

EDPS0215: Understanding Education Policy

Spring 2019

Module Leader: Prof Carol Vincent

View Online



Adams, P. (2014). Chapter 2: Education Policy and Policy Making. In *Policy and education*. Routledge. <http://dx.doi.org/10.4324/9780203138755>

Apple, M. W. (2000). *The Politics of Common-Sense: Why the Right is Winning*. In *Official knowledge: democratic education in a conservative age* (2nd ed). Routledge. <https://www-taylorfrancis-com.libproxy.ucl.ac.uk/books/official-knowledge-michael-apple/10.4324/9780203814383>

Ball, S. (2017). Policy Technologies and the UK government's approach to public sector reform. In *The education debate* (Third edition). Policy Press. <http://www.jstor.org/stable/10.2307/j.ctt1t893tk>

Ball, S. J. (2008). *Current Policy Models and the UK government's approach to public sector reform*. Policy Press. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3839426400004761&institutionId=4761&customerId=4760

Ball, S. J. (2016). Neoliberal education? Confronting the slouching beast. *Policy Futures in Education*, 14(8), 1046–1059. <https://doi.org/10.1177/1478210316664259>

Ball, S. J. (2017). Laboring to Relate: Neoliberalism, Embodied Policy, and Network Dynamics. *Peabody Journal of Education*, 92(1), 29–41. <https://doi.org/10.1080/0161956X.2016.1264802>

Ball, S. J., Junemann, C., & Santori, D. (2017). Chapter 1: Networks, globalisation and policy mobility. In *Edu.net: globalisation and education policy mobility* (pp. 1–14). Routledge. <https://contentstore.cla.co.uk/secure/link?id=64a3e899-d9d5-e711-80cd-005056af4099>

Ben Kisby. (2017). “Politics is ethics done in public”: Exploring Linkages and Disjunctions between Citizenship Education and Character Education in England. *JSSE - Journal of Social Science Education*, 16(3). <https://doi.org/10.2390/jsse-v16-i3-1582>

Bradbury, A., & Roberts-Holmes, G. (2018). Chapter 3: Datafication in the classroom: the production of data-driven subjectivities. In *The datafication of primary and early years education: playing with numbers*. Routledge. <https://contentstore.cla.co.uk/secure/link?id=7a051bca-ed0-e711-80cd-005056af4099>

Braun, A., Ball, S. J., Maguire, M., & Hoskins, K. (2011). Taking context seriously: towards explaining policy enactments in the secondary school. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 585–596. <https://doi.org/10.1080/01596306.2011.601555>

Brooks, R. (2018). Chapter 3: Policy and Policymaking. In *Education and society: places, policies, processes*. Palgrave Macmillan.

<https://contentstore.cla.co.uk/secure/link?id=b1a1b367-d5f7-e811-80cd-005056af4099>

Elton-Chalcraft, S., Lander, V., Revell, L., Warner, D., & Whitworth, L. (2017). To promote, or not to promote fundamental British values? Teachers' standards, diversity and teacher education. *British Educational Research Journal*, 43(1), 29–48.

<https://doi.org/10.1002/berj.3253>

Harland, T. (2009). The university, neoliberal reform and the liberal educational ideal. In *The Routledge international handbook of higher education*. Routledge.

<http://www.routledgehandbooks.com/doi/10.4324/9780203882221>

Lakes, R. D., & Carter, P. A. (2011). Neoliberalism and Education: An Introduction.

Educational Studies, 47(2), 107–110. <https://doi.org/10.1080/00131946.2011.556387>

Lewis, S., & Hardy, I. (2015). Funding, reputation and targets: the discursive logics of high-stakes testing. *Cambridge Journal of Education*, 45(2), 245–264.

<https://doi.org/10.1080/0305764X.2014.936826>

Lightfoot, N. (2016). Policy research: In defence of ad hocery? In A. O'Grady & V. Cottle (Eds.), *Exploring education at postgraduate level: policy, theory and practice*. Routledge.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5659808940004761&institutionId=4761&customerId=4760

Marginson, S. (2017). Global trends in higher education financing: The United Kingdom. *International Journal of Educational Development*.

<https://doi.org/10.1016/j.ijedudev.2017.03.008>

Mills, M., & McCluskey, G. (Eds.). (2018). What can a socially just approach to education learn from alternative schools? In *International Perspectives on Alternative Education Policy and Practice*. UCL Institute of Education Press, University College London.

<https://contentstore.cla.co.uk/secure/link?id=ed761a36-903a-e911-80cd-005056af4099>

Nambissan, G., & Lall, M. (2011). Introduction: Education, Globalisation and Social Justice. In *Education and social justice in the era of globalisation: perspectives from India and the UK* (pp. 1–24). Routledge.

<https://contentstore.cla.co.uk/secure/link?id=0409b7cd-6c1b-e711-80c9-005056af4099>

Olmedo, A., Bailey, P. L. J., & Ball, S. J. (2013). To Infinity and beyond ...: Heterarchical Governance, the Teach for All Network in Europe and the Making of Profits and Minds.

European Educational Research Journal, 12(4), 492–512.

<https://doi.org/10.2304/eeerj.2013.12.4.492>

Rizvi, F., & Lingard, B. (2010). Chapter 1: Conceptions of education policy. In *Globalizing education policy* (pp. 1–21). Routledge.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51235844950004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&tab=local&lang=en_US

See 'Can We Teach Character?' (n.d.).

<https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/about-the-centre/16953%20Jubilee%20Centre%203-Fold%20Leaflet%20CHARACTER%20EDU%20-%20WEB.pdf>

Wilkins, A. (2010). Citizens and/or consumers: mutations in the construction of concepts and practices of school choice. *Journal of Education Policy*, 25(2), 171–189.
<https://doi.org/10.1080/02680930903447671>