## EDPS0011: Social History of Learning and Learners

Institute of Education, Spring 2018. Module tutor: Tom Woodin



Aldrich, R. (2010). Education for survival: an historical perspective. History of Education, 39(1), 1–14. https://doi.org/10.1080/00467600802331895

Anderson, M. & Economic History Society. (1980). Approaches to the history of the Western family, 1500-1914. Macmillan Press.

Anderson, R. D. (1997). Scottish education since the Reformation: Vol. Studies in Scottish economic&social history. Economic & Social History Society of Scotland.

Ashby, E., & Anderson, M. (1970). The rise of the student estate in britain. Macmillan.

Biesta, G. (2006). Beyond learning: democratic education for a human future: Vol. Interventions. Paradigm.

Biesta, G. & SpringerLink (Online service). (2011). Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship [Electronic resource]. SensePublishers. http://dx.doi.org.libproxy.ucl.ac.uk/10.1007/978-94-6091-512-3

Braster, J. F. A., Grosvenor, I., & Pozo Andrés, Ma. del M. del. (2011). The black box of schooling: a cultural history of the classroom. P.I.E. Peter Lang. https://www.peterlang.com/document/1044086

Brehony, K. J. (2000). Montessori, Individual Work and Individuality in the Elementary School Classroom. History of Education, 29(2). https://www-tandfonline-com.libproxy.ucl.ac.uk/doi/abs/10.1080/004676000284409

Brewis, G. (2014). Chapter 2: A New Era in Social Service? Student Associational Culture and the Settlement Movement. In A social history of student volunteering: Britain and beyond, 1880-1980: Vol. Historical studies in education (pp. 13–34). Palgrave Macmillan. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1779831

Briggs, A., & Burke, P. (2009). A social history of the media: from Gutenberg to the Internet (3rd ed). Polity.

Brown, C. G., McIvor, A., Rafeek, N., & University of Strathclyde. (2004). The university experience 1945-1975: an oral history of the University of Strathclyde. Edinburgh University Press in association with the University of Strathclyde.

Burke, C., & Dudek, M. (2010). Experiences of learning within a twentieth-century radical experiment in education: Prestolee School, 1919–1952. Oxford Review of Education, 36(2),

## 203-218. https://doi.org/10.1080/03054981003696705

Burnett, J. (1982). Destiny obscure: autobiographies of childhood, education and family from the 1820s to the 1920s. Allen Lane.

Carol Dweck: The power of believing that you can improve | TED Talk | TED.com. (n.d.). https://www.ted.com/talks/carol\_dweck\_the\_power\_of\_believing\_that\_you\_can\_improve

Chapman, J. (2005). Comparative media history: an introduction : 1789 to the present. Polity.

Clanchy, M. T. (n.d.). Looking Back from the Invention of Printing. https://www.jstor.org/stable/29781944

Clanchy, M. T. (2013). Introduction. In From memory to written record: England 1066-1307 (3rd ed, pp. 1–2). Wiley-Blackwell.

https://contentstore.cla.co.uk/secure/link?id=f3e9efd5-dbf9-e611-80c9-005056af4099

Cobban, A. B. (1999). English university life in the Middle Ages. UCL P.

Cohen, M. (2015). The pedagogy of conversation in the home: 'familiar conversation' as a pedagogical tool in eighteenth and nineteenth-century England. Oxford Review of Education, 41(4), 447–463. https://doi.org/10.1080/03054985.2015.1048114

Cooley, M. (1980). Architect or bee?: the human/technology relationship: Vol. Hand and brain. Langley Technical Services.

Crone, R. (2015). Education in the working-class home: modes of learning as revealed by nineteenth-century criminal records. Oxford Review of Education, 41(4), 482–500. https://doi.org/10.1080/03054985.2015.1048116

Cuban, L. & Teachers College, Columbia University. (1986). Teachers and machines: the classroom use of technology since 1920. Teachers College, Columbia University.

Curran, K. (2015). "Through the keyhole of the monastic library door": learning and education in Scottish medieval monasteries'. In The Edinburgh history of education in Scotland (pp. 97–113). Edinburgh University Press.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\_jstor\_b ooks\_chapj.ctt1g09w9t.7&context=PC&vid=UCL\_VU2&lang=en\_US&search\_scope=CSCOP \_UCL&adaptor=primo\_central\_multiple\_fe&tab=local&query=any,contains,Through%20the %20keyhole%20of%20the%20monastic%20library%20door&offset=0

Davies, R. (2015). Home education: then and now. Oxford Review of Education, 41(4), 534–548. https://doi.org/10.1080/03054985.2015.1048119

Delors, J. (1996). Learning: The Treasure within. Report to UNESCO of the International Commission on Education for the twenty-first-Century, Paris UNESCO 1996. Internationales Jahrbuch Der Erwachsenenbildung, 24(1).

https://doi.org/https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWF pbnxiYnNtZWRpYXBsYW5uaW5nfGd4OjNIZGJiM2Q0NTEzYmY2YmM Dweck, C. S. (2012). Mindset. Robinson.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3439631900004761&institutionId=4761&customerId=476 0

Dyhouse, C. (2006). Students: a gendered history [Electronic resource]. Routledge. https://doi.org/10.4324/9780203004289

Ellsworth, E. (1992). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. In Feminisms and critical pedagogy (pp. 90–119). Routledge.

