

EQ936-20 Education and Society

26/27

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Jacqueline Dynes

Credit value

20

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 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.

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?

Education in Post-Welfare Society

Education and Social Justice

Schools and Schooling:

Post-Compulsory Education and Higher Education

Equality and Diversity in Education

Global Perspectives on Education and comparative education

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

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: 1. Pertinent educational and social research [types of research, key findings, contribution to theory, practice and policy initiatives at (inter-)national level] 2. Recent theoretical and policy developments
- **Understanding:** By the end of the module students should have: 1. Deepened and extended their understanding of key concepts and issues in educational policy, theory and provision. 2. 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 1. Communicate their ideas and findings effectively. 2. Work effectively with others 3. Study independently 4. Engage in problem-solving 5. 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: 1. Analyse and evaluate materials introduced during the course 2. Present coherently reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas effectively 3. Demonstrate critical, reflective understanding of module content in relation to their own experiences of education

Indicative reading list

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

[Specific reading list for the module](#)

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
 - 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	10 sessions of 1 hour (5%)
Seminars	20 sessions of 1 hour (10%)
Private study	120 hours (60%)
Assessment	50 hours (25%)
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.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A4

	Weighting	Study time	Eligible for self-certification
Assessment component			
Presentation	30%	20 hours	No
Students use their weekly reflections to produce a presentation which critically analyses an issue or topic covered in the first half of the module. Submissions of the two reflections used are compulsory though they are not marked directly. Where individual student circumstances require adjustments being made, an individual assessment may be agreed, which may include presentation only to the tutor.			

Reassessment component is the same

Assessment component

Critical Perspectives on Contemporary Educational Debates	70%	30 hours	Yes (extension)
---	-----	----------	-----------------

For the second half of the module students produce a reflective piece each about a theme or issue that has emerged from the module teaching that week. Submissions of at least two reflections are compulsory though they are not marked directly. Students will identify of these reflections and write a 2000 word critical assignment which draws on academic literature and explores the relevant topics in further detail.

Reassessment component is the same

Feedback on assessment

Written feedback will be provided on at least two weekly reflections. Written feedback using group proforma and standard written assignment proforma, supplemented by verbal feedback for summative assessments.

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