

CPASG461A: Guiding Effective Learning and Teaching

View Online



Module tutor: Dr Eleanore Hargreaves (email:
e.hargreaves@ucl.ac.uk).

1.

Jackson N. Developing the concept of metalearning. *Innovations in Education and Teaching International*. 2004 Nov;41(4):391–403.

2.

Nixon S. Using Metaphors to Aid Student Meta-Learning: When You're Learning at Your Best You're Like What? *Creative Education*. 2013;04(07):32–6.

3.

Stringer C. Chapter 9: What is learning to learn? In: *Learning to learn: international perspectives from theory and practice*. London: Routledge; 2014.

4.

Watkins C. Learning about learning enhances performance [Internet]. Institute of Education, University of London; 2001. Available from:
<http://discovery.ucl.ac.uk/10002803/>

5.

Freire P, Ramos MB. *Pedagogy of the oppressed* [Internet]. London: Sheed and Ward; 1972. Available from:
<https://contentstore.cla.co.uk/secure/link?id=a80e1257-ce46-e711-80cb-005056af4099>

6.

Jackson C. Fear in education. *Educational Review*. 2010 Feb;62(1):39–52.

7.

Macleod G, MacAllister J, Pirrie A. Towards a broader understanding of authority in student–teacher relationships. *Oxford Review of Education*. 2012 Aug;38(4):493–508.

8.

Pace JL, Hemmings A. Understanding Authority in Classrooms: A Review of Theory, Ideology, and Research. *Review of Educational Research*. 2007 Mar 1;77(1):4–27.

9.

Niemiec CP, Ryan RM. Autonomy, competence, and relatedness in the classroom. *School Field*. 2009 Jul;7(2):133–44.

10.

Brown AL, Ash D, Rutherford M, Nakagawa K, Gordon A, Campione JC. Distributed expertise in the classroom. In: *Distributed cognitions: psychological and educational considerations*. Cambridge: Cambridge University Press; 1993. p. 188–228.

11.

Burke C, Grosvenor I. Chapter 1: School Buildings: ‘A safe haven, not a prison...’ In: *The school I’d like: children and young people’s reflections on an education for the 21st century* [Internet]. London: RoutledgeFalmer; 2003. Available from: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-02T11%3A14%3A49IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20school%20I%27d%20like%20children%20and%20young%20people%27s%20reflections%20on%20an%20education%20for%20the%2021st%20century&rft.aulast=Burke&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Burke,%20Catherine,%201957-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415301145&rft.isbn=9780203439074&rft.sici=&rft.coden=&rft_id=info:doi/&

mp;rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203439074&rft.svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&rft.svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693320%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&rft.req.language=eng

12.

Dweck CS. The Perils and Promises of Praise. Early Intervention at Every Age [Internet]. 2007;65(2). Available from: <http://www.helpwithteaching.co.uk/wp-content/uploads/2013/01/The-Perils-and-Promises-of-Praise-Carol-S-Dweck.pdf>

13.

Kohn A. A classroom of their choosing. In: Beyond discipline: from compliance to community [Internet]. [2nd ed.], 10th anniversary ed. Alexandria, Va: Association for Supervision and Curriculum Development; 2006. Available from: <http://www.loc.gov/catdir/toc/ecip0614/2006017669.html>

14.

Marshall B, Jane Drummond M. How teachers engage with Assessment for Learning: lessons from the classroom. Research Papers in Education. 2006 Jun;21(2):133–49.

15.

Moore A. Love and fear in the classroom: How 'validating affect' might help us understand young students and improve their experiences of school life and learning. In: The uses of psychoanalysis in working with children's emotional lives [Internet]. Lanham, Md: Aronson; 2013. Available from: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-26T16%3A26%3A54IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20uses%20of%20psychoanalysis%20in%20working%20with%20children%27s%20emotional%20lives&rft.aulast=O%27Loughlin&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780765709196&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://UCL.ebib.com/patron/FullRecord.aspx?p=1144780&rft.svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&rft.svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002302135%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisb

n=&rft_id=info:oai/&req.language=eng

16.

Saevi T. Learning and pedagogic relations. In: The SAGE handbook of learning [Internet].

Los Angeles: SAGE; 2015. Available from:

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-26T16%3A21%3A26IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20learning&rft.aulast=Scott&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781473915213&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4135/9781473915213&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002769521%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

17.

Devine D, McGillicuddy D. Positioning pedagogy—a matter of children's rights. *Oxford Review of Education*. 2016 Jul 3;42(4):424–43.

18.

