

*Sample first year undergraduate course (48 hours contact time)*

<p><b>EDUCATION MODULE: RECENT AND CONTEMPORARY ISSUES IN EDUCATION 2001-2002 Tutor: Dave Hill</b></p>
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## **Recent and Contemporary Issues in Education**

**Context/Rationale:** This module enables students to become aware of and understand major recent and contemporary developments and issues in education. It also enables students to become aware of a variety of contemporary political, ideological and sociological perspectives through which these developments can be explained and critiqued. The module attempts to encourage students to examine and develop their own perspectives and to become willing and able to apply and question those perspectives.

**Indicative content:**

In the first phase, students will examine major developments from 1944 to the present. They will start by examining current New Labour policy in schooling and education, and the National Curriculum. They will then proceed to examine the 1944 Education Act, the development, justification and evaluation of Comprehensive Education, the 1976 Ruskin Speech of James Callaghan, and Conservative education policy 1979-1997, focusing on the 1988 Education Reform Act. These various developments will be analysed in terms of their political ideology as well as in terms of their effects.

In the second phase, students will focus on questions of equality, inequality and education- related facts, concepts, sociological analyses, and policies. They will look at issues of equality and inequality, inclusion and exclusion, social class and education, gender and education, 'race' and education, sexuality and education, and special needs and education.

In the third phase, students will evaluate one or two contemporary issues and policy developments. These may include a study of 'New Labour' and Equality Issues, The School Effectiveness Movements, Assessment, the Curriculum, new types of school, selection and diversity in schooling, the role of 'business' and privatisation in schooling, Conservative and New Labour policy on Initial Teacher Education and Training, and issues of who should control schooling and education (the state, the LEA, governors, workers, private business?).

### **Learning outcomes**

On successful completion of the module the learner will be able to:

#### **Knowledge and Understanding:**

- a) Outline the main features and understand the significance of major developments in English/Welsh education since 1944
- b) Present and evaluate the main features of major political ideologies in education
- c) Discuss the main relationships between educational ideologies and education policy
- d) State and evaluate major sociological explanations of inequalities in education

#### **Subject-specific skills:**

- e) Distinguish between competing explanations and ideologies relating to education issues
- f) Develop own informed judgements and question those of others relating to competing explanations and ideologies relating to education issues

#### **Key Skills:**

- g) Manage time and tasks to prepare for classes and assignments
- h) Develop and review the effectiveness of oral communication skills
- i) Develop and review the effectiveness of written communication skills
- j) Agree responsibilities and working arrangements to meet group goals

Content outline

**AUTUMN TERM 2001**

Session number (and CAF Week)	<i>Week</i> <b><i>Beginning</i></b>	<i>Content</i>
0 (w39)	24/09/01	<i>Induction Week (Tues. 25 Sept.) in room HLT1 09-10am <b><u>Introduction to Education Studies</u></b> Introductions, 'Education and Me', Preparation for Friday task 1 hour Seminar (11am-12) (rooms S101, S216) (1-2pm rooms S101, S216)</i>
0 (w39)	24/09/01	<i>Induction Week. (Fri. 28<sup>th</sup> Sept.) 2 hour Seminar (3-5pm) (rooms S101, S103, S215, S216) Student mini-presentations, course documentation (Ed Studs. Booklet).</i>
1 (w40)	01/10/01	<i>2 hour Seminar Distribution and explanation of Course Booklet: Learning Outcomes, Content, Assessments, Assessment Criteria Bibliography, Reading *** Setting of <u>non-graded formative/ diagnostic Assignment</u> in seminar session</i>
2 (w41)	08/10/01	<i>Lecture 1 (Thurs 11<sup>th</sup> Oct.) + 1 hour seminar: <b><u>Introduction: Education Issues Today and since 1944: Key Concepts in Ideology.</u></b> Terminology (e.g. politics, ideology, socialism, liberal progressivism, conservatism), themes (e.g. selection or comprehensivisation; common curriculum or differentiated curriculum; vocational education or liberal education; privatisation or state or LEA control of schooling; market and competition in schooling or a unified system of education)</i>

