

# CPAS0076: Critical Perspectives on Learning and Teaching

View Online



Module Lead: Guy Durden  
Student Numbers: 10  
Autumn 2018 and Spring 2019

---

Alexander, Robin J. 2008. 'Essays on Pedagogy - Chapter 4'. in *Essays on pedagogy*. London: Routledge.

Apple, Michael W. 2006. *Educating the Right Way*. Routledge.

Apple, Michael W., and Michael W. Apple. 2014. *Official Knowledge: Democratic Education in a Conservative Age*. 3rd ed. New York, New York: Routledge.

*Approaches to Critical Theory and Critical Pedagogy*. 2013. in *Rethinking Knowledge within Higher Education : Adorno and Social Justice*. Bloomsbury Academic.

Baines, Ed, Peter Blatchford, and Rob Webster. 2015. 'The Challenges of Implementing Group Work in Primary School Classrooms and Including Pupils with Special Educational Needs'. *Education 3-13* 43(1):15-29. doi:10.1080/03004279.2015.961689.

Bibby, Tamara. 2011. *Education: An 'Impossible Profession'? : Psychoanalytic Explorations of Learning and Classrooms*. London: Routledge.

Biggs, John. n.d. 'Enhancing Teaching through Constructive Alignment.' *Higher Education* 32(3). <https://www.jstor.org/stable/3448076>.

Biggs, John B., Catherine Tang, and Society for Research into Higher Education. 2011. 'Teaching for Quality Learning at University: What the Student Does - Chapter 2'. Pp. 16-33 in *Teaching for quality learning at university: what the student does*. Maidenhead: McGraw-Hill.

Bion, Wilfred R. 1989. *Experiences in Groups, and Other Papers / W.R. Bion*. London: Tavistock/Routledge.

Bion, Wilfred R. 2004. *Learning from Experience*. New ed. Lanham, MD.: Rowman & Littlefield.

Blatchford, Peter, Peter Kutnick, Ed Baines, and Maurice Galton. 2003. 'Toward a Social Pedagogy of Classroom Group Work'. *International Journal of Educational Research* 39(1-2):153-72. doi:10.1016/S0883-0355(03)00078-8.

Britzman, Deborah P., and Alice J. Pitt. 1996. 'Pedagogy and Transference: Casting the Past of Learning into the Presence of Teaching'. *Theory Into Practice* 35(2):117-23. doi:10.1080/00405849609543711.

Capel, Susan Anne, Marilyn Leask, and Sarah Younie, eds. 2016. *Learning to Teach in the Secondary School: A Companion to School Experience*. Seventh edition. London: Routledge.

Capel, Susan Anne, Marilyn Leask, and Sarah Younie, eds. 2019. *Learning to Teach in the Secondary School: A Companion to School Experience*. 8th Edition. London: Routledge.

Carnell, Eileen, and Caroline Lodge. 2002a. 'Chapter 2: Learning in the Classroom'. in *Supporting effective learning*. London: Paul Chapman.

Carnell, Eileen, and Caroline Lodge. 2002b. *Supporting Effective Learning*. London: Paul Chapman.

Christ Watkins. 2010. 'Learning, Performance and Improvement'. *INSI Research Matters* 34:1–15. <http://www.chriswatkins.net/publications/>.

Clarke, David, and Hilary Hollingsworth. 2002. 'Elaborating a Model of Teacher Professional Growth'. *Teaching and Teacher Education* 18(8):947–67. doi:10.1016/S0742-051X(02)00053-7.

Coffield, Frank, Kathryn Ecclestone, Elaine Hall, David Moseley, and Learning and Skills Research Centre (Great Britain). 2004. *Learning Styles and Pedagogy in Post-16 Learning: A Systematic and Critical Review*. [London]: Learning and Skills Research Centre.

Cranton, Patricia. 2002. 'Teaching for Transformation'. *New Directions for Adult and Continuing Education* 2002(93):63–72. doi:10.1002/ace.50.

