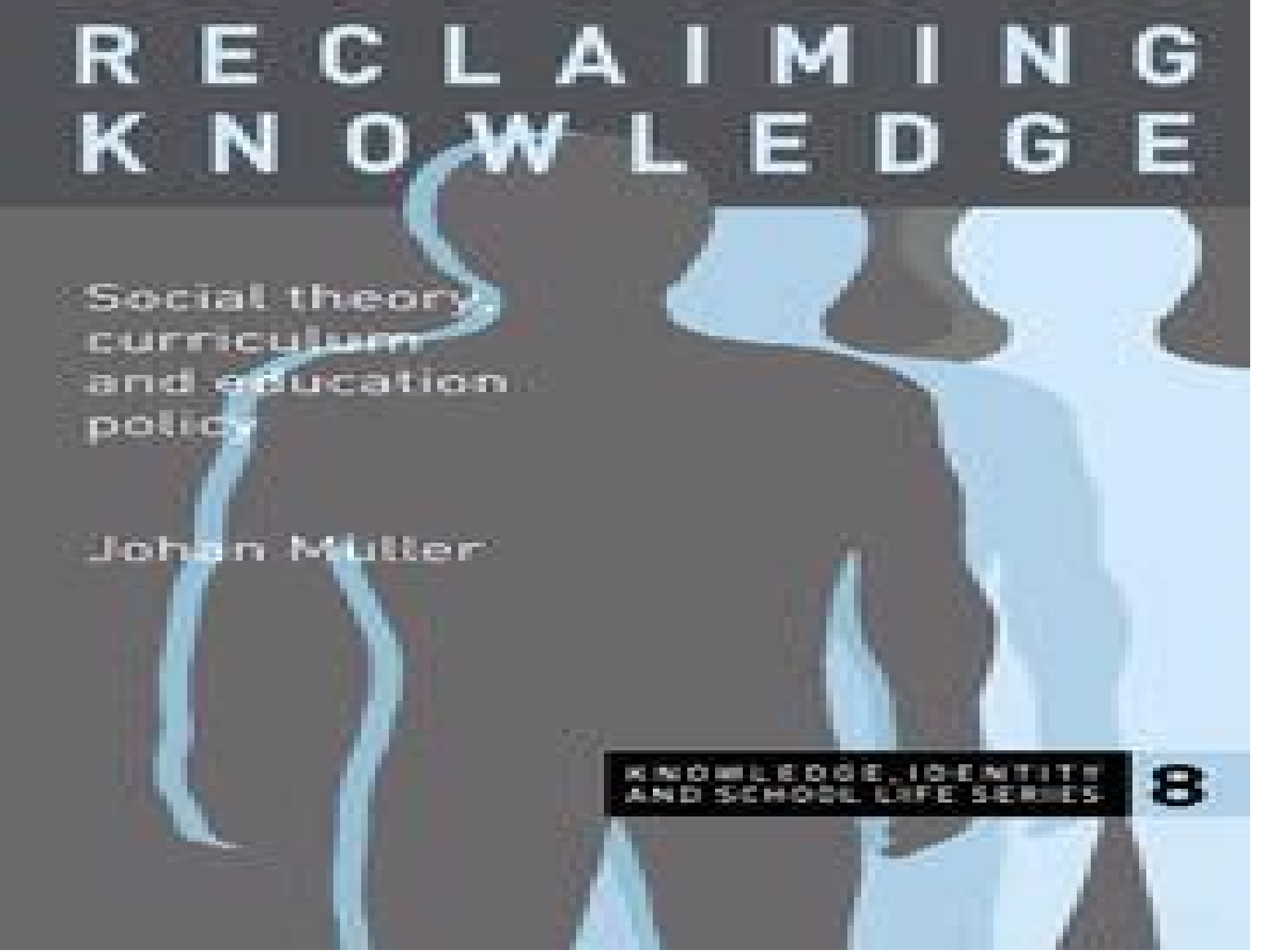


RECLAIMING KNOWLEDGE



Social theory,
curriculum
and education
policy

Johan Muller

KNOWLEDGE, IDENTITY
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Reclaiming Knowledge Social Theory Curriculum And Education Policy

J.R. Martin, Len Unsworth



Reclaiming Knowledge Social Theory Curriculum And Education Policy:

Reclaiming Knowledge Johan Muller, 2012-12-06 Reclaiming Knowledge asserts the necessity of a strong view of knowledge for a robust sociology of knowledge for both researching the curriculum and developing policy Divided into four sections or investigations the central question underlying this book is how in a world of uncertainty and challenge do we develop a responsible knowledge practice

