LCEDG281A/LCEDG282A: What is Education?

Dr Jo Pearce (Programme and Module Leader) - J.Pearce@ucl.ac.uk.



Dr Guy Durden (Module Leader) - G.Durden@ucl.ac.uk.

Alexander, Robin. 2010. 'Chapter 7: Children's Development and Learning'. Pp. 90–109 in Children, their world, their education: final report and recommendations of the Cambridge Primary Review. London: Routledge.

Anon. 8AD. 'The Purpose of Teacher Education (Dr Clare Brooks)'.

Anon. 1999a. 'Education Without Aims?' in The aims of education. Vol. Routledge international studies in the philosophy of education. London: Routledge.

Anon. 1999b. 'Education Without Aims?' in The aims of education. Vol. Routledge international studies in the philosophy of education. London: Routledge.

Anon. n.d.-a. 'Dr Claudia Lapping - Pedagogic Identities'.

Anon. n.d.-b. 'Dr Jacek Brant - Changing Values in Education'.

Anon. n.d.-c. 'Dr Tom Woodin: Adult Education and Social Change - Exploring Alternatives'.

Anon. n.d.-d. 'Letter to a Teacher by The School of Barbiana'.

Anon. n.d.-e. 'Professor Michael Reiss - What Should Be the Aims of the School Curriculum?' Retrieved (http://mediacentral.ucl.ac.uk/Play/1674).

Anon. n.d.-f. 'Professor Michael Young - What Are Schools For?' Retrieved (https://mediacentral.ucl.ac.uk/Login.aspx?returnUrl=%2FPlay%2F1675).

Au, Wayne. 2009a. 'Fighting with the Text: Contextualising and Recontextualising Freire's Critical Pedagogy'. Pp. 83–95 in The Routledge international handbook of critical education . New York: Routledge.

Au, Wayne. 2009b. 'Fighting with the Text: Contextualising and Recontextualising Freire's Critical Pedagogy'. Pp. 83–95 in The Routledge international handbook of critical education . New York: Routledge.

Bailey, Richard. 2010. The Philosophy of Education: An Introduction. London: Continuum. Ball, Stephen J. 2012. 'Performativity, Commodification and Commitment: An I-Spy Guide to the Neoliberal University'. British Journal of Educational Studies 60(1):17–28. doi: 10.1080/00071005.2011.650940.

Ball, Stephen J., and Antonio Olmedo. 2011. 'Global Social Capitalism: Using Enterprise to Solve the Problems of the World'. Citizenship, Social and Economics Education 10(2). doi: 10.2304/csee.2011.10.2.83.

Beck, John. 2013a. 'Powerful Knowledge, Esoteric Knowledge, Curriculum Knowledge'. Cambridge Journal of Education 43(2):177–93. doi: 10.1080/0305764X.2013.767880.

Beck, John. 2013b. 'Powerful Knowledge, Esoteric Knowledge, Curriculum Knowledge'. Cambridge Journal of Education 43(2):177–93. doi: 10.1080/0305764X.2013.767880.

Bereiter, Carl. 1974a. 'Chapter One: Must We Educate?' Pp. 3–20 in Must we educate?. Vol. A Spectrum book. Englewood Cliffs, N.J. Prentice-Hall.

Bereiter, Carl. 1974b. 'Chapter One: Must We Educate?' Pp. 3–20 in Must we educate?. Vol. A Spectrum book. Englewood Cliffs, N.J. Prentice-Hall.

Bernstein, Basil. 1975a. 'Class and Pedagogies: Visible and Invisible.'

Bernstein, Basil. 1975b. 'Class and Pedagogies: Visible and Invisible.'

Bernstein, Basil. 1999. 'Vertical and Horizontal Discourse: An Essay'. British Journal of Sociology of Education 20(2):157-73. doi: 10.1080/01425699995380.

Bibby, Tamara. 2011. 'Chapter 3: Mirror, Mirror on the Wall: The Lacanian Mirror in the Classroom'. in Education, an impossible profession: psychoanalytic explorations of learning and classrooms. Vol. Foundations and futures of education. London: Routledge.

Blake, Nigel. 2003. The Blackwell Guide to the Philosophy of Education. Vol. Blackwell philosophy guides. Oxford: Blackwell.

Bourn, D. 2014a. 'The Theory and Practice of Global Learning'. Retrieved (http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=det ailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&reclds=UCL_EPR_DS1492723&recldxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=The%20Theory%20and%20Practice%20of%20Global%20Learning%20Bourn&dstmp=1499415267691).

Bourn, D. 2014b. 'The Theory and Practice of Global Learning'. Retrieved (http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=det ailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&reclds=UCL_EPR_DS1492723&recldxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=The%20Theory%20and%20Practice%20of%20Global%20Learning%20Bourn&dstmp=1499415267691).

