

RECLAIMING KNOWLEDGE



Social theory,
curriculum
and education
policy

Johan Muller

KNOWLEDGE, IDENTITY
AND SCHOOL LIFE SERIES

8

Reclaiming Knowledge Social Theory Curriculum And Education Policy

**Roger King, Simon Marginson, Rajani
Naidoo**



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

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 **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 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 and image Interpersonal Meaning in Multimodal English Textbooks offers new perspectives on how to employ multimodal resources to enhance the teaching and learning of English as a foreign language Moral and Political Discourses in

Philosophy of Education Prakash Iyer, Indrani Bhattacharjee, 2021-09-27 This book focuses on moral and political education and critically engages with educational issues from a philosophical perspective It engages with questions of moral education as well as questions about citizenship education to address apprehensions on learning in a liberal democracy while parallelly invoking issues from within the curriculum the school environment and teacher student relationship With contributions from renowned philosophers and educationists this volume discusses themes like civic education and liberal democracy toleration and freedom Tagore s conception of the moral and political self key issues in moral education cosmopolitanism compassion care ethics and moral purpose of schooling to revisit and rethink some foundational questions related to education curriculum and pedagogy This volume will be essential reading for educationists and educators and will be important for scholars and researchers of philosophy of education education teacher education and school education **Knowledge, Power and Educational Reform** Rob Moore, Madeleine Arnot, John Beck, Harry Daniels, 2006-10-16 This book is made up of a selection of writings from an international team of scholars highlighting the contribution made to the field of educational policy and educational policy research by Basil Bernstein s work on the sociology of pedagogy These contributors explore analyse and engage with contemporary political reforms of education contemporary pedagogic debates and the changing nature of professional knowledge relationships and structures The subjects covered include particular concepts such as voice research the significance of social class in relation to the language schooling and home cultures differences between official and pedagogic recontextualising fields formation of different types of identities the construction of the learner formation of teacher identities and use of pedagogic discourses analysis of performance based educational reforms and its impact on pedagogy Handbook on Globalization and Higher Education Roger King, Simon Marginson, Rajani Naidoo, 2011 the Handbook constitutes an essential reference source for everyone interested in studying the current meaning scope and implications of globalization Strongly recommended Higher Education Review Higher education has entered centre stage in the context of the knowledge economy and has been deployed in the search for economic competitiveness and social development Against this backdrop this highly illuminating Handbook explores worldwide convergences and divergences in national higher education systems resulting from increased global co operation and competition The expert contributors reveal the strategies practices and governance mechanisms developed by international and regional organizations national governments and by higher education institutions themselves They analyse local responses to dominant global templates of higher education and the consequences for knowledge generation social equity economic development and the public good This comprehensive and accessible Handbook will prove an invaluable reference tool for researchers academics and students with an interest in higher education from economics international studies and public policy perspectives as well as for higher education policymakers and funding and governance bodies 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

Textbook Culture Pooja Bhalla, 2024-06-14 This volume captures the essence of schooling in a structural manner and explores the classroom life in the larger schooling context The emphasis is to uncover the necessary framework of classroom that is significant to understand the place of textbooks in the Indian school education system By the use of ethnographic vignettes it brings out the multiple patterns of teacher student s interactions as they occur in different textbook based situations Through this it sheds light on the primacy of the textbook approach in the classroom processes The book also investigates the ways through which the students respond to the different pedagogic situations In doing so it explores the notions of student boredom alienation inclusion and exclusion and the array of student textbook experiences that are pivotal to the shape and reshape the classroom processes in the larger pedagogical discourses This book will be of interest to researchers students and teachers of education studies sociology and politics of education teacher education childhood and youth studies and urban studies It will also be useful for education policymakers and professionals in the development sector

Learning Across Sites Sten Ludvigsen, Andreas Lund, Ingvill Rasmussen, Roger Säljö, 2010-10-04 This book brings together a diverse range of contributions from leading international researchers to examine the impacts and roles which evolving digital technologies have on our navigation of education and professional work environments

Education and Political Subjectivities in Neoliberal Times and Places Eva Reimers, Lena Martinsson, 2016-10-04 Education and Political Subjectivities in Neoliberal Times and Places investigates the conditions and possibilities for political subjectivities to emerge in international educational contexts where neoliberal norms are repeated performed and

transformed Through demonstrating the possibility of political subjectivities this book argues that neoliberalism should neither be considered post political nor a natural law by which educational practices have to abide This book considers how political subjectivities are made possible in education in spite of dominant neoliberal norms Chapters address key theoretical discussions surrounding these different sometimes contradicting norms and their relationship to education economy and politics This innovative approach considers diverse educational and political initiatives in the wake of new public management postcolonial perspectives on neoliberal education and educational practices and critical possibilities The book advocates understanding and enacting democracy as an experiment based on the conception that democracy is constantly constructed and constitutes a transformative process in society in general as well as in education This book advances the argument that there is still room for political subjectivity in spite of the dominance of neoliberal educational governance It will appeal to researchers academics and postgraduate students in the fields of higher education education policy and politics sociology of education and comparative and international education as well as those interested in neoliberalism new public management and inequality

