

LCEDG281A/LCEDG282A: What is Education?

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

View Online



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

Alexander, R. (2010). Chapter 7: Children's development and learning. In *Children, their world, their education: final report and recommendations of the Cambridge Primary Review* (pp. 90–109). Routledge.

Au, W. (2009a). Fighting with the Text: Contextualising and Recontextualising Freire's Critical Pedagogy. In *The Routledge international handbook of critical education* (pp. 83–95). Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A52%3A49IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20Routledge%20international%20handbook%20of%20critical%20education&rft.aulast=Apple&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415958615&rft.isbn=9780203882993&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.routledgehandbooks.com/doi/10.4324/9780203882993&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002717004%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Au, W. (2009b). Fighting with the Text: Contextualising and Recontextualising Freire's Critical Pedagogy. In *The Routledge international handbook of critical education* (pp. 83–95). Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A52%3A49IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20Routledge%20international%20handbook%20of%20critical%20education&rft.aulast=Apple&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415958615&rft.isbn=9780203882993&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.routledgehandbooks.com/doi/10.4324/9780203882993&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002717004%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Bailey, R. (2010). *The philosophy of education: an introduction*. Continuum.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-20T14%3A35%3A41IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20philosophy%20of%20education%20an%20introduction&rft.aulast=Bailey&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781472541307&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org.libproxy.ucl.ac.uk/10.5040/9781472541307&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002698246%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=en
g

Ball, S. J. (2012). Performativity, Commodification and Commitment: An I-Spy Guide to the Neoliberal University. *British Journal of Educational Studies*, 60(1), 17-28.
<https://doi.org/10.1080/00071005.2011.650940>

Ball, S. J., & Olmedo, A. (2011). Global Social Capitalism: using enterprise to solve the problems of the world. *Citizenship, Social and Economics Education*, 10(2).
<https://doi.org/10.2304/csee.2011.10.2.83>

Beck, J. (2013a). Powerful knowledge, esoteric knowledge, curriculum knowledge. *Cambridge Journal of Education*, 43(2), 177-193.
<https://doi.org/10.1080/0305764X.2013.767880>

Beck, J. (2013b). Powerful knowledge, esoteric knowledge, curriculum knowledge. *Cambridge Journal of Education*, 43(2), 177-193.
<https://doi.org/10.1080/0305764X.2013.767880>

Bereiter, C. (1974a). Chapter One: Must we educate? In *Must we educate? Vol. A Spectrum book* (pp. 3-20). Prentice-Hall.
<https://contentstore.cla.co.uk/secure/link?id=90e59661-1cee-e611-80c9-005056af4099>

Bereiter, C. (1974b). Chapter One: Must we educate? In *Must we educate? Vol. A Spectrum book* (pp. 3-20). Prentice-Hall.
<https://contentstore.cla.co.uk/secure/link?id=90e59661-1cee-e611-80c9-005056af4099>

Bernstein, B. (1975a). *Class and Pedagogies: Visible and Invisible*.
<https://eric.ed.gov/?id=ED124278>

Bernstein, B. (1975b). *Class and Pedagogies: Visible and Invisible*.
<https://eric.ed.gov/?id=ED124278>

Bernstein, B. (1999). Vertical and Horizontal Discourse: An essay. *British Journal of Sociology of Education*, 20(2), 157-173. <https://doi.org/10.1080/01425699995380>

Bibby, T. (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*. Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-05T17%3A59%3A19IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.bttitle=Education%20an%20%27impossible%20profession%27?%20:%20psychoanalytic%20explorations%20of%20learning%20and%20classrooms&rft.aula st=Bibby&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Bibby,%20Tamara&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0415552656&rft.isbn=9780203844458&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203844458&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693216%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oi/&req.language=eng

Blake, N. (2003). *The Blackwell guide to the philosophy of education: Vol. Blackwell philosophy guides*. Blackwell.