BRANT, JACEK. 2011. 'The Case for Values in Economics Education'. Citizenship, Social and Economics Education 10(2). doi: 10.2304/csee.2011.10.2.117.

Brant, Jacek, and Farid Panjwani. 2015. 'School Economics and the Aims of Education: Critique and Possibilities'. Journal of Critical Realism 14(3):306–24. doi: 10.1179/1572513815Y.0000000004.

Broadfoot, Patricia. 2007. 'Chapter 1: Introducing Assessment'. Pp. 3–15 in An introduction to assessment. London: Continuum.

Bronowski, J. n.d. 'The Reach of Imagination'.

Brooker, Liz. 2002. "Five on the First of December!": What Can We Learn from Case Studies of Early Childhood Literacy?' Journal of Early Childhood Literacy 2(3):291–313. doi: 10.1177/14687984020023003.

Canham, H. 2006. "Where Do Babies Come from?": What Makes Children Want to Learn?" Pp. 7–19 in The learning relationship: psychoanalytic thinking in education. Vol. Tavistock Clinic series. London: Karnac.

Christodoulou, Daisy. 2014a. Seven Myths about Education. First edition. London: Routledge.

Christodoulou, Daisy. 2014b. Seven Myths about Education. First edition. London: Routledge.

Curren, Randall R. 2003. A Companion to the Philosophy of Education. Vol. Blackwell companions to philosophy. Malden, Mass: Blackwell.

Duffy, Gavin, and Jannette Elwood. 2013. 'The Perspectives of "Disengaged" Students in the 14–19 Phase on Motivations and Barriers to Learning within the Contexts of Institutions and Classrooms'. London Review of Education 11(2):112–26. doi: 10.1080/14748460.2013.799808.

Egan, Kieran. 2014a. 'A Very Short History of Imagination'.

Egan, Kieran. 2014b. 'A Very Short History of Imagination'.

Elander, James, Katherine Harrington, Lin Norton, Hannah Robinson, and Pete Reddy. 2006. 'Complex Skills and Academic Writing: A Review of Evidence about the Types of Learning Required to Meet Core Assessment Criteria'. Assessment & Evaluation in Higher Education 31(1):71–90. doi: 10.1080/02602930500262379.

Ellis, Viv, and Jane McNicholl. 2015. 'Chapter 1: Teacher Education as a Policy Problem'. Pp. 13–32 in Transforming teacher education: reconfiguring the academic work. London: Bloomsbury.

Feinberg, Joel. 1992. Freedom and Fulfillment: Philosophical Essays. Princeton, N.J.: Princeton University Press.

Feinberg, Joel. 2007. 'The Child's Right to an Open Future'. Pp. 112–23 in Philosophy of education: an anthology. Vol. Blackwell philosophy anthologies. Malden, Mass: Blackwell.

Fielding, Michael, and Peter Moss. 2011a. 'Chapter One: "The State We're In". in Radical education and the common school: a democratic alternative. London: Routledge.

Fielding, Michael, and Peter Moss. 2011b. 'Chapter One: "The State We're In". in Radical education and the common school: a democratic alternative. London: Routledge.

Firth, Roger. 2011. 'Making Geography Visible as an Object of Study in the Secondary School Curriculum'. Curriculum Journal 22(3):289–316. doi: 10.1080/09585176.2011.601209.

Hodgson, Marshall G. S., and Edmund Burke. 1993. 'Chapter 1: The Interrelations of Societies in History'. in Rethinking world history: essays on Europe, Islam, and world history. Vol. Studies in comparative world history. Cambridge: Cambridge University Press.

Hyland, Ken and Hyland, Ken. 2007. 'Is There an "Academic Vocabulary"?' TESOL Quarterly 41(2):235–53.

Jacek Wiktor Brant. 2016. 'What's Wrong With Secondary School Economics and How Teachers Can Make It Right - Methodological Critique and Pedagogical Possibilities'. JSSE - Journal of Social Science Education 14(4):7–16. doi: 10.2390/jsse-v14-i4-1391.

Jalongo, Mary Renck. 1991. 'Finding Our Voices as Teachers'. in Creating learning communities: the role of the teacher in the 21st century. Bloomington: National Educational Service.

Knight, J. 2007. 'Internationalization: Concepts, Complexities and Challenges'. Pp. 207–27 in International handbook of higher education. Vol. Springer international handbooks of education. Dordrecht: Springer.

Kyriacou, Chris. 2009. 'Chapter 2: "Ways of Thinking about Effective Teaching". in Effective teaching in schools: theory and practice. Cheltenham: Nelson Thornes.

Labaree, David F. n.d. 'The Trouble with Ed Schools'. The Journal of Educational Foundations 10(3).

