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Characteristics of Educational Sociology



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From Curriculum To Learning Studies In The Sociology Of Educational Knowledge

**Peter Maassen, Monika Nerland, Lyn
Yates**



From Curriculum To Learning Studies In The Sociology Of Educational Knowledge:

Curriculum and the Specialization of Knowledge Michael Young, Johan Muller, 2015-09-07 This book presents a new way for educators at all levels from early years to university to think about curriculum priorities It focuses on the curriculum as a form of specialised knowledge optimally designed to enable students to gain access to the best knowledge available in any field Papers jointly written by the authors over the last eight years are revised for this volume It draws on the sociology of knowledge and in particular the work of Emile Durkheim and Basil Bernstein opening up the possibilities for collaborative inter disciplinary enquiry with historians philosophers and psychologists Although primarily directed to researchers university teachers and graduate students its arguments about specialised knowledge have profound implications for policy makers

The Curriculum of the Future Michael F. D. Young, 1998 In this important book the author looks back on the knowledge question What knowledge gets selected to be validated as school knowledge or as part of the school curriculum and why is it selected Looking forward Young discusses how most developed countries have high levels of participation in post compulsory education but still use curricula designed for a time when only the elite pursued further education He argues the need to rethink post 16 education to shift focus onto vocational education school work issues and lifelong learning

Emerging Perspectives from Social Realism on Knowledge and Education Graham McPhail, Richard Pountney, Leesa Wheelahan, 2024-10-28 This book brings the key ideas and concepts of social realism to bear on current debates in the fields of knowledge and curriculum The key concern of this collection is to highlight matters related to knowledge and the influence these dimensions have on the formation of curricula pedagogy identity and equity in educational contexts Presenting new perspectives on the place of various types and forms of knowledge in contemporary education this book explores two central questions what type of knowledge is most important to include in a curriculum and what is meant by disciplinary knowledge The chapters use empirical examples to illustrate how the issues play out on a global stage interweaving the social justice concern of equitable access to disciplinary knowledge throughout In particular the authors address the emerging theorisation of issues related to the decolonisation of curricula the recontextualisation of non traditional knowledge into the curriculum and teacher education Offering new philosophical and theoretical perspectives this book will be of interest to researchers scholars and students examining the fields of knowledge and curriculum and the sociology of education more broadly

International Encyclopedia of Education , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected

to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Knowledge and Music Education Graham J. McPhail, 2022-08-05 *Knowledge and Music Education A Social Realist Account* explores current challenges for music education in relation to wider philosophical and political debates and seeks to find a way forward for the field by rethinking the nature and value of epistemic knowledge in the wake of postmodern critiques Focusing on secondary school music and considering changes in approaches to teaching over time this book seeks to understand the forces at play that enhance or undermine music's contribution to a socially just curriculum for all The author argues that the unique nature of disciplinary derived knowledge provides students with essential cognitive development and must be integrated with the turn to more inclusive student centred and culturally responsive teaching Connecting theoretical issues with concrete curriculum design the book considers how we can give music students the benefits of specialised subject knowledge without returning to a traditional past

Geography, Education and the Future Graham Butt, 2011-03-17

Knowledge and the Study of Education Geoff Whitty, John Furlong, 2017-05-08 In the English speaking world university Schools of Education are usually heavily involved in the professional preparation of teachers Yet in England and the USA in particular the role of universities in teacher education has increasingly seemed under threat as alternative providers of training have come on the scene often with the overt encouragement of governments This book which is based on a project that explored how the study of Education is configured in different countries makes visible the different knowledge traditions that inform university teaching and research in Education around the world The extent to which these are related to the training of teachers is shown to vary historically and comparatively The book consists of a substantial introduction by the editors which identifies 12 major knowledge traditions in the study of education and classifies these as Academic Knowledge Traditions such as Sciences de l'education Practical Knowledge Traditions like that practised in Normal Colleges and Integrated Knowledge Traditions including the currently fashionable concept of Research informed Clinical Practice This introduction is followed by contributions on the nature of Education as a field of study in six countries

Australia China France Germany Latvia and the USA authored by established experts from each of those jurisdictions There are also chapters that provide useful conceptual frameworks for understanding the dimensions on which the various traditions in the study of Education differ as well as those that compare the nature of Education along specific dimensions in different countries The book concludes with a discussion in the light of these contributions of future prospects for the field of Education The book will appeal to students teachers and researchers in Education and is intended to encourage less parochial thinking about the nature of Education as a field of international study Routledge Encyclopaedia of Educational Thinkers Joy A. Palmer Cooper, 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social historical and political contexts in which the thinker worked Ranging from Confucius and Montessori to Dewey and Edward de Bono the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times Each essay includes the following features concise biographical information on the individual an outline of the individual's key achievements and activities an assessment of their impact and influence a list of their major writings suggested further reading Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world Combining and building upon two internationally renowned volumes this collection is deliberately broad in scope crossing centuries boundaries and disciplines The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom this Encyclopaedia is an invaluable reference guide for all students of education including undergraduates and post graduates in education or teacher training and students of related disciplines