<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780470997185>

Bourn, D. (2014a). *The Theory and Practice of Global Learning*. Development Education Research Centre.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&reclids=UCL_EPR_DS1492723&recldxs=0&elementid=0&renderMode=popppedOut&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](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&reclids=UCL_EPR_DS1492723&recldxs=0&elementid=0&renderMode=popppedOut&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*. Development Education Research Centre.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&reclids=UCL_EPR_DS1492723&recldxs=0&elementid=0&renderMode=popppedOut&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](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&reclids=UCL_EPR_DS1492723&recldxs=0&elementid=0&renderMode=popppedOut&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, J. (2011). The Case for Values in Economics Education. *Citizenship, Social and Economics Education*, 10(2). <https://doi.org/10.2304/csee.2011.10.2.117>

Brant, J., & Panjwani, F. (2015). School Economics and the Aims of Education: Critique and Possibilities. *Journal of Critical Realism*, 14(3), 306–324.

<https://doi.org/10.1179/1572513815Y.0000000004>

Broadfoot, P. (2007). Chapter 1: Introducing assessment. In *An introduction to assessment* (pp. 3–15). Continuum.

<https://contentstore.cla.co.uk/secure/link?id=fda22c3b-b3ee-e611-80c9-005056af4099>

Bronowski, J. (n.d.). *The Reach of Imagination*.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_jstor_archive_1141209461&indx=1&reclds=TN_jstor_archive_1141209461&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\(freeText0\)=Bronowski%20The%20Reach%20of%20Imagination&dstmp=1499415372842](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_jstor_archive_1141209461&indx=1&reclds=TN_jstor_archive_1141209461&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)=Bronowski%20The%20Reach%20of%20Imagination&dstmp=1499415372842)

Brooker, L. (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.

<https://doi.org/10.1177/14687984020023003>

Canham, H. (2006). 'Where do babies come from?': What makes children want to learn? In *The learning relationship: psychoanalytic thinking in education: Vol. Tavistock Clinic series* (pp. 7–19). Karnac.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T10%3A25%3A28IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20learning%20relationship%20psychoanalytic%20thinking%20in%20education&rft.aulast=Youell&rft.auinit=&rft.auinit1=&rft.aunitm=&rft.ausuffix=&rft.au=Youell,%20Bidley&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781855752276&rft.isbn=1849405468&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781849405461&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002699676%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Christodoulou, D. (2014a). *Seven myths about education* (First edition). Routledge.

<https://www.taylorfrancis.com/books/9781315797397>

Christodoulou, D. (2014b). *Seven myths about education* (First edition). Routledge.

<https://www.taylorfrancis.com/books/9781315797397>

Curren, R. R. (2003). *A companion to the philosophy of education: Vol. Blackwell companions to philosophy*. Blackwell.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-11-13T16%3A38%3A02IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=A%20companion%20to%20the%20philosophy%20of%20education&rft.aulast=Curren&rft.auinit=&rft.auinit1=&rft.aunitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780470996454&rft.si

ci=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.1002/9780470996454&rft_dat=%3CUCL_LMS_DS%3E001936932%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Dr Claudia Lapping - Pedagogic Identities. (n.d.).
<https://mediacentral.ucl.ac.uk/Login.aspx?returnUrl=%2FPlay%2F5753>

Dr Jacek Brant - Changing values in Education. (n.d.).
<https://mediacentral.ucl.ac.uk/Login.aspx?returnUrl=%2FPlay%2F1668>

Dr Tom Woodin: Adult education and social change - exploring alternatives. (n.d.).
<https://mediacentral.ucl.ac.uk/Account/Logon>

Duffy, G., & Elwood, J. (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), 112-126.
<https://doi.org/10.1080/14748460.2013.799808>

Education Without Aims? (1999a). In *The aims of education: Vol. Routledge international studies in the philosophy of education*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A43%3A36IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20aims%20of%20education&rft.aulast=Marples&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0415157390&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203003985&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002445512%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Education Without Aims? (1999b). In *The aims of education: Vol. Routledge international studies in the philosophy of education*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A43%3A36IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20aims%20of%20education&rft.aulast=Marples&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0415157390&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203003985&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002445512%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Egan, K. (2014a). A very short history of imagination.
<http://ierg.ca/wp-content/uploads/2014/04/History-of-Imagination.pdf>

Egan, K. (2014b). A very short history of imagination.
<http://ierg.ca/wp-content/uploads/2014/04/History-of-Imagination.pdf>

Elander, J., Harrington, K., Norton, L., Robinson, H., & Reddy, P. (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.
<https://doi.org/10.1080/02602930500262379>

Ellis, V., & McNicholl, J. (2015). Chapter 1: Teacher Education as a Policy Problem. In *Transforming teacher education: reconfiguring the academic work* (pp. 13–32). Bloomsbury.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-20T14%3A54%3A48IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.bttitle=Transforming%20teacher%20education%20reconfiguring%20the%20academic%20work&rft.aulast=Ellis&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Ellis,%20Viv,%201965-,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781474219020&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org.libproxy.ucl.ac.uk/10.5040/9781474219020&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002698202%3C/UCL_LMS_DS%3E%3Curl%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Feinberg, J. (1992). *Freedom and fulfillment: philosophical essays*. Princeton University Press.

