EQ300-15 Shaping Educational Change

25/26

Department
Education Studies
Level
Undergraduate Level 3
Module leader
Juliet Raynsford
Credit value
15
Module duration
10 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

This module explores and problematises the idea of 'change' in education. It identifies and critiques contemporary issues in education and enables students to propose and develop ways of addressing those. The module will build on knowledge and understanding from earlier years of study and invites different perspectives on dominant debates in educational discourse. Students will consider the future needs of (and from) education and be encouraged to make evidence-informed arguments for change in an area they select for detailed analysis. The assignment task empowers students to shape an educational change they wish to see and communicate that persuasively.

Module aims

- To critically explore the nature of change in education
- To examine examples of educational change within a range of contexts
- To explore the possibilities of/for education in the future
- To enable students to build evidence-informed arguments for desired educational change.

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.

- Conceptualising educational change
- Teacher agency, autonomy and professionalism
- Values and issues in contemporary education
- Global and local educational contexts
- Schools of the future
- Universities of the future
- AI and educational technologies

Learning outcomes

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

- Demonstrate a systematic understanding and coherent knowledge of educational change examples in specific contexts.
- Engage with, challenge and problematise educational issues, demonstrating this through critical exploration of research, theory, and policy publications.
- Apply knowledge and understanding to critically evaluate arguments, assumptions, and concepts of alternative models of education.
- Communicate information, ideas, problems, and solutions to a professional audience.

Indicative reading list

- Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, London: Continuum International Publishing Group
- Choo, Sawch, Villanueva, Vinz (eds) (2017) Educating for the 21st century: perspectives, policies and practices from around the world
- 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
- Darling-Hammond et al (2017) Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World
- Dicken, P., (2003) Global Shift. Reshaping the Global Economic Map in the 21st Century, Fourth Edition, Sage, London
- Fullan, M. (2007) The New Meaning of Educational Change (4th edn). London: Routledge.
- Garrat, D. & Forrester, G. (2012) Education Policy Unravelled, London: Continuum International Publishing Group.
- 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
- Olssen, M., Codd, J., O'Neill, A., (2004) Education Policy. Globalisation, Citizenship and Democracy, Sage, London
- Rycroft-Smith and Dutaut (eds) (2017) Flip The System UK: A Teachers' Manifesto

Subject specific skills

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
- critiques of theory, practice and research in the area of education.

Transferable skills

Active listening; Analysis and decision making; Cognitive flexibility; Common sense; Communication skills; Confidence; Creativity; Critical thinking; Emotional intelligence; Initiative and also follow instructions; Intellectual ability; International cultural awareness; Interpersonal and communication; Judgement and decision making; Knowledge of chosen job/career; Management of learning; Passion; Personal development skills; Persuading/influencing.

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 must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Essay variant – Letter	100%	35 hours	Yes (extension)

Students will write a letter to an educational stakeholder, presenting a case for a desired educational change they believe the chosen stakeholder should support and implement. The letter will be evidence-informed and academically credible.

Feedback on assessment

Feedback provided using the Education Studies feedback form.

Availability

Courses

This module is Core for:

- Year 3 of UEQA-X35B Undergraduate Education Studies
- Year 4 of UEQA-X35C Undergraduate Education Studies (Intercalated Year)