

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, London (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*. pp. 90–109. Routledge, London (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).
<https://doi.org/10.1080/00071005.2011.650940>.

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).
<https://doi.org/10.2304/csee.2011.10.2.83>.

5.

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

6.

Bereiter, C.: Chapter One: Must we educate? In: Must we educate? pp. 3–20. Prentice-Hall, Englewood Cliffs, N.J (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. Routledge, London (2011).

9.

BRANT, J.: The Case for Values in Economics Education. Citizenship, Social and Economics Education. 10, (2011). <https://doi.org/10.2304/csee.2011.10.2.117>.

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∓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](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&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).

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. pp. 7–19. Karnac, London (2006).

13.

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

14.

Egan, K.: A very short history of imagination, <http://ierg.ca/wp-content/uploads/2014/04/History-of-Imagination.pdf>, (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). <https://doi.org/10.1080/02602930500262379>.

16.

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

17.

Firth, R.: Making geography visible as an object of study in the secondary school curriculum. *Curriculum Journal*. 22, 289–316 (2011). <https://doi.org/10.1080/09585176.2011.601209>.

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*. Cambridge University Press, Cambridge (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. pp. 207–227. Springer, Dordrecht (2007).

21.

Kyriacou, C.: Chapter 2: 'Ways of thinking about effective teaching'. In: Effective teaching in schools: theory and practice. Nelson Thornes, Cheltenham (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). <https://doi.org/10.1080/10382046.2013.858446>.

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. pp. 319–335. Carnegie Foundation for the Advancement of Teaching, [California] (2008).

24.

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

25.

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

26.

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

27.

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

28.

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

29.

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

30.

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

31.

Reiss, M.J., White, J., University of London. Institute of Education: An aims-based curriculum: the significance of human flourishing for schools. IOE Press, London (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). <https://doi.org/10.1080/09585176.2013.874953>.

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). <https://doi.org/10.1080/00071005.2012.712094>.

34.

Rose, J.: *The intellectual life of the British working classes*. Yale University Press, New Haven (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). <https://doi.org/10.18546/IJDEGL.03.3.03>.

36.

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

37.

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

38.

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

39.

Education Without Aims? In: *The aims of education*. Routledge, London (1999).

40.

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

41.

Stobart, G.: Chapter 7: The Expert School. In: *The expert learner: challenging the myth of ability*. Open University Press, Maidenhead (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). <https://doi.org/10.1080/02680930701278625>.

43.

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

44.

Au, W.: *Fighting with the Text: Contextualising and Recontextualising Freire's Critical Pedagogy*. In: *The Routledge international handbook of critical education*. pp. 83–95. Routledge, New York (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*. pp. 51–85. Cambridge UP, Cambridge (1997).

46.

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

47.

Young, M.: *What are schools for? In: Knowledge, values and educational policy: a critical perspective*. Routledge, London (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).
<https://doi.org/10.1080/00220272.2013.764505>.

50.

Young, M.: What are schools for? In: *Curriculum and the specialization of knowledge: studies in the sociology of education*. Routledge, London (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).
<https://doi.org/10.1080/0305764X.2013.776356>.

52.

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

53.

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

54.

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

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, Bloomington (1991).

56.

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

57.

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

58.

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

59.

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

60.

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

61.

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

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

63.

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

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, London (2009).

66.

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

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

68.

Brant, J., Panjwani, F.: School Economics and the Aims of Education: Critique and Possibilities. *Journal of Critical Realism*. 14, 306–324 (2015).
<https://doi.org/10.1179/1572513815Y.0000000004>.

69.

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

70.

Bereiter, C.: Chapter One: Must we educate? In: Must we educate? pp. 3–20. Prentice-Hall, Englewood Cliffs, N.J (1974).

71.

Education Without Aims? In: The aims of education. Routledge, London (1999).

72.

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

73.

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

74.

Curren, R.R.: A companion to the philosophy of education. Blackwell, Malden, Mass (2003).

75.

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

76.

Feinberg, J.: Freedom and fulfillment: philosophical essays. Princeton University Press, Princeton, N.J (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).
<https://doi.org/10.1177/14687984020023003>.

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).
<https://doi.org/10.1080/0142569022000038404>.

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). <https://doi.org/10.1080/00071005.2012.712094>.

81.

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

82.

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

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).
<https://doi.org/10.1080/09585176.2013.874953>.

84.

Young, M.: Overcoming the crisis in curriculum theory: a knowledge-based approach. *Journal of Curriculum Studies*. 45, 101–118 (2013).
<https://doi.org/10.1080/00220272.2013.764505>.

85.

Christodoulou, D.: *Seven myths about education*. Routledge, London (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).
<https://doi.org/10.1080/14748460.2013.799808>.

88.

Rogers, L.: Chapter 3: Secondary School. In: *Disengagement from education*. pp. 26–38. Institute of Education Press, University College London, 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*. pp. 13–32. Bloomsbury, London (2015).

91.

The purpose of teacher education (Dr Clare Brooks),
<https://www.youtube.com/watch?v=nlzRbqaiHWo&feature=youtu.be>, (8)AD.

92.

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

93.

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

94.

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

95.

Woodin, T.: Working-class Education and Social Change in Nineteenth- and Twentieth-century Britain. *History of Education*. 36, 483–496 (2007).
<https://doi.org/10.1080/00467600701496740>.

96.

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

97.

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

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).
<https://doi.org/10.18546/IJDEGL.03.3.03>.

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∓reclds=UCL_EPR_DS1492723&recldxs=0&elementId=0&renderMode=oppedOut&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∓reclds=UCL_EPR_DS1492723&recldxs=0&elementId=0&renderMode=oppedOut&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).

100.

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