Knowledge-building Karl Maton, Susan Hood, Suellen Shay, 2015-10-08 Education and knowledge have never been more important to society yet research is segmented by approach methodology or topic Legitimation Code Theory or LCT extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism This book shows how LCT can be used to build knowledge about education and society Comprising original papers by an international and multidisciplinary group of scholars Knowledge building offers the first primer in this fast growing approach Through case studies of major research projects Part I provides practical insights into how LCT can be used to build knowledge by enabling dialogue between theory and data in qualitative research bringing together quantitative and qualitative methodologies in mixed methods research relating theory and practice in praxis conducting interdisciplinary studies with systemic functional linguistics Part II offers a series of studies of pressing issues facing knowledge building in

education and beyond encompassing diverse subject areas including physics English cultural studies music and design educational sites schooling vocational education and higher education practices of research curriculum pedagogy and assessment both education and informal learning contexts such as museums and masonic lodges Carefully sequenced and interrelated these chapters form a coherent collection that gives a unique insight into one of the most thought provoking and innovative ways of building knowledge about knowledge building in education and society to have emerged this century This book is essential reading for all serious students and scholars of education sociology and linguistics

On the Theory of Content Transformation in Education Tomáš Janík, Jan Slavík, Petr Najvar, Tereza Češková, 2024-03-21 This volume presents a novel theoretical micro analytical model the 3A Methodology for assessing the quality of school education Drawing on philosophers as well as theoretical and pedagogical traditions from European and American contexts the authors construct a model that is relevant to teachers researchers and teacher educators regardless of cultural setting The chapters explain the 3A Methodology as a specific research tool developed to study classroom situations in the form of case studies revealing findings that demonstrate prototypical failures didactic formalism that threaten to compromise the quality of learning as well as prototypical didactic virtues that verifiably support students learning Ultimately building on the distinction of three modes of existence of educational content the intersubjective the subjective and the objective modes the book helps rediscover didactics as a transdisciplinary theory of content transformation and contributes to the improvement of teaching and learning in the classroom long term This volume will be of interest to scholars researchers and postgraduate students working in school education educational psychology and didactics more broadly Teacher educators and school administrators may also find the book of interest Chapters 1 3 and 6 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Expert Practice Alison Ferguson, 2007-11-01

Rethinking Knowledgeable Practice in Education Jim Hordern, 2024-04-22 The concepts of knowledge and practice are frequently discussed in education but what is meant by these ideas and how do they relate to each other Drawing on recent research this book breaks new ground to provide novel approaches to conceptualising educational practice educational judgement and professional knowledge This text focuses on the relationship between knowledge and practice in the study of education developing the notion of knowledgeable practice with the aim of rethinking how we understand the knowledge practice relation in fields such as professional and vocational education teaching and curriculum studies It builds on studies in the sociology of educational knowledge and on theories of expertise and practice which emerge from more philosophical traditions By developing a nuanced notion of the relation between knowledge and practice that can serve in the further exploration of policy and practice contexts in education this book encourages critical engagement with how education is conceptualised in the light of the ongoing and emerging challenges that educators are facing today

Recontextualising Geography in Education Mary Fargher, David

Mitchell, Emma Till, 2021-11-10 In this book international geography educators discuss the ways in which geographical knowledge is recontextualised in schools and consider effective approaches to facilitate improve and advance geography education in research and practice It addresses key topics in recontextualising geography such as the epistemic relationships between the university discipline and the school subject designing and evaluating the geography curriculum the role of students in the transformation of knowledge in the classroom and selecting and transforming geographical content knowledge for the primary school curriculum At an international level the contributors and editors bring together an advanced collection of research and discussion surrounding the opportunities and challenges of recontextualising geography in education The book is of interest to geography educators internationally including academics at universities teachers in schools and professional geographers with an interest in education

Transforming our World Through Design, Diversity and Education Gerald Craddock, Cormac Doran, Larry McNutt, Dónal Rice, 2018-10-15 Good design is enabling and each and every one of us is a designer Universal Design is widely recognized an important concept that should be incorporated in all person centred policies The United Nations Convention on the Rights of Persons with Disabilities UNCRPD clearly stipulates that the most effective way of delivering on the promise of an inclusive society is through a Universal Design approach Sitting at the intersection of the fields of Higher Education and Universal Design this book presents papers delivered at the Universal Design and Higher Education in Transformation Congress UDHEIT2018 held in Dublin Ireland from 30 October to 2 November 2018 This event brings together key experts from industry education and government and non government organization sectors to share experiences and knowledge with all participants The 86 papers included here are grouped under 17 headings or themes ranging from education and digital learning through healthcare to engagement with industry and urban design Celebrating and integrating all that is good in design diversity and education this book will be a valuable resource for all those interested in the inspiring and empowering developments in both Universal Design and higher education