Feinberg, J. (2007). The Child's Right to an Open Future. In *Philosophy of education: an anthology: Vol. Blackwell philosophy anthologies* (pp. 112–123). Blackwell.

Fielding, M., & Moss, P. (2011a). Chapter One: 'The state we're in'. In *Radical education and the common school: a democratic alternative*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-05T17%3A49%3A41IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.bttitle=Radical%20education%20and%20the%20common%20school%20a%20democratic%20alternative&rft.aulast=Fielding&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Fielding,%20Michael,%201945-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0415498287&rft.isbn=0203837401&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203837405&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693294%3C/UCL_LMS_DS%3E%3Curl%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Fielding, M., & Moss, P. (2011b). Chapter One: 'The state we're in'. In *Radical education and the common school: a democratic alternative*. Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-05T17%3A49%3A41IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Radical%20education%20and%20the%20common%20school%20a%20democratic%20alternative&rft.aulast=Fielding&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Fielding,%20Michael,%201945-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0415498287&rft.isbn=0203837401&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203837405&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693294%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Firth, R. (2011). Making geography visible as an object of study in the secondary school curriculum. *Curriculum Journal*, 22(3), 289–316.

<https://doi.org/10.1080/09585176.2011.601209>

Hodgson, M. G. S., & Burke, E. (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 University Press.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T11%3A54%3A07IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Article-cambookslvl&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Rethinking%20world%20history%20:%20Essays%20on%20Europe,%20Islam,%20and%20World%20History&rft.aulast=Hodgson&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Hodgson,%20Marshall%20G.%20S.&rft.aucorp=&rft.date=1993&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780511626104&rft.sici=&rft.coden=&rft_id=info:doi/10.1017/CBO9780511626104&rft.object_id=&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3Ccambookslvl%3E10.1017/CBO9780511626104%3C/cambookslvl%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Hyland, K. & Hyland, Ken. (2007). Is there an 'Academic vocabulary'? *TESOL Quarterly*, 41(2), 235–253. <https://www.jstor.org/stable/40264352>

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. <https://doi.org/10.2390/jsse-v14-i4-1391>

Jalongo, M. R. (1991). Finding our voices as teachers. In *Creating learning communities: the role of the teacher in the 21st century*. National Educational Service.

Knight, J. (2007). Internationalization: Concepts, Complexities and Challenges. In *International handbook of higher education: Vol. Springer international handbooks of education* (pp. 207–227). Springer.

[http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&](http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-05T17%3A49%3A41IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Radical%20education%20and%20the%20common%20school%20a%20democratic%20alternative&rft.aulast=Fielding&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Fielding,%20Michael,%201945-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0415498287&rft.isbn=0203837401&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203837405&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693294%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng)

ctx_tim=2017-07-07T11%3A56%3A54IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=International%20handbook%20of%20higher%20education&rft.aulast=Forest&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781402040122&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.1007/978-1-4020-4012-2&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E001931316%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Kyriacou, C. (2009). Chapter 2: 'Ways of thinking about effective teaching'. In *Effective teaching in schools: theory and practice* (3rd ed). Nelson Thornes.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A18%3A02IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Effective%20teaching%20in%20schools%20:%20theory%20and%20practice&rft.aulast=Kyriacou&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Kyriacou,%20Chris&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781408504239&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9781408507087&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002628633%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Labaree, David F. (n.d.). *The Trouble with Ed Schools*. *The Journal of Educational Foundations*, 10(3).
<https://search.proquest.com/docview/1468389486/fulltextPDF/45E2ACB300084DA4PQ/6?accountid=14511>

Lambert, D., & Hopkin, J. (2014). A possibilist analysis of the geography national curriculum in England. *International Research in Geographical and Environmental Education*, 23(1), 64–78. <https://doi.org/10.1080/10382046.2013.858446>

