

EQ114-15 Historical Perspectives on Education

26/27

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

[Reading lists can be found in Talis](#)

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
Assessment component			
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.			
Reassessment component is the same			
Assessment component			
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.			
Reassessment component is the same			

Feedback on assessment

Feedback given using the Education Studies feedback sheet

Availability

Courses

This module is Core for:

- Year 1 of UEQA-X35U Undergraduate Education