Report on Chilean University Life ,1979 Reconfiguring Knowledge in Higher Education Peter Maassen, Monika Nerland, Lyn Yates, 2018-02-28 Knowledge is now central to national economic competitiveness and to socio economic endeavours concerned with inequalities and social exclusion and in this context higher education is recognized as a core sector of national policy and strategy Yet the changing pressures directions and practices in relation to knowledge pose many challenges for higher education itself How can and how should research and study programs within higher education align with wider knowledge dynamics How can higher education prepare students in professional fields for different kinds of knowledge intensive work practices How can short term economic objectives for higher education be aligned with other kinds of knowledge objectives that have characterized universities and colleges and with the intensified impact of global rankings This book takes as its focus the core interest of higher education in knowledge and takes as its object of inquiry the kinds of reconfiguration of knowledge evident in national policies and governance and in

the redevelopment and practices of a range of professional and academic study programs in higher education institutions in Norway and Australia From these detailed accounts the book demonstrates the complexity of knowledge as an object of policy and practice the competing logics that may be evident within and between study programs and policies and the different kinds of agents and drivers that are part of knowledge reconfiguration in higher education and that need further attention going forward

Knowing History in Schools Arthur Chapman ,2021-01-07 The knowledge turn in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education and to the need for new thinking about how we understand knowledge and knowledge building Knowing History in Schools explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young and leading figures in history education research and practice from a range of traditions and contexts With a focus on Young s powerful knowledge theorisation of the curriculum and on his more recent articulations of the powers of knowledge this dialogue explores the many complexities posed for history education by the challenge of building children s historical knowledge and understanding The book builds towards a clarification of how we can best conceptualise knowledge building in history education Crucially it aims to help history education students history teachers teacher educators and history curriculum designers navigate the challenges that knowledge building processes pose for learning history in schools

Storying the Public Intellectual Pat Sikes,Yvonne Novakovic,2019-10-17 Storying the Public Intellectual Commentaries on the Impact and Influence of the Work of Ivor Goodson offers a critical commentary on Goodson s work that avoids hagiography whilst recognising the global reach of his scholarship With contributors from around the world those who have collaborated with him or those who have taken up his work the book provides the sort of social and historical contextualising that Goodson has always advocated The accounts in this collection highlight how Goodson s integration of moral imperatives into strategically responsive scholarship can provide a useful roadmap when negotiating a path through the contemporary academic research landscape By using his historian s orientation and sensibilities he is able to get to the heart of the logics of schooling By connecting with other scholars and researchers around the world he exposes how the global neo liberal project plays out in particular settings and so challenges pervasive understandings about the meaning of global and the power of the neo liberal project itself This book is ideal reading for academics scholars and researchers in the field of education including those involved in initial and in service teacher education

An Introduction to Education Hasan Arslan,2018-07-26 This volume offers a set of strategies and materials in education developed to assist teachers in guiding their classroom and students in understanding fundamental subjects of teaching It serves to ensure the highest levels of academic achievement for all students and will help students develop a positive self concept by providing knowledge about the various dimensions of teaching Including contributions from academics and researchers the book encompasses eight chapters Fundamental Concepts of Education Teachers and Teaching Social Foundation of Education Philosophy and

Educational Philosophy Psychology and Educational Psychology Foundation of Educational Politics Comparative Educational Systems and Sociocultural Perspectives This volume will appeal to a wide range of readers including educators researchers students teacher trainers and teachers of all subjects and of all levels who wish to develop both personally and professionally

Knowledge, Policy and Practice in Education and the Struggle for Social Justice: Essays Inspired by the Work of Geoff Whitty Andrew Brown, Emma Wisby, 2020-04-01 For 50 years educator and sociologist Geoff Whitty resolutely pursued social justice through education first as a classroom teacher and ultimately as the Director of the Institute of Education in London The essays in this volume written by some of the most influential authors in the sociology of education and critical policy studies take Whitty's work as the starting point from which to examine key contemporary issues in education and the challenges to social justice that they present Set within three themes of knowledge policy and practice in education the chapters tackle the issues of defining and accessing legitimate knowledge the changing nature of education policy under neoliberalism and globalization and the reshaping of teacher workplaces and professionalism as well as attempts to realize more emancipatory practice Whitty's scholarship on what constitutes quality and impact in educational research is also explored Together the essays open a window on a life in the sociology of education the scholarly community of which it was part and the facets of education policy practice and research that they continue to reveal and challenge in pursuit of social justice They celebrate Whitty as one of the foremost sociologists of education of his generation but also as a friend and colleague And they highlight the continued relevance of his contribution to those seeking to promote fairer and more inclusive education systems

Unveiling the Magic of Words: A Report on "**From Curriculum To Learning Studies In The Sociology Of Educational Knowledge**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**From Curriculum To Learning Studies In The Sociology Of Educational Knowledge**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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