Accessing Academic Discourse J. R. Martin, Karl Maton, Y. J. Doran, 2019-11-07 Academic discourse is the gateway not only to educational success but to worlds of imagination discovery and accumulated wisdom Understanding the nature of academic discourse and developing ways of helping everyone access shape and change this knowledge is critical to supporting social justice Yet education research often ignores the forms taken by knowledge and the language through which they are expressed This volume comprises cutting edge work that is bringing together sociological and linguistic approaches to access academic discourse Systemic functional linguistics SFL is a long established and widely known approach to understanding language Legitimation Code Theory LCT is a younger and rapidly growing approach to exploring and shaping knowledge practices Now evermore research and practice are using these approaches together This volume presents new advances from this inter disciplinary dialogue focusing on state of the art work in SFL provoked by its productive dialogue with LCT It showcases work by the leading lights of both approaches including the foremost scholar of SFL and the creator of LCT Chapters introduce key ideas from LCT new conceptual developments in SFL studies using both approaches and guidelines for shaping curriculum and pedagogy to support access to academic discourse in classrooms The book is essential reading for all applicable and educational linguists as well as scholars and practitioners of education and sociology

Higher Education in the BRICS Countries Simon Schwartzman, Rómulo Pinheiro, Pundit Pillay, 2015-03-24 In spite of the increasing attention attributed to the rise in prominence of the BRICS Brazil Russia India China and South Africa countries few studies have looked at the ways in which broader social expectations with respect to the role of higher education across the BRICS have changed or not in recent years Our point of departure is that contrary to the conventional wisdom focusing on functionalistic perspectives higher education systems are not just designed by governments to fulfill certain functions but have a tendency for evolving in a rather unpredictable fashion as a result of the complex interplay

between a number of internal and external factors. In reality, national higher education systems develop and change according to a complex process that encompasses the expectations of governmental agencies, markets, the aspirations of the population for the benefits of education, the specific institutional traditions and cultures of higher education institutions and increasingly so, the interests and strategies of the private firms entering and offering services in the higher education market. This basically means that it is of outmost importance to move away from conceiving of universities or higher education as single monolithic actors or sector. One way of doing this is by investigating a selected number of distinct but nonetheless interrelated factors or drivers which taken together help determine the nature and scope of the social compact between higher education, its core actors and institutions and society at large: government, industry, local communities, professional associations.

Language, Knowledge and Pedagogy Frances Christie, J. R. Martin, 2009-04-01. An in depth exploration of the nature of language, knowledge and pedagogy providing a progressive analysis of knowledge structures at work in educational institutions.

Competence-based Vocational and Professional Education Martin Mulder, 2016-09-08. This book presents a comprehensive overview of extant literature on competence based vocational and professional education since the introduction of the competence concept in the 1950s. To structure the field, the book distinguishes between three approaches to defining competence based on 1 functional behaviourism, 2 integrated occupationalism and 3 situated professionalism. It also distinguishes between two ways of operationalizing competence: 1 behaviour oriented generic and 2 task oriented specific competence. Lastly, it identifies three kinds of competencies related to 1 specific activities, 2 known jobs and 3 the unknown future. Competence for the unknown future must receive more attention as our world is rapidly evolving and there are many global challenges which call for innovation and a profound transformation of policies and practices. The book presents a range of different approaches to competence based education and demonstrates that competence based education is a worldwide innovation which is institutionalized in various ways. It presents the major theories and policies, specific components of educational systems such as recognition, accreditation, modelling and assessment and developments in discipline oriented and transversal competence domains. The book concludes by synthesizing the different perspectives with the intention to contribute to further improving vocational and professional education policy and practice.

Joao Santos, Deputy Head of Unit C5 Vocational Training and Adult Education, Directorate General for Employment, Social Affairs and Inclusion, European Commission. This comprehensive work on competence based education led by Martin Mulder provides an excellent and timely contribution to the current debate on a New Skills Agenda for Europe and the challenge of bridging the employment and education and training worlds closer together. This book will influence our work aimed at improving the relevance of vocational education to support initial and continuing vocational education and training policy and practice aimed at strengthening the key competencies for the 21st century.

Prof. Dr. Reinhold Weiss, Deputy President and Head of the Research Federal Institute for Vocational Education and Training (BIBB), Bonn, Germany. This book illustrates that the idea and

concept of competence is not only a buzzword in educational debates but key to innovative pedagogical thinking as well as educational practice Prof Dr Johanna Lasonen College of Education University of South Florida Tampa USA Competence based Vocational and Professional Education is one of the most important multi disciplinary book in education and training This path breaking book offers a timely rich and global perspective on the field The book is a good resource for practitioners policymakers and researchers

The False Promise of Global Learning Alex Standish, 2012-05-31 Through the language of global learning education is being reformed by corporations political activists and policy makers Academic subject based knowledge has been cast as elitist and outdated for a rapidly changing world The curriculum has been colonized in the name of teaching skills and attitudes for the global market and global citizenship Can young people effectively contribute to society without an education in academic knowledge Alex Standish argues that we can only educate children about the world if we are clear about the boundaries that provide education with its moral worth These include the boundaries between education and political activity public and private realms education and training theoretical and everyday knowledge communities and subject disciplines The False Promise of Global Learning demonstrates that the nature and purpose of education has become confused with social economic political and therapeutic aims and that control over the curriculum has been taken away from teachers and communities This is a hard hitting work that will resonate with all who have a stake in how and why we educate our children

EBOOK: The Moral Foundations of Educational Research Pat Sikes, John Nixon, William Carr, 2003-04-16 This is a book for everyone doing educational research It is not simply a routine provocation directed at positivists by a group of researchers advocating qualitative methods The book makes a valuable contribution to the literature on the ethics of educational research by offering something more than opposition to the narrow utilitarian research agenda British Journal of Educational Studies The Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical reconceptualisation of the moral and educational significance of what is deemed to be useful and relevant There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it Educational research is grounded epistemologically in the moral foundations of educational practice It is the epistemological and moral purposes underlying the usefulness and relevance of educational research that matter

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