Depaepe, Fien, Lieven Verschaffel, and Geert Kelchtermans. 2013. 'Pedagogical Content Knowledge: A Systematic Review of the Way in Which the Concept Has Pervaded Mathematics Educational Research'. *Teaching and Teacher Education* 34:12–25. doi:10.1016/j.tate.2013.03.001.

Dewey, John. 2009a. 'Chapter Seven: The Democratic Conception in Education'. in *Democracy and education*. [S.I.]: Merchant Books.

Dewey, John. 2009b. *Democracy and Education*. [S.I.]: Merchant Books.

Eckert, Penelope, Shelley Goldman, and Etienne Wenger. n.d. 'The School as a Community of Engaged Learners'. *Wingspread Journal* 9(3). <https://web.stanford.edu/~eckert/PDF/SasCEL.pdf>.

Eraut, Michael. 1995a. 'Schon Shock: A Case for Refraining Reflection-in-action?' *Teachers and Teaching* 1(1):9–22. doi:10.1080/1354060950010102.

Eraut, Michael. 1995b. 'Schon Shock: A Case for Refraining Reflection-in-action?' *Teachers and Teaching* 1(1):9–22. doi:10.1080/1354060950010102.

Fai Pang, Ming. 2006. 'The Use of Learning Study to Enhance Teacher Professional Learning in Hong Kong'. *Teaching Education* 17(1):27–42. doi:10.1080/10476210500527915.

Fisher, Helen. 2011a. 'Inside The Primary Classroom: Examples of Dissatisfaction Behind A Veil of Compliance'. *British Journal of Educational Studies* 59(2):121–41. doi:10.1080/00071005.2011.567969.

Fisher, Helen. 2011b. 'Inside The Primary Classroom: Examples of Dissatisfaction Behind A Veil of Compliance'. *British Journal of Educational Studies* 59(2):121–41. doi:10.1080/00071005.2011.567969.

Fraser, Nancy. 2008. *Scales of Justice: Reimagining Political Space in a Globalizing World*. Cambridge: Polity.

Freire, Paulo, Robert R. Barr, and Ana Maria Araújo Freire. 2014. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. London: Bloomsbury.

Freire, Paulo, and Myra Bergman Ramos. 2017. *Pedagogy of the Oppressed*. [London]: Penguin Classics.

Frosh, Stephen and British Library. 2002. *Key Concepts in Psychoanalysis*. London: The British Library.

Gearon, Liam. 2015. *Learning to Teach Citizenship in the Secondary School: A Companion to School Experience*. 3rd ed. London: Routledge.

Gillborn, David. 2008. *Racism and Education: Coincidence or Conspiracy?* London: Routledge.

Gillborn, David. 2010. 'The Colour of Numbers: Surveys, Statistics and Deficit-thinking about Race and Class'. *Journal of Education Policy* 25(2):253–76. doi:10.1080/02680930903460740.

Giroux, Henry A. 2001. *Theory and Resistance in Education: Towards a Pedagogy for the Opposition*. Rev. and expanded ed. Westport, Conn: Bergin & Garvey.

Giroux, Henry A. 2003. 'Public Pedagogy and the Politics of Resistance: Notes on a Critical Theory of Educational Struggle'. *Educational Philosophy and Theory* 35(1):5–16. doi:10.1111/1469-5812.00002.

Giroux, Henry A. 2005. *Border Crossings: Cultural Workers and the Politics of Education*. 2nd ed. New York: Routledge.

Gregory J. Kelly, Allan Luke and Judith Green. 2008. 'Introduction: What Counts as Knowledge in Educational Settings: Disciplinary Knowledge, Assessment, and Curriculum'. *Review of Research in Education* 32. <https://www.jstor.org/stable/20185110>.

Gutiérrez, Rochelle, and Ezekiel Dixon-Román. 2011. 'Beyond Gap Gazing: How Can Thinking About Education Comprehensively Help Us (Re)Envision Mathematics Education?' Pp. 21–34 in *Mapping Equity and Quality in Mathematics Education*, edited by B. Atweh, M. Graven, W. Secada, and P. Valero. Dordrecht: Springer Netherlands.