Epstein, S. R. & Prak, M. (2008). Introduction: Guilds, Innovation, and the European Economy, 1400–1800. In S. R. Epstein & M. Prak (Eds.), Guilds, Innovation and the European Economy, 1400–1800 (pp. 1–24). Cambridge University Press. https://doi.org/10.1017/CBO9780511496738.001

Facer, K. (2011). Learning futures: education, technology and social change. Routledge. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&amp ;package\_service\_id=3439617690004761&institutionId=4761&customerId=476 0

Field, J. (2000). Lifelong learning and the new educational order. Trentham Books.

Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed). Bloomsbury Academic.

Gagnier, R. (1991). Subjectivities: a history of self-representation in Britain, 1832-1920. Oxford University Press.

Gluck, S. B., & Patai, D. (1991). Women's Words: the feminist Practice of Oral History. Routledge. https://doi.org/10.4324/9780203819371

Goodson, I., & Sikes, P. J. (2001). Life history research in educational settings: learning from lives: Vol. Doing qualitative research in educational settings. Open University.

Grosvenor, I., Lawn, M., & Rousmaniere, K. (1999). Silences and images: the social history of the classroom: Vol. History of schools and schooling. Peter Lang.

Guerin, F. (2008). Radical aspirations historicized: the European commitment to political documentary. In R. Kolker (Ed.), The Oxford Handbook of Film and Media Studies. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195175967.001.0001

Haley, A. (2016). Black History, Oral History and Genealogy. In R. Perks & A. Thomson (Eds.), The oral history reader: Vol. Routledge readers in history (Third edition, pp. 22–32). Routledge, Taylor & Francis Group.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\_inform aworld\_s10\_1093\_ohr\_1\_1\_1&context=PC&vid=UCL\_VU2&lang=en\_US&search\_scope=CS COP\_UCL&adaptor=primo\_central\_multiple\_fe&tab=local&query=any,contains,Black%20Hi story,%20Oral%20History%20and%20Genealogy&offset=0

Hamilton, D. (1989). On the Origins of the Educational Terms Class and Curriculum'. In

Towards a theory of schooling: Vol. Deakin studies in education series (pp. 35–55). Falmer. https://contentstore.cla.co.uk/secure/link?id=67e5e239-def9-e611-80c9-005056af4099

Hamilton, D. (2015). The beginning of schooling - as we know it? Journal of Curriculum Studies, 47(5), 577–593. https://doi.org/10.1080/00220272.2015.1052851

Hamilton, D., & Zufiaurre, B. (2014). Blackboards and Bootstraps: Revisioning Education and Schooling [Electronic resource]. SensePublishers. https://link-springer-com.libproxy.ucl.ac.uk/book/10.1007/978-94-6209-473-4

Hardcastle, J. (2014). Chapter 3: Hackney Downs. In English teachers in a postwar democracy: emerging choice in London schools, 1945-1965: Vol. Secondary education in a changing world (pp. 47–78). Palgrave Macmillan.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL\_LMS\_ DS51233170940004761&context=L&vid=UCL\_VU2&lang=en\_US&search\_scope=CSCOP\_U CL&adaptor=Local%20Search%20Engine&isFrbr=true&tab=local&query=any,contains,Eng lish%20teachers%20in%20a%20postwar%20democracy:%20emerging%20choice%20in%2 0London%20schools&sortby=rank&facet=frbrgroupid,include,809414588&offset=0

Hartley, S., & Johnson, H. (2014). Learning to Co-operate: Youth Engagement with the Co-operative Revival in Africa. The European Journal of Development Research, 26(1), 55–70. https://doi.org/10.1057/ejdr.2013.39

Hogan, D. (1989). The Market Revolution and Disciplinary Power: Joseph Lancaster and the Psychology of the Early Classroom System. History of Education Quarterly, 29(3). https://doi.org/10.2307/368910

Humphries, J. (2010a). Childhood and child labour in the British industrial revolution. Cambridge University Press. https://doi.org/10.1017/CBO9780511780455

Humphries, J. (2010b). Childhood and child labour in the British industrial revolution: Vol. Cambridge studies in economic history. Second series. Cambridge University Press. https://doi.org/10.1017/CBO9780511780455

Illeris, K. (2009). Contemporary theories of learning: learning theorists - in their own words. Routledge.