Laurillard, D. (2008). *Open Teaching: The Key to Sustainable and Effective Open Education*. In *Opening up education: the collective advancement of education through open technology, open content, and open knowledge* (pp. 319–335). Carnegie Foundation for the Advancement of Teaching.
<https://www.dropbox.com/s/lsgwpkouyi1w6th/7641.pdf?dl=0>

Letter to a Teacher by The School of Barbiana. (n.d.).
<http://www.arvindguptatoys.com/arvindgupta/letter.pdf>

Mezirow, J. (1997a). *Transformative Learning: Theory to Practice*. *New Directions for Adult and Continuing Education*, 1997(74), 5–12. <https://doi.org/10.1002/ace.7401>

Mezirow, J. (1997b). *Transformative Learning: Theory to Practice*. *New Directions for Adult*

and Continuing Education, 1997(74), 5–12. <https://doi.org/10.1002/ace.7401>

Moore, A. (2004). Being a good teacher - influences and calls. In *The good teacher: dominant discourses in teaching and teacher education* (pp. 3–26). RoutledgeFalmer. http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-04T12%3A43%3A23IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20good%20teacher%20:%20dominant%20discourses%20in%20teaching%20and%20teacher%20education&rft.aulast=Moore&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Moore,%20Alex&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0415335647&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203420270&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002588885%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Moore, A. (2015). Knowledge, Curriculum and Learning: 'What Did You Learn in School? In *The SAGE handbook of learning: Vol. SAGE reference*. SAGE. http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A26%3A44IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20learning&rft.aulast=Scott&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781473915213&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4135/9781473915213&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002769521%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Moss, G. (2002). Literacy and Pedagogy in Flux: Constructing the object of study from a Bernsteinian perspective. *British Journal of Sociology of Education*, 23(4), 549–558. <https://doi.org/10.1080/0142569022000038404>

Newton, P. E. (2010a). The multiple purposes of assessment. In *International encyclopedia of education* (3rd ed). Elsevier. http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A28%3A48IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=International%20encyclopedia%20of%20education&rft.aulast=Baker&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780080448930&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.sciencedirect.co

m/science/referenceworks/9780080448947&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002631280%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=en
g

Newton, P. E. (2010b). The multiple purposes of assessment. In *International encyclopedia of education* (3rd ed). Elsevier.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A28%3A48IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=International%20encyclopedia%20of%20education&rft.aulast=Baker&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780080448930&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.sciencedirect.com/science/referenceworks/9780080448947&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002631280%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=en
g

Nussbaum, M. C. (1997). Chapter 3: Narrative imagination. In *Cultivating humanity: a classical defense of reform in liberal education* (pp. 85–112). Harvard UP.

<https://contentstore.cla.co.uk/secure/link?id=a30e6675-0fee-e611-80c9-005056af4099>

Pring, R. (2009a). Chapter 2: Aims and Values. In *Education for all: the future of education and training for 14-19 year olds*. Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T13%3A43%3A49IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Education%20for%20all%20the%20future%20of%20education%20and%20training%20for%2014-19%20year%20olds&rft.aulast=Pring&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0415547210&rft.isbn=0203873599&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203873595&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693466%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=en

Pring, R. (2009b). Chapter 2: Aims and Values. In *Education for all: the future of education and training for 14-19 year olds*. Routledge.

<https://www.taylorfrancis.com/books/9780203873595>

Pring, R. (2012a). Putting persons back into education. *Oxford Review of Education*, 38(6), 747–760. <https://doi.org/10.1080/03054985.2012.744193>

Pring, R. (2012b). Putting persons back into education. *Oxford Review of Education*, 38(6), 747–760. <https://doi.org/10.1080/03054985.2012.744193>

Professor Michael Reiss - What should be the aims of the school curriculum? (n.d.).
<http://mediacentral.ucl.ac.uk/Play/1674>

Professor Michael Young - What are schools for? (n.d.).
<https://mediacentral.ucl.ac.uk/Login.aspx?returnUrl=%2FPlay%2F1675>

Reiss, M. J., & White, J. (2014a). An aims-based curriculum illustrated by the teaching of science in schools. *The Curriculum Journal*, 25(1), 76–89.
<https://doi.org/10.1080/09585176.2013.874953>