Lambert, David, and John Hopkin. 2014. 'A Possibilist Analysis of the Geography National Curriculum in England'. International Research in Geographical and Environmental Education 23(1):64–78. doi: 10.1080/10382046.2013.858446.

Laurillard, D. 2008. 'Open Teaching: The Key to Sustainable and Effective Open Education'. Pp. 319–35 in Opening up education: the collective advancement of education through open technology, open content, and open knowledge. [California]: Carnegie Foundation for the Advancement of Teaching.

Mezirow, Jack. 1997a. 'Transformative Learning: Theory to Practice'. New Directions for Adult and Continuing Education 1997(74):5–12. doi: 10.1002/ace.7401.

Mezirow, Jack. 1997b. 'Transformative Learning: Theory to Practice'. New Directions for Adult and Continuing Education 1997(74):5–12. doi: 10.1002/ace.7401.

Moore, A. 2004. 'Being a Good Teacher - Influences and Calls'. Pp. 3–26 in The good teacher: dominant discourses in teaching and teacher education. London: RoutledgeFalmer.

Moore, A. 2015. 'Knowledge, Curriculum and Learning: 'What Did You Learn in School?' in The SAGE handbook of learning. Vol. SAGE reference. Los Angeles: SAGE.

Moss, Gemma. 2002. 'Literacy and Pedagogy in Flux: Constructing the Object of Study from a Bernsteinian Perspective'. British Journal of Sociology of Education 23(4):549–58. doi: 10.1080/0142569022000038404.

Newton, P. E. 2010a. 'The Multiple Purposes of Assessment'. in International encyclopedia of education. Amsterdam: Elsevier.

Newton, P. E. 2010b. 'The Multiple Purposes of Assessment'. in International encyclopedia of education. Amsterdam: Elsevier.

Nussbaum, Martha Craven. 1997. 'Chapter 3: Narrative Imagination'. Pp. 85–112 in Cultivating humanity: a classical defense of reform in liberal education. Cambridge, Mass.; London: Harvard UP.

Pring, Richard. 2009a. 'Chapter 2: Aims and Values'. in Education for all: the future of education and training for 14-19 year olds. London: Routledge.

Pring, Richard. 2009b. 'Chapter 2: Aims and Values'. in Education for all: the future of education and training for 14-19 year olds. London: Routledge.

Pring, Richard. 2012a. 'Putting Persons Back into Education'. Oxford Review of Education 38(6):747-60. doi: 10.1080/03054985.2012.744193.

Pring, Richard. 2012b. 'Putting Persons Back into Education'. Oxford Review of Education 38(6):747–60. doi: 10.1080/03054985.2012.744193.

Reiss, Michael J., and John White. 2014a. 'An Aims-Based Curriculum Illustrated by the Teaching of Science in Schools'. The Curriculum Journal 25(1):76–89. doi: 10.1080/09585176.2013.874953.

Reiss, Michael J., and John White. 2014b. 'An Aims-Based Curriculum Illustrated by the Teaching of Science in Schools'. The Curriculum Journal 25(1):76–89. doi: 10.1080/09585176.2013.874953.

Reiss, Michael J., John White, and University of London. Institute of Education. 2013. An Aims-Based Curriculum: The Significance of Human Flourishing for Schools. Vol. Bedford Way papers series. London: IOE Press.

Rogers, Lynne. 2015. 'Chapter 3: Secondary School'. Pp. 26–38 in Disengagement from education. London: Institute of Education Press, University College London.

Rogers, Sue, and Claudia Lapping. 2012a. 'Recontextualising "Play" in Early Years Pedagogy: Competence, Performance and Excess in Policy and Practice'. British Journal of Educational Studies 60(3):243–60. doi: 10.1080/00071005.2012.712094.

Rogers, Sue, and Claudia Lapping. 2012b. 'Recontextualising "Play" in Early Years Pedagogy: Competence, Performance and Excess in Policy and Practice'. British Journal of Educational Studies 60(3):243–60. doi: 10.1080/00071005.2012.712094.

Rose, Jonathan. 2010a. The Intellectual Life of the British Working Classes. 2nd ed. New Haven: Yale University Press.

Rose, Jonathan. 2010b. The Intellectual Life of the British Working Classes. 2nd ed. New Haven: Yale University Press.

Scheunpflug, Annette. 2010a. 'Global Education and Cross-Cultural Learning: A Challenge for a Research-Based Approach to International Teacher Education'. International Journal of Development Education and Global Learning 3(3):29–44. doi: 10.18546/IJDEGL.03.3.03.

Scheunpflug, Annette. 2010b. 'Global Education and Cross-Cultural Learning: A Challenge for a Research-Based Approach to International Teacher Education'. International Journal of Development Education and Global Learning 3(3):29–44. doi: 10.18546/IJDEGL.03.3.03.