Fielding M. Alex Bloom, Pioneer of Radical State Education. *FORUM* [Internet]. 2005;47(2). Available from: <http://www.worlds.co.uk/rss/abstract.asp?j=forum&aid=2560>

19.

Fisher H. Inside The Primary Classroom: Examples of Dissatisfaction Behind A Veil of Compliance. *British Journal of Educational Studies*. 2011 Jun;59(2):121–41.

20.

Crossouard B. Absent presences: the recognition of social class and gender dimensions within peer assessment interactions. *British Educational Research Journal*. 2012 Oct;38(5):731–48.

21.

Wells G. Dialogic inquiry in education: Building on the legacy of Vygotsky. In: Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry [Internet]. Cambridge: Cambridge UP; 2000. p. 51–85. Available from: <https://contentstore.cla.co.uk/secure/link?id=71d7dccb-6d1b-e711-80c9-005056af4099>

22.

Lin AMY. What's the Use of "Triadic Dialogue"? Activity Theory, Conversation Analysis, and Analysis of Pedagogical Practices. *Pedagogies: An International Journal*. 2007 Jun 21;2(2):77–94.

23.

Shayer M. Not just Piaget; not just Vygotsky, and certainly not Vygotsky as alternative to Piaget. *Learning and Instruction*. 2003 Oct;13(5):465–85.

24.

Watkins C. Classrooms as learning communities: what's in it for schools? [Internet]. Vol. What's in it for schools? London: Routledge; 2005. Available from: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-02T12%3A39%3A37IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Classrooms%20as%20learning%20communities%20:%20what%27s%20in%20it%20for%20schools?&rft.aulast=Watkins&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Watkins,%20Chris&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0415327792&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203390719&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002589834%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

25.

Taylor B, Francis B, Archer L, Hodgen J, Pepper D, Tereshchenko A, et al. Factors deterring schools from mixed attainment teaching practice. *Pedagogy, Culture & Society*. 2017 Jul

3;25(3):327-45.

26.

Boaler J. The 'Psychological Prisons' From Which They Never Escaped: The Role of Ability Grouping in Reproducing Social Class Inequalities. FORUM [Internet]. 2005;47(2):125-34. Available from:
http://www.worlds.co.uk/pdf/validate.asp?j=forum&vol=47&issue=2&year=2005&article=9_Boaler_FORUM_47_2-3_web

27.

Webster R, Blatchford P. The educational experiences of pupils with a Statement for special educational needs in mainstream primary schools: results from a systematic observation study. European Journal of Special Needs Education. 2013 Nov;28(4):463-79.

28.

Teaching and Learning Toolkit | Education Endowment Foundation | EEF [Internet]. Available from:
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

29.

Marks R. 'The Blue Table Means You Don't Have a Clue': The Persistence of Fixed-ability Thinking and Practices in Primary Mathematics in English Schools. FORUM [Internet]. 2013;55(1):31-44. Available from:
http://www.worlds.co.uk/pdf/validate.asp?j=forum&vol=55&issue=1&year=2013&article=4_Marks_FORUM_55_1_web

30.

Reay D. The zombie stalking English schools: Social class and educational inequality. British Journal of Educational Studies. 2006 Sep;54(3):288-307.

31.

Streib J. Class Reproduction by Four Year Olds. Qualitative Sociology. 2011

Jun;34(2):337-52.

32.

Giroux HA, Giroux SS. Challenging Neoliberalism's New World Order: The Promise of Critical Pedagogy. *Cultural Studies ↔ Critical Methodologies*. 2006 Feb;6(1):21-32.

33.

Kemmis S. Participatory action research and the public sphere. *Educational Action Research*. 2006 Dec;14(4):459-76.

34.

Rogalsky J. "Mythbusters": Dispelling the Culture of Poverty Myth in the Urban Classroom. *Journal of Geography*. 2009 Oct 30;108(4-5):198-209.

35.

Fielding M. Beyond Collaboration: On The Importance of Community. In: *Consorting and collaborating in the educational market place*. London: Falmer Press; 1996.

36.

Freire P. Chapter 2. In: *Pedagogy of the oppressed*. 30th anniversary edition. New York: Bloomsbury; 2012. p. 57-75.

37.

Freire P. *Pedagogy of freedom: ethics, democracy, and civic courage* [Internet]. Vol. Critical perspectives series. Lanham, Md: Rowman & Littlefield; 1998. Available from: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-26T16%3A42%3A29IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Pedagogy%20of%20Freedom%20Ethics,%20Democracy,%20and%20Civic%20Courage&rft.aulast=Freire&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Freire,%20Paulo&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&

mp;rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780847690466&rft.isbn=9781461640653&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://UCL.eblib.com/patron/FullRecord.aspx?p=1352132&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002695146%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

38.