Reiss, M. J., & White, J. (2014b). An aims-based curriculum illustrated by the teaching of science in schools. *The Curriculum Journal*, 25(1), 76–89.
<https://doi.org/10.1080/09585176.2013.874953>

Reiss, M. J., White, J., & University of London. Institute of Education. (2013). An aims-based curriculum: the significance of human flourishing for schools: Vol. Bedford Way papers series. IOE Press. <http://ucl.ebib.com/patron/FullRecord.aspx?p=1573372>

Rogers, L. (2015). Chapter 3: Secondary School. In *Disengagement from education* (pp. 26–38). Institute of Education Press, University College London.
<https://contentstore.cla.co.uk/secure/link?id=eae7331a-40e2-e611-80c9-005056af4099>

Rogers, S., & Lapping, C. (2012a). Recontextualising 'Play' in Early Years Pedagogy: Competence, Performance and Excess in Policy and Practice. *British Journal of Educational Studies*, 60(3), 243–260. <https://doi.org/10.1080/00071005.2012.712094>

Rogers, S., & Lapping, C. (2012b). Recontextualising 'Play' in Early Years Pedagogy: Competence, Performance and Excess in Policy and Practice. *British Journal of Educational Studies*, 60(3), 243–260. <https://doi.org/10.1080/00071005.2012.712094>

Rose, J. (2010a). *The intellectual life of the British working classes* (2nd ed). Yale University Press. <https://www.dawsonera.com/readonline/9780300148350>

Rose, J. (2010b). *The intellectual life of the British working classes* (2nd ed). Yale University Press. <https://www.dawsonera.com/readonline/9780300148350>

Scheunpflug, A. (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.
<https://doi.org/10.18546/IJDEGL.03.3.03>

Scheunpflug, A. (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.
<https://doi.org/10.18546/IJDEGL.03.3.03>

Schiro, M. (2013). *Curriculum theory: conflicting visions and enduring concerns* (2nd ed). SAGE.

Selwyn, N. (2011). Does Technology Inevitably Change Education? In *Education and technology: key issues and debates* (pp. 20–39). Continuum.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&

ctx_tim=2017-07-07T12%3A38%3A03IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Education%20and%20technology%20:%20key%20issues%20and%20debates&rft.aulast=Selwyn&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Selwyn,%20Neil&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781441108890&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://UCL.ebib.com/patron/FullRecord.aspx?p=661054&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002302537%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Simon, B. (2005). Can education change society? In *The RoutledgeFalmer reader in the history of education: Vol. Readers in education* (pp. 139–150). Routledge.

Skelton, A. (2012a). Value conflicts in higher education teaching. *Teaching in Higher Education*, 17(3), 257–268. <https://doi.org/10.1080/13562517.2011.611875>

Skelton, A. (2012b). Value conflicts in higher education teaching. *Teaching in Higher Education*, 17(3), 257–268. <https://doi.org/10.1080/13562517.2011.611875>

Stobart, G. (2008a). Chapter 1: Assessing Assessment. In *Testing times: the uses and abuses of assessment* (pp. 13–29). Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A44%3A49IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Testing%20times%20:%20the%20uses%20and%20abuses%20of%20assessment&rft.aulast=Stobart&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Stobart,%20Gordon&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780415404747&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203930502&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002616364%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Stobart, G. (2008b). Chapter 1: Assessing Assessment. In *Testing times: the uses and abuses of assessment* (pp. 13–29). Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A44%3A49IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Testing%20times%20:%20the%20uses%20and%20abuses%20of%20assessment&rft.aulast=Stobart&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Stobart,%20Gordon&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft

.isbn=9780415404747&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203930502&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002616364%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Stobart, G. (2014). Chapter 7: The Expert School. In *The expert learner: challenging the myth of ability*. Open University Press.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A46%3A21IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.bttitle=The%20Expert%20Learner%20Challenging%20the%20Myth%20of%20Ability&rft.aulast=Stobart&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Stobart,%20Gordon&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780335247301&rft.isbn=9780335247318&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://ucl.ebib.com/patron/FullRecord.aspx?p=1630542&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002686114%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

The purpose of teacher education (Dr Clare Brooks). (8 C.E.).

