

LCEDG281A/LCEDG282A: What is Education?

View Online



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

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

1.

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

2.

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

3.

Ball, S. J. Performativity, Commodification and Commitment: An I-Spy Guide to the Neoliberal University. *British Journal of Educational Studies* **60**, 17–28 (2012).

4.

Ball, S. J. & Olmedo, A. Global Social Capitalism: using enterprise to solve the problems of the world. *Citizenship, Social and Economics Education* **10**, (2011).

5.

Beck, J. Powerful knowledge, esoteric knowledge, curriculum knowledge. *Cambridge Journal of Education* **43**, 177–193 (2013).

6.

Bereiter, C. Chapter One: Must we educate? in Must we educate? vol. A Spectrum book 3-20 (Prentice-Hall, 1974).

7.

Bernstein, B. Class and Pedagogies: Visible and Invisible. (1975).

8.

Bibby, T. 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, 2011).

9.

BRANT, J. The Case for Values in Economics Education. Citizenship, Social and Economics Education **10**, (2011).

10.

Bourn, D. The Theory and Practice of Global Learning.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&recIds=UCL_EPR_DS1492723&recIdxs=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](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1&recIds=UCL_EPR_DS1492723&recIdxs=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) (2014).

11.

Bronowski, J. The Reach of Imagination.

12.

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

13.

Christodoulou, D. Seven myths about education. (Routledge, 2014).

14.

Egan, K. A very short history of imagination. (2014).

15.

Elander, J., Harrington, K., Norton, L., Robinson, H. & Reddy, P. 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**, 71–90 (2006).

16.

Egan, K. A very short history of imagination. (2014).

17.

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

18.

Hodgson, M. G. S. & Burke, E. 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, 1993).

19.

Hyland, K. & Hyland, Ken. Is there an 'Academic vocabulary'? *TESOL quarterly* **41**, 235–253 (2007).

20.

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

21.

Kyriacou, C. Chapter 2: 'Ways of thinking about effective teaching'. in Effective teaching in schools: theory and practice (Nelson Thornes, 2009).

22.

Lambert, D. & Hopkin, J. A possibilist analysis of the geography national curriculum in England. International Research in Geographical and Environmental Education **23**, 64–78 (2014).

23.

Laurillard, D. 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 319–335 (Carnegie Foundation for the Advancement of Teaching, 2008).

24.

Mezirow, J. Transformative Learning: Theory to Practice. New Directions for Adult and Continuing Education **1997**, 5–12 (1997).

25.

Moore, A. Being a good teacher - influences and calls. in The good teacher: dominant discourses in teaching and teacher education 3–26 (RoutledgeFalmer, 2004).

26.

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

27.

Newton, P. E. The multiple purposes of assessment. in International encyclopedia of education (Elsevier, 2010).

28.

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

29.

Pring, R. Putting persons back into education. Oxford Review of Education **38**, 747–760 (2012).

30.

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

31.

Reiss, M. J., White, J., & University of London. Institute of Education. An aims-based curriculum: the significance of human flourishing for schools. vol. Bedford Way papers series (IOE Press, 2013).

32.

Reiss, M. J. & White, J. An aims-based curriculum illustrated by the teaching of science in schools. The Curriculum Journal **25**, 76–89 (2014).

33.

Rogers, S. & Lapping, C. Recontextualising 'Play' in Early Years Pedagogy: Competence, Performance and Excess in Policy and Practice. British Journal of Educational Studies **60**, 243–260 (2012).

34.

Rose, J. The intellectual life of the British working classes. (Yale University Press, 2010).

35.

Scheunpflug, A. 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**, 29–44 (2010).

36.

Selwyn, N. Does Technology Inevitably Change Education? in *Education and technology: key issues and debates* 20–39 (Continuum, 2011).

37.

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

38.

Skelton, A. Value conflicts in higher education teaching. *Teaching in Higher Education* **17**, 257–268 (2012).

39.

Education Without Aims? in *The aims of education* vol. *Routledge international studies in the philosophy of education* (Routledge, 1999).

40.

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

41.

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

42.

Tooley, J. Could for-profit private education benefit the poor? Some considerations arising from case study research in India. *Journal of Education Policy* **22**, 321–342 (2007).

43.

Tyack, D. & Cuban, L. Chapter 4: Why the grammar of schooling persists? in *Tinkering toward utopia: a century of public school reform* 85–109 (Harvard UP, 1995).

44.

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

45.