3 (w42)	15/10/01	<i>2 hour Seminar: follow-up to the lecture hand-in to seminar tutor of non graded formative assignment during seminar session</i>
4 (w43)	22/10/01	<i>Lecture 2 (Thurs.25<sup>th</sup> Oct.) + 1 hour seminar: <b><u>The 1944 Education Act, selective schooling and the development of the Comprehensive System. Social Democratic education?</u></b> *** Setting of Autumn Term 1000 word Paragraphs Assignment (Assignment 1)</i>
5 (w44)	29/10/01	<i>2 hour Seminar: follow-up to the lecture debriefing of non graded formative assignment</i>
6 (w45)	05/11/01	<i>Lecture 3 (Thurs.8<sup>th</sup> Nov.) + 1 hour seminar: <b><u>The 1976 Ruskin Speech of James Callaghan and the end of Liberal Progressive child-centred education?</u></b></i>
7 (w46)	12/11/01	<i>2 hour Seminar: follow-up to the lecture</i>
8 (w47)	19/11/01	<i>Lecture 4 (Thurs.22<sup>nd</sup> Nov.) + 1 hour seminar: <b><u>Politics, Ideology and the 1988 Education Reform Act: Radical Right Conservative Education 1979-87- the neo-liberals and the neo-conservatives</u></b></i>
9 (w48)	26/11/01	<i>2 hour Seminar: follow-up to the lecture</i>
10 (w49)	03/12/01	<i>Lecture 5 (Thurs.6<sup>th</sup> Dec.) + 1 hour seminar: <b><u>The 1988 National Curriculum and its revisions of 1995 and 2000</u></b> (Ken Bland) ***Distribution of Xmas Vacation Task and associated 2000 word essay assignment on Selection in Education (Assignment 2) (10 mins.)</i>
11 (w50)	10/12/01	<i>2 hour Seminar: follow-up to the lecture ***1000 word Paragraphs on Education Policies (Assignment 1) submission date on Thursday 13<sup>th</sup> December 2001</i>

### **Christmas Break**

## SPRING TERM 2001

12 (w2)	07/01/02	<p><i>Lecture 6 (Thurs. 10<sup>th</sup> Jan.) + 1 hour seminar: <u>Introduction to the Term's Course and Assessments.</u> (10 mins.)</i></p> <p><b><u>Equality, Inequality and Education: Facts, Concepts, Analyses, Explanations, Policies.</u></b> (45 mins.)</p>
13 (w3)	14/01/02	<p><i>2 hour Seminar: follow-up to the lecture</i></p> <ul style="list-style-type: none"> <li>• <i>Individual Essay Feedback for Autumn Term 1000 word Assignment on Education policies (Assignment 1)</i></li> <li>• <i>Feedback and Discussion of Non-Graded Xmas Vacation Task</i></li> <li>• <i>Student Group Presentation Skills</i></li> <li>• <i>***Setting of Educational Inequality Issues Group Presentation Assignment (Assignment 3)</i></li> <li>• <i>Setting up student group presentations: each Seminar Group is to have 5-6 sub-groups of around 4 –5 students for the 45 minute Presentation (30 mins. Max. for the presentation, 15 minutes max. for question and answer and tutor contribution).</i></li> <li>• <i>Sub-groups to start preparing their 45 minute presentation.</i></li> </ul>
14 (w4)	21/01/02	<p><i>Lecture 7 (Thurs. 24<sup>th</sup> Jan.)+ 1 hour seminar: <u>Social Class and Education.</u></i></p> <p><i>Tutor Team Meeting in CH Office Meeting Room immediately following lecture</i></p>
15 (w5)	28/01/02	<p><i>2 hour Seminar: follow-up to the lecture</i></p> <p><i>Feedback to students re Xmas Vac assignment</i></p>
16 (w6)	04/02/02	<p><i>Lecture 8 (Thurs. 7<sup>th</sup> Feb.)+ 1 hour seminar: <u>Gender and Education.</u></i></p>
17 (w7)	11/02/02	<p><i>Student sub-group presentation 1.</i></p>
18 (w8)	18/02/02	<p><i>Lecture 9 (Thurs. 21<sup>st</sup> Feb.) + 1 hour seminar: <u>'Race' and Education.</u></i></p>
19 (w9)	25/02/02	<p><i>Student sub-group presentations 2&amp;3.</i></p>