Schiro M. Curriculum theory: conflicting visions and enduring concerns. 2nd ed. Los Angeles: SAGE; 2013.

39.

Deakin Crick R, Ren K, Stringher C. Learning to learn: international perspectives from theory and practice. London: Routledge; 2014.

40.

Higgins SJ, Campaign for Learning, University of Newcastle upon Tyne. Research Centre for Learning and Teaching. Learning to learn in schools: Phase 3: Evaluation year two report, January 2006. Newcastle upon Tyne: Centre for Learning and Teaching, University of Newcastle; 2005.

41.

James M, Wiliam D, Teaching and Learning Research Programme. Improving learning how to learn: classrooms, schools and networks [Internet]. Vol. Improving learning TLRP series. London: Routledge; 2007. Available from: <http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203934319>

42.

Wall K. Understanding metacognition through the use of pupil views templates: Pupil views of Learning to Learn. Thinking Skills and Creativity. 2008 Apr;3(1):23–33.

43.

Watkins C. Metalearning in classrooms. In: The SAGE handbook of learning [Internet]. Los Angeles: SAGE; 2015. Available from:
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-26T17%3A00%3A42IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20learning&rft.aulast=Scott&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781473915213&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4135/9781473915213&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002769521%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

44.

Dewey J. The child and the curriculum; and The school and society. Chicago: University of Chicago Press; 1956.

45.

Illeris K. How we learn: learning and non-learning in school and beyond [Internet]. Abingdon: Routledge; 2007. Available from:
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203939895>

46.

Watkins C. Classrooms as learning communities: what's in it for schools? [Internet]. Vol. What's in it for schools? London: Routledge; 2005. Available from:
<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203390719>

47.

Watkins C, Carnell E, Lodge C. Effective learning in classrooms [Internet]. London: Paul Chapman; 2007. Available from:
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781849202817>

48.

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. Cambridge: Cambridge UP; 2000.

49.

Affounneh S, Hargreaves E. Fear in the Palestinian classroom: pedagogy, authoritarianism and transformation. *Pedagogies: An International Journal*. 2015 Jul 3;10(3):222–37.

50.

Flink C, Boggiano AK, Barrett M. Controlling teaching strategies: Undermining children's self-determination and performance. *Journal of Personality and Social Psychology*. 1990;59(5):916–24.

51.

Francis B, Mills M. Schools as damaging organisations: instigating a dialogue concerning alternative models of schooling. *Pedagogy, Culture & Society*. 2012 Jul;20(2):251–71.

52.

Harber C. Violence in schools: The role of authoritarian learning. In: *The SAGE handbook of learning* [Internet]. Los Angeles: SAGE; 2015. Available from: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-26T17%3A13%3A15IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20learning&rft.aulast=Scott&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781473915213&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4135/9781473915213&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002769521%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

53.

Holt JC. How children fail. Rev. ed. London: Penguin; 1990.

54.

Raby R. School rules: obedience, discipline and elusive democracy. Toronto: University of Toronto Press; 2012.

55.

Romanish, Bruce. Authority, Authoritarianism, and Education. Education and Culture [Internet]. 1995;12(2). Available from:
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_jstor_archive_1442922408&indx=1&reclids=TN_jstor_archive_1442922408&reclidx=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\(freeText0\)=Authority%2C%20authoritarianism%2C%20and%20education&dsmtp=1501082260542](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_jstor_archive_1442922408&indx=1&reclids=TN_jstor_archive_1442922408&reclidx=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)=Authority%2C%20authoritarianism%2C%20and%20education&dsmtp=1501082260542)

56.

Brown AL, Ash D, Rutherford M, Nakagawa K, Gordon A, Campione JC. Distributed expertise in the classroom. In: Distributed cognitions: psychological and educational considerations. Cambridge: Cambridge University Press; 1993.

57.

Fielding * M. Transformative approaches to student voice: theoretical underpinnings, recalcitrant realities. British Educational Research Journal. 2004 Apr;30(2):295–311.

58.

Hargreaves E. The practice of promoting primary pupils' autonomy: examples of teacher feedback. Educational Research. 2014 Jul 3;56(3):295–309.

59.

Hargreaves E. Inquiring into children's experiences of teacher feedback: reconceptualising

Assessment for Learning. Oxford Review of Education. 2013 Apr;39(2):229–46.

60.

Henderlong J, Lepper MR. The effects of praise on children's intrinsic motivation: A review and synthesis. Psychological Bulletin. 2002;128(5):774–95.

61.