Hamilton, David. 2009. 'Pedagogy and the Long Course of Learning'. *Pedagogy, Culture & Society* 17(1):115–21. doi:10.1080/14681360902742944.

Hargreaves, Eleanore. 2013. 'Assessment for Learning and Teacher Learning Communities: UK Teachers' Experiences'. *Teaching Education* 24(3):327–44.  
doi:10.1080/10476210.2012.713931.

Hatch, Thomas. 2005. 'Chapter 2: In The Classroom'. in *Into the classroom: developing the scholarship of teaching and learning*. San Francisco, Calif: Jossey-Bass.

Hayes, Debra N. A. 2006. *Teachers and Schooling Making a Difference: Productive Pedagogies, Assessment and Performance*. Crows Nest, N.S.W.: Allen & Unwin.

Healey, MickJenkins, Alan. n.d. 'Kolb's Experiential Learning Theory and Its Application in Geography in Higher Education'. *Journal of Geography* 99:5–33.  
<https://search.proquest.com/docview/1290502312?accountid=14511>.

Holden, Cathie, and David Hicks. 2007. 'Making Global Connections: The Knowledge, Understanding and Motivation of Trainee Teachers'. *Teaching and Teacher Education* 23(1):13–23. doi:10.1016/j.tate.2006.04.031.

Illeris, Knud. 2007a. 'Chapter 3: The Processes and Dimensions of Learning'. Pp. 22–29 in *How we learn: learning and non-learning in school and beyond*. Abingdon: Routledge.

Illeris, Knud. 2007b. 'Chapter 3: The Processes and Dimensions of Learning Pp. 22-29.' in *How We Learn*. Routledge.

Illeris, Knud. 2007c. *How We Learn: Learning and Non-Learning in School and Beyond*. Abingdon: Routledge.

*International Journal of Educational Development*. n.d.  
<https://www.sciencedirect.com/journal/international-journal-of-educational-development>.  
Jackson, Carolyn. 2010. 'Fear in Education'. *Educational Review* 62(1):39–52.  
doi:10.1080/00131910903469544.

Jaques, David. 1991. *Learning in Groups*. 2nd ed. London: Kogan Page.

Jürgen Baumert, Mareike Kunter, Werner Blum, Martin Brunner, Tamar Voss, Alexander Jordan, Uta Klusmann, Stefan Krauss, Michael Neubrand and Yi-Miau Tsai. 2010. 'Teachers' Mathematical Knowledge, Cognitive Activation in the Classroom, and Student Progress'. *American Educational Research Journal* 47(1). <https://www.jstor.org/stable/40645421>.

Kathy Carter. 1995. 'Teaching Stories and Local Understandings'. *The Journal of Educational Research* 88(6). <https://www.jstor.org/stable/27541995>.

Kind, Vanessa. 2009. 'Pedagogical Content Knowledge in Science Education: Perspectives and Potential for Progress'. *Studies in Science Education* 45(2):169–204.  
doi:10.1080/03057260903142285.

Kolb, David A. 2015. *Experiential Learning: Experience as the Source of Learning and Development*. Second edition. Prentice Hall/Safari Learning.

Leeman, Yvonne, and Willem Wardekker. 2014. 'Teacher Research and the Aims of Education'. *Teachers and Teaching* 20(1):45–58. doi:10.1080/13540602.2013.848516.