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203870426

Illeris, K. (2011). The fundamentals of workplace learning: understanding how people learn in working life. Routledge. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203836521

infed.org | Community participation, community development and non-formal education. (n.d.).

http://infed.org/mobi/community-participation-community-development-and-non-formal-ed ucation/

Jacobs, A., Leach, C., & Spencer, S. (2010). Learning lives and alumni voices. Oxford Review of Education, 36(2), 219–232. https://doi.org/10.1080/03054981003696721

Jarvis, P., & Parker, S. (2005). Human learning: an holistic approach. Routledge.

Jenkins, H. (2006). Convergence culture: where old and new media collide. New York UP. https://hdl-handle-net.libproxy.ucl.ac.uk/2027/heb05936.0001.001

Kraftl, P., & Mills, S. (2014a). Informal education, childhood and youth: geographies, histories, practices. Palgrave Macmillan. https://link-springer-com.libproxy.ucl.ac.uk/book/10.1057/9781137027733

Kraftl, P., & Mills, S. (2014b). Informal education, childhood and youth: geographies, histories, practices. Palgrave Macmillan. https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL\_LMS\_ DS51233162040004761&context=L&vid=UCL\_VU2&search\_scope=CSCOP\_UCL&isFrbr=tr ue&tab=local&lang=en\_US

Lave, J., & Wenger, E. (1991). Situated learning: legitimate peripheral participation: Vol. Learning in doing. Cambridge University Press. https://doi.org/10.1017/CBO9780511815355

Lawless, K. A. (2016). Educational Technology. Policy Insights from the Behavioral and Brain Sciences, 3(2), 169–176. https://doi.org/10.1177/2372732216630328

Lawson, J. (1967). Mediaeval education and the Reformation: Vol. Students library of education. Routledge and Kegan Paul.

Lowe, R. (2009). The history of higher education: major themes in education: Vol. Major themes in education. Routledge.

Lowe, R. (2017). The origins of higher learning: knowledge networks and the early development of universities. Routledge.

Manning, J. (1959). Dickens on education. University of Toronto Press.

Martin, J. (2007). The Selves of Educational Psychology: Conceptions, Contexts, and Critical Considerations. Educational Psychologist, 42(2), 79–89. https://doi.org/10.1080/00461520701263244

McCulloch, G., & Woodin, T. (2010a). Learning and liberal education: the case of the Simon family, 1912–1939. Oxford Review of Education, 36(2), 187–201. https://doi.org/10.1080/03054981003696697

McCulloch, G., & Woodin, T. (2010b). Towards a social history of learners and learning. Oxford Review of Education, 36(2), 133–140. https://doi.org/10.1080/03054981003696614

Myers, K., & Grosvenor, I. (2014). Cultural learning and historical memory: A research agenda. Encounters in Theory and History of Education, 15, 3–21. https://doi.org/10.24908/eoe-ese-rse.v15i0.5285

O'Donoghue, D. (2010). Classrooms as installations: a conceptual framework for analysing classroom photographs from the past. History of Education, 39(3), 401–415.

https://doi.org/10.1080/00467601003764819

Porter, R. (2001). Chapter 15: Education: a Panacea? In Enlightenment: Britain and the creation of the modern world (pp. 339–363). Penguin. https://contentstore.cla.co.uk/secure/link?id=fd5d2f13-ddf9-e611-80c9-005056af4099

Prensky, M. (n.d.). Digital Natives, Digital Immigrants. http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20I mmigrants%20-%20Part1.pdf

Professor Rebecca Probert, R. and Callan, S. (2011). History and Family: Setting the Records Straight. A rebuttal to the British Academy pamphlet Happy families? - The Centre for Social Justice. The Centre for Social Justice.

https://www.centreforsocialjustice.org.uk/library/history-family-setting-records-straight-reb uttal-british-academy-pamphlet-happy-families

Putnam, R. D. (n.d.). Bowling alone: the collapse and revival of American community.

Roberts, B. (2002). Introduction: Biographical Research. In Biographical research: Vol. Understanding social research (pp. 1–17). Open UP. https://contentstore.cla.co.uk/secure/link?id=2cea85ad-e2f9-e611-80c9-005056af4099

Rose, J. (1992). The Whole Contention Concerning the Workers' Educational Association'. In Where women are leaders: the SEWA movement in India (pp. 256–297). Zed.

Rose, J. (2007). The History of Education as the History of Reading\*. History of Education, 36(4–5), 595–605. https://doi.org/10.1080/00467600701496922

Rose, J. (2010). The intellectual life of the British working classes (2nd ed). Yale University Press. https://www.jstor.org/stable/j.ctv1pdrr35

Rose, K. (1992a). Chapter 3: Independence. In Where women are leaders: the SEWA movement in India (pp. 58–83). Zed. https://contentstore.cla.co.uk/secure/link?id=87912cb6-e4f9-e611-80c9-005056af4099

Rose, K. (1992b). Where women are leaders: the SEWA movement in India. Zed.