Katz I, Assor A. When Choice Motivates and When It Does Not. Educational Psychology Review. 2007 Oct 9;19(4):429–42.

62.

Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist. 2000;55(1):68–78.

63.

chriswatkins.net – a resource for learning [Internet]. Available from:
<http://chriswatkins.net/>

64.

Pryor J, Torrance H. Formative assessment in the classroom: Where psychological theory meets social practice? Social Psychology of Education. 1997;2(2):151–76.

65.

Thornberg R. 'It's Not Fair!'-Voicing Pupils' Criticisms of School Rules. Children & Society. 2007 Sep 24;22(6):418–28.

66.

Kenway P, Joseph Rowntree Foundation, New Policy Institute. Monitoring poverty and social exclusion in Northern Ireland, 2006 [Internet]. York: Joseph Rowntree Foundation; 2006. Available from: <http://www.jrf.org.uk/sites/files/jrf/1814-poverty-northern-ireland.pdf>

67.

Bourdieu P, Passeron JC. Reproduction in education, society and culture [Internet]. Reissued with new introduction. Vol. Theory, culture and society. London: Sage Publications in association with Theory, Culture and Society; 1990. Available from: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-27T09%3A45%3A19IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Reproduction%20in%20education,%20society,%20and%20culture&rft.aulast=Bourdieu&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Bourdieu,%20Pierre,%201930-2002&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0803983190&rft.isbn=1848609299&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=47883&site=ehost-live&scope=site&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCCL_LMS_DS%3E002306563%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

68.

Dunne M, Gazeley L. Teachers, social class and underachievement. *British Journal of Sociology of Education*. 2008 Sep;29(5):451–63.

69.

Fielding M. Alex Bloom, Pioneer of Radical State Education. *FORUM* [Internet]. 2005;47(2). Available from: <http://www.wwwwords.co.uk/rss/abstract.asp?j=forum&aid=2560>

70.

Sullivan A, Parsons S, Wiggins R, Heath A, Green F. Social origins, school type and higher education destinations. *Oxford Review of Education*. 2014 Nov 2;40(6):739–63.

71.

Boaler J. Setting, Social Class and Survival of the Quickest. *British Educational Research Journal*. 1997 Dec;23(5):575–95.

72.

Boaler J, Wiliam D, Brown M. Students' Experiences of Ability Grouping - disaffection, polarisation and the construction of failure. *British Educational Research Journal*. 2000 Dec;26(5):631-48.

73.

Campbell T. Stratified at seven: in-class ability grouping and the relative age effect. *British Educational Research Journal*. 2014 Oct;40(5):749-71.

74.

Devine D. A study of reading ability groups: Primary school children's experiences and views. *Irish Educational Studies*. 1993 Mar;12(1):134-42.

75.

Gamoran A, Nystrand M, Berends M, LePore PC. An Organizational Analysis of the Effects of Ability Grouping. *American Educational Research Journal*. 1995 Jan 1;32(4):687-715.

76.

Hallam S, Parsons S. Prevalence of streaming in UK primary schools: evidence from the Millennium Cohort Study. *British Educational Research Journal*. 2012 Mar 20;1-31.

77.

Devine D, McGillicuddy D. Positioning pedagogy—a matter of children's rights. *Oxford Review of Education*. 2016 Jul 3;42(4):424-43.

78.

Griffiths M. Why joy in education is an issue for socially just policies. *Journal of Education Policy* [Internet]. 2012;27(5). Available from: <http://www.tandfonline.com/doi/pdf/10.1080/02680939.2012.710019>

79.

Hargreaves E, Affouneh S. Pupils' Fear in the Classroom: Portraits From Palestine and England. *Journal of Research in Childhood Education*. 2017 Apr 3;31(2):227–39.

80.

Stern J, Backhouse A. Dialogic feedback for children and teachers: evaluating the 'spirit of assessment'. *International Journal of Children's Spirituality*. 2011 Nov;16(4):331–46.

81.

Edwards A. Let's get beyond community and practice: the many meanings of learning by participating. *Curriculum Journal*. 2005 Mar;16(1):49–65.

82.

Murata A. Interactions between Teaching and Learning Mathematics in Elementary Classrooms. In: *The SAGE handbook of learning* [Internet]. Los Angeles: SAGE; 2015. Available from:

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-27T09%3A59%3A04IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20learning&rft.aulast=Scott&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781473915213&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://dx.doi.org/10.4135/9781473915213&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002769521%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

83.

Watkins C. Chapter 4: Classrooms as learning communities: a review of research. In: *Classrooms as learning communities: what's in it for schools?* [Internet]. London: Routledge; 2005. Available from:

<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203390719>