Knowledge, Values and Educational Policy Harry Daniels, Hugh Lauder, Jill Porter, 2012-07-26 Knowledge Values and Educational Policy focuses on what schools are for and what should be taught in them how learning is possible across boundaries and issues of diversity and equity Policies and practices relating to schools are also considered Within this volume internationally renowned contributors address a number of fundamental questions designed to take the reader to the heart of current debates around curriculum knowledge transfer equity and social justice and system reform such as What are schools and what are they for What knowledge should schools teach How are learners different from each other and how are groups of learners different from one another in terms of social class gender ethnicity and disability What influence does educational policy have on improving schools What influence does research have on our understanding of education and schooling To encourage reflection many of the chapters also include questions for debate and a guide to further reading Read alongside its companion volume Educational Theories Cultures and Learning readers will be encouraged to consider and think about on some of the key issues facing education and educationists today

Unbundling the University Curriculum Kate O'Connor, 2022-09-02 In a context in which explicit attention to the curriculum has been sidelined in universities strategy this book makes an argument for why curriculum matters both in understanding the effects of unbundled online learning and more broadly It takes up two particular curriculum issues which are amplified in an unbundled context differences in the formulation of curriculum between disciplines and professional fields and the extent these are recognised in university strategy and the push for constructivist pedagogies and its effects on curriculum construction Since the onslaught of MOOCs in 2012 unbundled forms of online learning offered via partnerships with external online program management and MOOC providers have grown significantly across the university sector There has been much debate about the implications of these partnerships but the focus has predominantly been on the engagement of students and their learning This book takes a different and novel approach looking instead at the effects on curriculum and knowledge Drawing on selected case studies the book reflects on how university leaders and academics engaged with MOOCs and other forms of unbundled online learning in the early 2010s and the effects of these reforms on curriculum practice It captures in detail the complex and difficult work involved in university curriculum making in a way rarely seen in discussions of higher education And it generates new insights about some of the critical problems manifest in the ongoing moves to embrace unbundled online learning today

Transformation in Higher Education Nico Cloete, 2006 This book presents the most comprehensive and most thorough study of the developments in South African higher education and

research after the first democratic elections of 1994 that is of post Apartheid South African higher education This volume will provide its readers with a detailed insight into the new i e post 1994 South African higher education system The large number of experienced authors and editors involved in the book guarantees that the reader will be introduced in the new SA higher education system from a large number of perspectives that are presented in a consistent and coherent way This book will be of interest to scholars students administrators policymakers and politicians interested in South Africa higher education and research and policy analysis Publications on higher education are not new But this volume which is the first of its kind as a collective effort of tracing and examining the twists and turns taken by processes of change in the South African higher education system in a context of profound societal and global transformation adds a fresh dimension to the debate In its examination of the extent to which the changes were in line with policy intentions particularly with regard to equity democratisation responsiveness and efficiency and how a new institutional landscape started emerging it makes a momentous contribution to the current debate about higher education restructuring Njabulo Ndebele Vice chancellor University of Cape Town and Chair of the South African Association of University Vice chancellors This book addresses a rich variety of issues on South African higher education It puts these in the relevant context of the process of globalization and it shows that the South African experiences offer us a lot to learn Highly recommended for those who are intrigued by the innovations taking place in South African higher education as well as for those who intend to grasp the effects of globalization Frans van Vught Rector Magnificus and founding Director of the Center for Higher Education Policy Studies University of Twente The Netherlands Reflection is a crucial ingredient to learning In this book on higher education we have reflections on a unique period in the history of a country that managed its transition to democracy in a way that was unique but from which we can all learn Higher education in South Africa played a vital role in that transition and was part of the many tensions choices and influences They have been thoughtfully captured Brenda Gourley Vice chancellor The Open University UK and board member Centre for Higher Education Transformation No contemporary higher education system has changed as dramatically as that in South Africa This book rich in data examines the changes that took place and offers insights into how change frequently cannot be predicted The analysis captures the excitement high expectations remarkable successes and failures in the transformation of the apartheid system of higher education This excellent study provides rich fare for comparative analysis Fred M Hayward American Council on Education Pilot Project Executive Vice President Council for Higher Education Accreditation US *Curriculum Studies in South Africa* W. Pinar, 2010-02-15 While much has been written about South African education now for the first time gathered in one collection are glimpses of South African curriculum studies described by six distinctive points of view Knowledge and Knowers Karl Maton, 2013-09-11 We live in knowledge societies and work in knowledge economies but accounts of social change treat knowledge as homogeneous and neutral While knowledge should be central to educational research it focuses on processes of knowing and condemns studies