Saenger, P. H. (1997). Space between words: the origins of silent reading. Stanford University Press.

Selwyn, N. (2011). Chapter 3: What Can History Tell Us About Education and Technology? In Education and technology: key issues and debates (pp. 40–63). Continuum. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=661054

Shorter, E. (1975). The making of the modern family. Basic Books.

Silver, H. (1965). The concept of popular education: a study of ideas and social movements in the early nineteenth century: Vol. Studies in society. MacGibbon & Kee.

Silver, H. (2003). Higher education and opinion making in twentieth-century England. Woburn Press.

Simon, B. (1974). The two nations and the educational structure, 1780-1870: Vol. Studies in the history of education. Lawrence & Wishart.

Simon, J. (1970). The social origins of English education: Vol. The students' library of education. Routledge & K. Paul.

Siskin, C., & Warner, W. (2010). This is enlightenment. University of Chicago Press.

Skocpol, T. (2003). Diminished democracy: from membership to management in American civic life: Vol. v. 8. University of Oklahoma Press.

Snell, K. D. M. (1996). The apprenticeship system in British history: the fragmentation of a cultural institution. History of Education, 25(4), 303–321. https://doi.org/10.1080/0046760960250401

Steele, T. (2010). Enlightened publics: Popular education movements in Europe, their legacy and promise. Studies in the Education of Adults, 42(2), 107–123. https://doi.org/10.1080/02660830.2010.11661592

Strangleman, T. (2012a). Work Identity in Crisis? Rethinking the Problem of Attachment and Loss at Work. Sociology, 46(3), 411–425. https://doi.org/10.1177/0038038511422585

Strangleman, T. (2012b). Work Identity in Crisis? Rethinking the Problem of Attachment and Loss at Work. Sociology, 46(3), 411–425. https://doi.org/10.1177/0038038511422585

Studies in the Education of Adults: Vol 43, No 2. (n.d.). http://www.tandfonline.com/toc/rsia20/43/2?nav=tocList

Thane, P. (2011). Happy families? History and family policy | British Academy. British Academy. https://www.britac.ac.uk/publications/happy-families-history-and-family-policy

Thomas, E. (2017). The outcomes and impacts of everyday learning. International Journal of Lifelong Education, 36(3), 308–323. https://doi.org/10.1080/02601370.2016.1249971

Thompson, E. P. (1997). Education or Experience. In The romantics: England in a revolutionary age (pp. 4–32). Merlin Press. https://contentstore.cla.co.uk/secure/link?id=995bf588-e3f9-e611-80c9-005056af4099

Todd, S. (2005a). Chapter 5: Work Culture. In Young women, work, and family in England, 1918-1950 (pp. 145–165). Oxford University Press. https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL\_LMS\_ DS51231171270004761&context=L&vid=UCL\_VU2&search\_scope=CSCOP\_UCL&tab=local &lang=en\_US

Todd, S. (2005b). Young women, work, and family in England, 1918-1950. Oxford University Press.

Todorov, T. (2009). In defence of the enlightenment. Atlantic Books.

Tuckett, A. (2017). The rise and fall of life-wide learning for adults in England. International Journal of Lifelong Education, 36(1–2), 230–249. https://doi.org/10.1080/02601370.2017.1274546

Uricchio, W. (2008). Television's first seventy-five years: the interpretive flexibility of a medium in transition. In R. Kolker (Ed.), The Oxford Handbook of Film and Media Studies. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195175967.001.0001

Vincent, D. (1982). Bread, knowledge, and freedom: a study of nineteenth-century working class autobiography: Vol. University paperbacks. Methuen.

Welton, M. (1993). Social Revolutionary Learning: The New Social Movements As Learning Sites. Adult Education Quarterly, 43(3), 152–164. https://doi.org/10.1177/0741713693043003002

What is community? (n.d.). The encyclopedia of informal education. http://infed.org/mobi/community/

White, J. (2011). The invention of the secondary curriculum. Palgrave Macmillan. https://link-springer-com.libproxy.ucl.ac.uk/book/10.1057/9780230337985

Williams, R., & Williams, E. (1990). Television: technology and cultural form (2nd ed). Routledge.

Woodin, T. (2018). 'Making writers: more writing than welding', Chapter 6, Working class writing and social change in the late-twentieth century, pp 111-127. Manchester University Press. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5497857

Wright, S. (2011). Inside the Black Box? Log Books from Late 19th and Early 20th Century English Elementary Schools. In The black box of schooling: a cultural history of the classroom (pp. 121–138). P.I.E. Peter Lang. https://www.peterlang.com/document/1044086