<https://www.youtube.com/watch?v=nlzRbqaiHWO&feature=youtu.be>

Tizard, B., & Hughes, M. (1984). *Young children learning: talking and thinking at home and at school*. Fontana Press.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-20T14%3A45%3A13IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.bttitle=Young%20children%20learning&rft.aulast=Tizard&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Tizard,%20Barbara&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780470774328&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.1002/9780470774328&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E001938316%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Tooley, J. (2007). Could for-profit private education benefit the poor? Some

considerations arising from case study research in India. *Journal of Education Policy*, 22 (3), 321–342. <https://doi.org/10.1080/02680930701278625>

Tyack, D., & Cuban, L. (1995). Chapter 4: Why the grammar of schooling persists? In

Tinkering toward utopia: a century of public school reform (pp. 85–109). Harvard UP.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A49%3A18IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-dawson&

amp;rft_val_fmt=info:ofi/fmt:kev:mtx:&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Tinkering%20toward%20utopia&rft.aulast=&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Tyack,%20David%20B&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0674892836&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3Cdawson%3E9780674044524%3C/dawson%3E%3Curl%3E%3C/url%3E&rft.eisbn=9780674044524&rft_id=info:oai/&req.language=eng

Wells, G. (1997). Chapter 4: Dialogic Inquiry in Education: Building on the legacy of Vygotsky. In *Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry*: Vol. Learning in doing (pp. 51–85). Cambridge UP.

<https://contentstore.cla.co.uk/secure/link?id=c395bfb0-926c-e711-80cb-005056af4099>

Woodin, T. (2007). Working-class Education and Social Change in Nineteenth- and Twentieth-century Britain. *History of Education*, 36(4–5), 483–496.

<https://doi.org/10.1080/00467600701496740>

Young, M. (2009). What are schools for? In *Knowledge, values and educational policy: a critical perspective*: Vol. Critical perspectives on education. Routledge.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A57%3A56IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Knowledge,%20values%20and%20educational%20policy%20a%20critical%20perspective&rft.aulast=Daniels&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415491198&rft.isbn=9780203378595&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203378595&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693324%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Young, M. (2013a). Overcoming the crisis in curriculum theory: a knowledge-based approach. *Journal of Curriculum Studies*, 45(2), 101–118.

<https://doi.org/10.1080/00220272.2013.764505>

Young, M. (2013b). Overcoming the crisis in curriculum theory: a knowledge-based approach. *Journal of Curriculum Studies*, 45(2), 101–118.

<https://doi.org/10.1080/00220272.2013.764505>

Young, M. (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), 195–198.

<https://doi.org/10.1080/0305764X.2013.776356>

Young, M. (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), 195–198.
<https://doi.org/10.1080/0305764X.2013.776356>

Young, M. (2016a). What are schools for? In *Curriculum and the specialization of knowledge: studies in the sociology of education*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A56%3A35IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Curriculum%20and%20the%20specialization%20of%20knowledge%20:%20studies%20in%20the%20sociology%20of%20education&rft.aulast=Young&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Young,%20Michael,%201934-,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781138814912&rft.isbn=9781138814912&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4324/9781315747132&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002301268%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Young, M. (2016b). What are schools for? In *Curriculum and the specialization of knowledge: studies in the sociology of education*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T13%3A01%3A33IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Curriculum%20and%20the%20specialization%20of%20knowledge%20:%20studies%20in%20the%20sociology%20of%20education&rft.aulast=Young&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Young,%20Michael,%201934-,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781138814912&rft.isbn=9781138814912&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4324/9781315747132&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002301268%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Young, M. (2016c). What are schools for? In *Curriculum and the specialization of knowledge: studies in the sociology of education*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-07T12%3A56%3A35IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Curriculum%20and%20the%20specialization%20of%20knowledge%20:%20studies%20in%20the%20sociology%20of%20education&rft.aulast=Young&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Young,%20Michael,%201934-,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781138814912&rft.isbn=9781138814912&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=

&rft.856_url=http://dx.doi.org/10.4324/9781315747132&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002301268%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

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. http://pacificcircleconsortium.org/uploads/PAE_22__1__final_10.pdf

Young, M. F. D., Lambert, D., Roberts, C. R., & Roberts, M. D. (2014a). *Knowledge and the future school: curriculum and social justice*. Bloomsbury.

Young, M. F. D., Lambert, D., Roberts, C. R., & Roberts, M. D. (2014b). *Knowledge and the future school: curriculum and social justice*. Bloomsbury.