of knowledge as essentialist This book unfolds a sophisticated theoretical framework for analysing knowledge practices Legitimation Code Theory or LCT By extending and integrating the influential approaches of Pierre Bourdieu and Basil Bernstein LCT offers a practical means for overcoming knowledge blindness without succumbing to essentialism or relativism Through detailed studies of pressing issues in education the book sets out the multi dimensional conceptual toolkit of LCT and shows how it can be used in research Chapters introduce concepts by exploring topics across the disciplinary and institutional maps of education how to enable cumulative learning at school and university the unfounded popularity of student centred learning and constructivism the rise and demise of British cultural studies in higher education the positive role of canons proclaimed revolutions in social science the two cultures debate between science and humanities how to build cumulative knowledge in research the unpopularity of school Music how current debates in economics and physics are creating major schisms in those fields LCT is a rapidly growing approach to the study of education knowledge and practice and this landmark book is the first to systematically set out key aspects of this theory It offers an explanatory framework for empirical research applicable to a wide range of practices and social fields and will be essential reading for all serious students and scholars of education and sociology Reading Images for Knowledge Building J.R. Martin, Len

Unsworth, 2023-08-07 This innovative volume provides a new analytic framework for understanding how meaning making resources are deployed in images designed for knowledge building in school science The framework enables analyses of science images from the perspectives of both their complexity and recognizability Complexity deals with the technical and abstract knowledge of school science technicality evaluative dispositions in relation to that knowledge iconization and the condensation of the technical and dispositional meanings as synoptic eye-fuls in discipline specific infographics aggregation Recognizability concerns the relationship between the appearance of phenomena in reality and the reconfiguration of this reality in images congruence the perceptibility or discernibility of the features and contexts of phenomena in images explicitness and how images engage their viewers affiliation The framework is illustrated by more than 100 images in colour in the e book and black and white in the paper version and will inform research into multimodal literacy pedagogy that incorporates an understanding of the role of images in the teaching and learning of school science This book will be of particular interest to scholars in multimodality semiotics literacy education and science education **Knowledge,**

Expertise and the Professions Michael Young, Johan Muller, 2014-04-24 It has long been recognised that specialised knowledge is at the core of what distinguishes professions from other occupations The privileged status of professions in most countries however together with their claims to autonomy and access to specialised knowledge is being increasingly challenged both by market pressures and by new instruments of accountability and regulation Established and emerging professions are increasingly seen as either the solution or as sources of conservatism and resistance to change in western economies and recent developments in professional education draw on a competence model which emphasises what newly

qualified members of a profession can do rather than what they know This book applies the disciplines of the sociology of knowledge and epistemology to the question of professional knowledge What is this knowledge It goes beyond traditional debates between knowing how and knowing that and theory and practice The chapters cover a wide range of issues from discussions of the threats to the knowledge base of established professions including engineers and architects to the fraught situations faced by occupations whose fragile knowledge base and professional status is increasingly challenged by new forms of control While recognising that graduates seeking employment as members of a profession need to show their capabilities the book argues for reversing the trend that blurs or collapses the skill knowledge distinction If professions are to have a future then specialised knowledge is going to be more important than ever before Knowledge Expertise and the Professions will be key reading for students researchers and academics in the fields of professional expertise further education higher education the sociology of education and the sociology of the professions

Classroom-based Interventions Across Subject Areas Gabriel J. Stylianides, Ann Childs, 2018-11-01 Classroom based Interventions Across Subject Areas explores cutting edge educational research that has real potential to support the improvement of classroom practice Written by expert researchers and practitioners it provides empirically tested and theory based approaches that practitioners can use to improve learning in classroom settings This edited volume provides examples of classroom based interventions in English mathematics science languages history and geography Taking as its basis research which has been conducted in actual classrooms with close collaboration between researchers and practitioners this text will help researchers and practitioners understand how and why interventions can be successful or not The text further considers the broad theoretical and practical issues that derive from intervention studies including the nature of collaboration between researchers and teachers and ways of adapting effective classroom based interventions for use in different contexts Offering insight into the methodology behind successful classroom based interventions this text will be essential reading for students of education trainee teachers and all those concerned with how educational research can impact on teaching and learning

Interpersonal Meaning in Multimodal English Textbooks Yumin Chen, 2022-03-10 Exploring multimodality in English language teaching textbooks this book focusses on how language and image are co deployed within these resources in order to create and convey interpersonal meaning Presenting cutting edge research in appraisal studies and multimodal discourse analysis Yumin Chen uses systemic functional linguistics and social semiotics to investigate how different voices are introduced and aligned inter modally in textbooks extending the appraisal systems of engagement and graduation across language and image The book also demonstrates how linguistic and visual semiotic resources co instantiate attitude paying special attention to the attitudinal dimension of curriculum goals for school students of different ages Furthermore it examines how different kinds of coding orientation are deployed in various educational contexts and different constituent genres Demonstrating how the linguistic and semiotic theories can be adapted to analyze multimodal texts across language

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