20 (w10)	04/03/02	<i>Lecture 10 (Thurs. 7<sup>th</sup> Mar.) + 1 hour seminar:</i> <b><u>Sexuality and Education</u></b>
21 (w11)	11/03/02	Student sub-group presentations <b>4&amp;5</b>
22 (w12)	18/03/02	<i>Lecture 11 (Thurs. 21<sup>st</sup> Mar.) + 1 hour seminar:</i> <b><u>Special Needs and Education</u></b>

## **SUMMER TERM 2001**

23 (w16)	15/04/02	Student sub-group presentation 6. <ul style="list-style-type: none"> <li>• Feedback to students re the sub-group presentations.</li> </ul> ***Submission of 2000 word Selection in Education essay assignment (Assignment 2) by Thursday 18 <sup>th</sup> April 2002. ***Setting of 1000 word essay on New Labour and a current educational issue (Assignment4)
24 (w17)	22/04/02	<i>Lecture 12 (Thurs. 25<sup>th</sup> April) + 1 hour seminar:</i> <b><u>New Labour and Education</u></b>
25 (w18)	29/04/02	<i>2 hour Seminar: follow-up to the lecture</i> <i>Feedback to students on Seminar Presentations (Assignment 3)</i>
26 (w19)	06/05/02	<i>Lecture 13 (Thurs. 9<sup>th</sup> May)</i> <b><u>New Labour and Current Education Policy: Specific Issues</u></b> + 1 hour seminar: ***Submission of 1000 word New Labour Assignment (Assignment 4) by Thursday 9 <sup>th</sup> May 2002 Return to Students of Essay on selection in Education Essay (Assignment 4)
27 (w20)	13/05/02	<i>No session</i>
28 (w21)	20/05/02	<i>Exams</i> <i>Return to students of New Labour Essay Assignment (Assignment 4) (by collection from outside tutors' rooms as from Mon 20<sup>th</sup> May 2002 NOTE: There is no exam for this course).</i>
29 (w22)	27/05/02	<i>Exams</i>
30 (w23)	03/06/02	<i>Exam</i>

**Reading** Most of these books are in the college bookshop and in the library.

The **key text** is

Hill, D. and Cole, M. (1999) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page

This is on sale in the campus bookshop.

**Further Reading: 14 books and booklets**

Ainley, P. (2000) *From Earning to Learning: what is happening to education and the welfare state*. London: Tufnell Press.

Barber, M. (1994) *The Making of the 1944 Education Act*. London: Cassell.

Benn, C. and Chitty, C. (1997) *Thirty Years on: Is Comprehensive Education Alive and Well, or Struggling to Survive?* London: Penguin.

Chitty, C. (1999) (2<sup>nd</sup> edition) *The Education System Transformed*. London: Baseline Books.

Cole, M. (ed.) (2000) *Education, Equality and Human Rights: Issues of Gender, 'Race', Sexuality, Special Needs and Social Class*. London: Routledge.

Cole, M., Hill, D. and Shan, S. (eds.) (1997) *Promoting Equality in Primary Schools*. London: Cassell.

Gainey, C. and George, R. (1999) *Gender, 'Race' and Class in Schooling: a New Introduction*. London: Falmer Press.

Hill, D. (1999) *New Labour and Education: Policy, Ideology and the Third Way*. London: Tufnell Press.

Hill, D. and M. Cole (eds.) (1999) *Promoting Equality in Secondary Schools*. London: Tufnell Press.

Lawton, D. (1992) *Education and Politics in the 1990s: Conflict or Consensus?* London: Falmer Press.

Lawton, D. (1994) *The Tory Mind on Education 1979-94*. London: Falmer Press.

Meighan, R. and Siraj-Blatchford, I. (1998) (3<sup>rd</sup> edn.) *A Sociology of Educating*. London: Cassell.