Wells, G. 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* 51–85 (Cambridge UP, 1997).

46.

Young, M. What are schools for? in *Curriculum and the specialization of knowledge: studies in the sociology of education* (Routledge, 2016).

47.

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

48.

Young, M. F. D. 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**, 21–32 (2010).

49.

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

50.

Young, M. What are schools for? in *Curriculum and the specialization of knowledge: studies in the sociology of education* (Routledge, 2016).

51.

Young, M. 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**, 195–198 (2013).

52.

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

53.

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

54.

Mezirow, J. *Transformative Learning: Theory to Practice*. *New Directions for Adult and Continuing Education* **1997**, 5–12 (1997).

55.

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

56.

Pring, R. Putting persons back into education. *Oxford Review of Education* **38**, 747–760 (2012).

57.

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

58.

Young, M. What are schools for? in *Curriculum and the specialization of knowledge: studies in the sociology of education* (Routledge, 2016).

59.

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

60.

Bernstein, B. Vertical and Horizontal Discourse: An essay. *British Journal of Sociology of Education* **20**, 157–173 (1999).

61.

Beck, J. Powerful knowledge, esoteric knowledge, curriculum knowledge. *Cambridge Journal of Education* **43**, 177–193 (2013).

62.

Young, M. 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**, 195–198 (2013).

63.

Letter to a Teacher by The School of Barbiana.

64.

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

65.

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

66.

Skelton, A. Value conflicts in higher education teaching. Teaching in Higher Education **17**, 257-268 (2012).

67.

Jacek Wiktor Brant. 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**, 7-16 (2016).

68.

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

69.

Dr Jacek Brant - Changing values in Education.

70.

Bereiter, C. Chapter One: Must we educate? in Must we educate? vol. A Spectrum book 3-20 (Prentice-Hall, 1974).

71.

Education Without Aims? in The aims of education vol. Routledge international studies in

the philosophy of education (Routledge, 1999).

72.

Bailey, R. The philosophy of education: an introduction. (Continuum, 2010).

73.

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

74.

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

75.

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

76.

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

77.

Bernstein, B. Class and Pedagogies: Visible and Invisible. (1975).

78.

Brooker, L. 'Five on the First of December!': What can We Learn from Case Studies of Early Childhood Literacy? Journal of Early Childhood Literacy **2**, 291–313 (2002).

79.

Moss, G. Literacy and Pedagogy in Flux: Constructing the object of study from a Bernsteinian perspective. *British Journal of Sociology of Education* **23**, 549–558 (2002).

80.

Rogers, S. & Lapping, C. Recontextualising 'Play' in Early Years Pedagogy: Competence, Performance and Excess in Policy and Practice. *British Journal of Educational Studies* **60**, 243–260 (2012).

81.

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

82.

Dr Claudia Lapping - Pedagogic Identities.

83.

Reiss, M. J. & White, J. An aims-based curriculum illustrated by the teaching of science in schools. *The Curriculum Journal* **25**, 76–89 (2014).

84.

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

85.

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

86.

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

87.

Duffy, G. & Elwood, J. 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**, 112–126 (2013).

88.

Rogers, L. Chapter 3: Secondary School. in *Disengagement from education* 26–38 (Institute of Education Press, University College London, 2015).

89.

Labaree, David F. The Trouble with Ed Schools. *The Journal of Educational Foundations* **10**,.

90.

Ellis, V. & McNicholl, J. Chapter 1: Teacher Education as a Policy Problem. in *Transforming teacher education: reconfiguring the academic work* 13–32 (Bloomsbury, 2015).

91.

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

92.

Newton, P. E. The multiple purposes of assessment. in *International encyclopedia of education* (Elsevier, 2010).

93.

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

94.

Stobart, G. Chapter 1: Assessing Assessment. in *Testing times: the uses and abuses of*

assessment 13–29 (Routledge, 2008).

95.

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

96.

Rose, J. *The intellectual life of the British working classes*. (Yale University Press, 2010).

97.

Dr Tom Woodin: Adult education and social change - exploring alternatives.

98.

Scheunpflug, A. 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**, 29–44 (2010).

99.

Bourn, D. *The Theory and Practice of Global Learning*.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_EPR_DS1492723&indx=1∓recIds=UCL_EPR_DS1492723&recIdxs=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&dsmp=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∓recIds=UCL_EPR_DS1492723&recIdxs=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&dsmp=1499415267691) (2014).

100.

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