- Lewis, Catherine. 2009. 'What Is the Nature of Knowledge Development in Lesson Study?' *Educational Action Research* 17(1):95–110. doi:10.1080/09650790802667477.
- Lieberman, Joanne. 2009. 'Reinventing Teacher Professional Norms and Identities: The Role of Lesson Study and Learning Communities'. *Professional Development in Education* 35(1):83–99. doi:10.1080/13674580802264688.
- McCann, Michael. 2017. 'Constructive Alignment in Economics Teaching: A Reflection on Effective Implementation, Teaching in Higher Education, 22(3), 336-348'. *Teaching in Higher Education* 22(3):336–48. doi:10.1080/13562517.2016.1248387.
- McGregor, Glenda. 2011. 'Engaging Gen Y in Schooling: The Need for an Egalitarian Ethos of Education'. *Pedagogy, Culture & Society* 19(1):1–20. doi:10.1080/14681366.2010.510803.
- Mills, M. 2013. 'The Work of Nancy Fraser and a Socially Just Education System'. Pp. 1027–34 in *The handbook of educational theories*. Charlotte, N.C.: Information Age.
- Mirror, mirror on the wall: The Lacanian mirror in the classroom. n.d. Pp. 31–44 in *Education : an 'impossible profession'? : psychoanalytic explorations of learning and classrooms / Tamara Bibby*.
- Moore, Alex. 2012. 'Chapter 1: Models of Teaching and Learning'. Pp. 1–32 in *Teaching and learning: pedagogy, curriculum and culture*. London: Routledge.
- Obholzer, Anton, Vega Zagier Roberts, and Tavistock Clinic. 1994. 'The Troublesome Individual and the Troubled Institution'. Pp. 129–38 in *The unconscious at work: individual and organizational stress in the human services*. London: Routledge.
- Paakkari, L., P. Tynjälä, and L. Kannas. 2011. 'Critical Aspects of Student Teachers' Conceptions of Learning'. *Learning and Instruction*. doi:10.1016/j.learninstruc.2011.03.003.
- Resources | International Bureau of Education. n.d. [http://www.ibe.unesco.org/en/resources?search\\_api\\_views\\_fulltext=%22](http://www.ibe.unesco.org/en/resources?search_api_views_fulltext=%22).
- Scott, David, and Ben Scott. 2018. *Equalities and Inequalities in the English Education System*. London: UCL Institute of Education Press.
- Shulman. 1986. 'Pedagogical Content Knowledge (PCK)'. in *Learning teaching: becoming an inspirational teacher*. Northwich, [England]: Critical Publishing Ltd.
- Stobart, Gordon. 2014. *The Expert Learner: Challenging the Myth of Ability*. Maidenhead: Open University Press.
- Stokes, J. 1994. 'The Unconscious at Work in Groups and Teams: Contributions from Wilfred Bion'. Pp. 19–27 in *The unconscious at work: individual and organizational stress in the human services*. London: Routledge.
- The primary task of the school. n.d. in *Education : an 'impossible profession'? : psychoanalytic explorations of learning and classrooms / Tamara Bibby*.

Turner, Julianne C., and Debra K. Meyer. 2000. 'Studying and Understanding the Instructional Contexts of Classrooms: Using Our Past to Forge Our Future'. *Educational Psychologist* 35(2):69–85. doi:10.1207/S15326985EP3502\_2.

Watkins, Chris, Eileen Carnell, and Caroline Lodge. 2007. *Effective Learning in Classrooms*. London: Paul Chapman.

Webb, Noreen M., Sydney H. Farivar, and Ann M. Mastergeorge. 2002. 'Productive Helping in Cooperative Groups Theory into Practice'. *Theory Into Practice* 41(1). doi:10.1207/s15430421tip4101\_3.

White, John. 2011a. *Exploring Well-Being in Schools: A Guide to Making Children's Lives More Fulfilling*. Abingdon: Routledge.

White, John. 2011b. 'Part II: Education for Well-Being: The Way Forward'. Pp. 113–45 in *Exploring well-being in schools: a guide to making children's lives more fulfilling*. Abingdon: Routledge.

Wood, Keith. 2000. 'The Experience of Learning to Teach: Changing Student Teachers' Ways of Understanding Teaching'. *Journal of Curriculum Studies* 32(1):75–93. doi:10.1080/002202700182862.

Youdell, Deborah Catherine. 2011. *School Trouble: Identity, Power and Politics in Education*. London: Routledge.