of Education

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
- critiques of theory, practice and research in the area of education
- the significance of the cultural, historical and contemporary features of various policies, institutions and agencies

Transferable skills

Active listening
 Analysis and decision making
 Communication skills
 Confidence
 Coordinating with others
 Creativity
 Critical thinking
 Emotional intelligence
 Initiative and also follow instructions
 Intellectual ability
 International cultural awareness
 Interpersonal and communication
 Judgement and decision making
 Management of learning
 Managing others/People Management
 Motivation, tenacity, commitment
 Negotiation
 Personal development skills
 Planning and organisational skills
 Reasoning
 Self-management/resilience
 Team working

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Seminars	10 sessions of 2 hours (13%)
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 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 A

	Weighting	Study time	Eligible for self-certification
Case Study Presentation	25%	10 hours	No
Students apply historical analysis to a chosen educational movement, significant event in education, or aspect of a county's education system. Findings presented in pairs.			
Reflective Journal Assignment	75%	25 hours	Yes (extension)
Students maintain a reflective learning journal throughout the module. Formative feedback will be provided at set points during the term. The journal will form the basis of a reflective assignment considering the concepts and ideas covered in the module.			

Feedback on assessment

Feedback given using the Education Studies feedback sheet

Availability

Courses

This module is Core for:

- Year 1 of UEQA-X35B Undergraduate Education Studies
- Year 1 of UEQA-X35C Undergraduate Education Studies (Intercalated Year)

- Year 1 of UIPA-XL38 Undergraduate Education Studies and Global Sustainable Development