Schiro, Michael. 2013. Curriculum Theory: Conflicting Visions and Enduring Concerns. 2nd ed. Los Angeles: SAGE.

Selwyn, Neil. 2011. 'Does Technology Inevitably Change Education?' Pp. 20–39 in Education and technology: key issues and debates. London: Continuum.

Simon, B. 2005. 'Can Education Change Society?' Pp. 139-50 in The RoutledgeFalmer reader in the history of education. Vol. Readers in education. London: Routledge.

Skelton, Alan. 2012a. 'Value Conflicts in Higher Education Teaching'. Teaching in Higher Education 17(3):257-68. doi: 10.1080/13562517.2011.611875.

Skelton, Alan. 2012b. 'Value Conflicts in Higher Education Teaching'. Teaching in Higher Education 17(3):257-68. doi: 10.1080/13562517.2011.611875.

Stobart, G. 2008a. 'Chapter 1: Assessing Assessment'. Pp. 13–29 in Testing times: the uses and abuses of assessment. London: Routledge.

Stobart, G. 2008b. 'Chapter 1: Assessing Assessment'. Pp. 13–29 in Testing times: the uses and abuses of assessment. London: Routledge.

Stobart, G. 2014. 'Chapter 7: The Expert School'. in The expert learner: challenging the myth of ability. Maidenhead: Open University Press.

Tizard, Barbara, and Martin Hughes. 1984. Young Children Learning: Talking and Thinking at Home and at School. London: Fontana Press.

Tooley, James. 2007. 'Could For-profit Private Education Benefit the Poor? Some Considerations Arising from Case Study Research in India'. Journal of Education Policy 22(3):321–42. doi: 10.1080/02680930701278625.

Tyack, David, and Larry Cuban. 1995. 'Chapter 4: Why the Grammar of Schooling Persists?' Pp. 85–109 in Tinkering toward utopia: a century of public school reform. Cambridge, Mass.; London: Harvard UP.

Wells, Gordon. 1997. 'Chapter 4: Dialogic Inquiry in Education: Building on the Legacy of

Vygotsky'. Pp. 51–85 in Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry. Vol. Learning in doing. Cambridge: Cambridge UP. Woodin, Tom. 2007. 'Working-class Education and Social Change in Nineteenth- and Twentieth-century Britain'. History of Education 36(4–5):483–96. doi: 10.1080/00467600701496740.

Young, M. F. D. 2010. 'The Future of Education in a Knowledge Society: The Radical Case for a Subject-Based Curriculum'. Journal of the Pacific Circle Consortium for Education 22(1):21–32.

Young, Michael. 2009. 'What Are Schools For?' in Knowledge, values and educational policy: a critical perspective. Vol. Critical perspectives on education. London: Routledge.

Young, Michael. 2013a. 'Overcoming the Crisis in Curriculum Theory: A Knowledge-Based Approach'. Journal of Curriculum Studies 45(2):101–18. doi: 10.1080/00220272.2013.764505.

Young, Michael. 2013b. 'Overcoming the Crisis in Curriculum Theory: A Knowledge-Based Approach'. Journal of Curriculum Studies 45(2):101–18. doi: 10.1080/00220272.2013.764505.

Young, Michael. 2013c. 'Powerful Knowledge: An Analytically Useful Concept or Just a "Sexy Sounding Term"? A Response to John Beck's "Powerful Knowledge, Esoteric Knowledge, Curriculum Knowledge". Cambridge Journal of Education 43(2):195–98. doi: 10.1080/0305764X.2013.776356.

Young, Michael. 2013d. 'Powerful Knowledge: An Analytically Useful Concept or Just a "Sexy Sounding Term"? A Response to John Beck's "Powerful Knowledge, Esoteric Knowledge, Curriculum Knowledge". Cambridge Journal of Education 43(2):195–98. doi: 10.1080/0305764X.2013.776356.

Young, Michael. 2016a. 'What Are Schools For?' in Curriculum and the specialization of knowledge: studies in the sociology of education. London: Routledge.

Young, Michael. 2016b. 'What Are Schools For?' in Curriculum and the specialization of knowledge: studies in the sociology of education. London: Routledge.

Young, Michael. 2016c. 'What Are Schools For?' in Curriculum and the specialization of knowledge: studies in the sociology of education. London: Routledge.

Young, Michael F. D., David Lambert, Carolyn R. Roberts, and Martin D. Roberts. 2014a. Knowledge and the Future School: Curriculum and Social Justice. London: Bloomsbury.

Young, Michael F. D., David Lambert, Carolyn R. Roberts, and Martin D. Roberts. 2014b. Knowledge and the Future School: Curriculum and Social Justice. London: Bloomsbury.