

ISSU9EL – Education & Learning

Course Overview

The module aims to explore the purposes of education and how this translates into curriculum offerings within the Scottish Education system in the context of the UK. The module will also consider the issues of learners' identities within pre-school, primary, secondary and further education.

Learning outcomes

This module offers the following learning outcomes:

Specific knowledge and understanding of current developments in education

- Gain a broad understanding of what the education system in Scotland in the context of the UK;
- To understand the policy context that informs this;
- To develop some understanding and knowledge of the wider issues of learners' identities that impacts upon learning.

Generic skills (eg information skills/oral and written communication skills/numeracy/team working/personal organisational skills)

- To be able to use ICT skills to access core resources;
- To take part in critical discussions and informed debate;
- To take an active role in group work;
- To be aware of the ethical and professional issues that inform educational practice;
- To develop academic writing in this subject area at an introductory level.

Cognitive (eg analytical / problem-solving/interperative/critical reasoning)

- To undertake an evaluation of the education system in the UK and the policy context that informs it;
- To critically analyse the wider issues of learners' identities that impact upon learning;

To be able to synthesise resources from reading, observation and discussion.

Teaching

Four hours teaching time a week. A field trip will also be included.

Assessment

Assessment Component	Weighting
Essay	80%
Class participation and attendance	20%

Proposed Schedule

The structure and organisation of education

We will look at how the education system is structured within Scotland in the context of the UK from early years through to Further Education and the theories of pedagogies that inform these. Attention will be directed at the organisation and structure of primary and secondary education.

What is happening in schools in Scotland now?

A particular focus of this will be a case study of the current curriculum changes in Scotland, that of *Curriculum for Excellence*. It will also look at the recent changes in assessment practice in schools with the

introduction the new National 4 and National 5 certificated courses. This will include a visit to a local state secondary school.

Further Education

We will explore issues related to education in the upper secondary school and Further Education Colleges. We will explore how vocational education is organised within the UK and contrast this with other European countries.

Experiential Learning: the shift from elitism to inclusion

We will be based upon a practical session looking at the changes in pedagogy brought into practice through the Curriculum for Excellence. It will investigate the shift in teaching strategies from teacher led methods to pupil initiated learning. The focus will be on the Significant Aspects of Learning (SAoL) model developed by Education Scotland.

Key Readings

Bryce, T.G.K. and Humes, W.M. (eds.) (2008) *Scottish Education: 3rd Edition Beyond Devolution* Edinburgh: Edinburgh University Press

Scottish Government (2008) Getting it Right for Every Child (GIRFEC)

<http://www.scotland.gov.uk/Resource/Doc/238985/0065813.pdf>

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/background>

Further Reading

Ball, S. (ed) *RoutledgeFalmer Reader in Sociology of Education* London: RoutledgeFalmer

Gainey, C. & George, R. (1999) *Gender, 'Race' and Class in Schooling: A new introduction* London: Falmer Press

Gereluk, D. (2007) What Not To Wear: Dress Codes and Uniform Policies in the Common School *Journal of Philosophy of Education* 41:4 pp643-657

Hines, B. (2000) *A Kestrel for a Knave* London: Penguin

Jenkins, R. (2011) *The Changeling* Edinburgh: Cannongate

Kohn, A. (2000) *Punished by Rewards: The Trouble with Gold Stars, Incentive Planes, A's, Praise and Other Bribes* New York: Houghton Mifflin

Warwick, I., Chase, E. & Aggleton, P. with Sanders, S. (2004) *Homophobia, Sexual Orientation and Schools: A review and implications for action* London: DfES

LTS (2006) *Building the Curriculum 1: The contribution of curriculum areas* Glasgow: LTS

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc1.asp>

LTS (2007) *Building the Curriculum 2: Active learning in the early years* Glasgow: LTS

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc2.asp>

LTS (2008) *Building the Curriculum 3: A framework for learning and teaching* Glasgow: LTS

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc3.asp>

LTS (2009) *Building the Curriculum 4: Skills for learning, skills for life and skills for work* Glasgow: LTS

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp>

LTS (2011) *Building the Curriculum 5: A framework for assessment* Glasgow: LTS

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp>

OECD (2007) *Reviews of National Policies for Education: Quality and Equity of Schooling in Scotland* Paris:
OECD http://www.oecd-ilibrary.org/education/reviews-of-national-policies-for-education-scotland-2007_9789264041004-en
Tomlinson, S (2005) *Education in a Post-Welfare Society (Introducing Social Policy)* Maidenhead: OUP