Simon, B. (1994) *Education and the Social Order 1940-1990*. London: Lawrence and Wishart.

Tomlinson, S. (2001) *Education in a Post-Welfare Society*. Buckingham: Open University Press.

Students should also read the *Times Educational Supplement* and a broadsheet paper such as *The Guardian* or *The Independent*. Easily accessible magazines are *Forum (for Comprehensive Education)* and *The NUT Education Review*. All of these are in the Library. The first three are on Library CD Rom- a fantastic resource!! Also, look for education items in the weekly magazines, the (pro-Conservative) *Spectator*, the (left of New Labour and sometimes pro-New Labour) *New Statesman*. For a socialist/ Marxist perspective opposed to New Labour and to the Conservatives, see the journal *Education and Social Justice* and the weekly, *Tribune*. For very right-wing/ Conservative articles on education see the *Telegraph* or the *Mail*. Incidentally, they all have websites.

### **Teaching and Learning Strategy:**

<b>TEACHING, LEARNING AND ASSESSMENT ACTIVITIES</b>	<b>STUDY HOURS</b>
12 x 1 hour lectures	12 hours
36 x 1 hour seminars	36 hours
24 x 3 hours preparation and reading	72 hours
2 x 1000 word short assignments	20 hours
1 x 2,000 word essays	20 hours
Group presentation (30/45 minutes)	10 hours
Tutorial and skills development	30 hours
<b>TOTAL</b>	<b>200 hours</b>

### **Assessment:**

<b>ASSESSMENT ITEMS</b>	<b>UNITS</b>	<b>WEIGHTING</b>	<b>LEARNING</b>
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			<b>OUTCOMES</b>
1 x 1,0 00 word essay (Assignment 1: paragraphs on education policies) set on Thurs. 25.10.01 due in Thurs. 13.12.01	<i>1 unit</i>	<i>0.2 i.e.20%</i>	<i>b,c,d,e,f,g,i.</i>
1 x 2,0 00 word assignment (Assignment 2: selection in education) set on Thurs. 06.12.01 due in Thurs. 18.04.02	<i>2 units</i>	<i>0.4 i.e. 40%</i>	<i>a,b,c,g,I</i>
Group seminar presentation (Assignment 3: educational inequality seminar presentation) set on Thurs. 17.01.02 Presentation on Thurs. 14.02.02, 28.02.02, 14.03.02 or 18.04.02	<i>1 unit</i>	<i>0.2 i.e.20%</i>	<i>b,d,f,h,j</i>
1 x 1,000 word short essay assignment 9Assignment 4: New Labour policy) set on Thurs. 18.04.02 due in Thurs. 09.05.02	<i>1 unit</i>	<i>0.2 i.e.20%</i>	<i>a,b,c,d,g</i>

**Assessment criteria:**

**Learning Outcomes: Knowledge and Understanding**

Through written assignments, verbal presentation and seminar contribution, to demonstrate a knowledge and understanding of:

- major developments in the recent and contemporary history of education in England and Wales since 1944 such as tripartism, comprehensivisation, the 'education market', choice, selection, inclusion/exclusion, New Labour policy on 'standards not structures', privatisation;
- key aspects of recent and contemporary political ideologies in education such as Radical Right Conservative, liberal-progressive, social democratic, and Radical Left/ Marxist perspectives;
- the relationships between these ideologies and education policy;
- key concepts in the sociology and politics of education such as social class, 'race' gender, sexuality, special needs and disability, equality, inequality, meritocracy, equality of opportunity, together with

sociological explanations of inequality.

**Learning Outcomes: Subject-specific skills:**

Through written assignments, verbal presentation and seminar contribution, to demonstrate a:

- e) critical consideration of a range of explanations;
- f) development of their own well-informed judgements.

**Learning Outcomes: Key Skills:**

Through written assignments, verbal presentation and seminar contribution, to demonstrate their effective use of:

- g) learning skills such as effective reading and note –taking, basic library research, selection and organisation of relevant information from a range of sources, the construction of logical arguments and asking basic critical and evaluative questions.
- h) develop effective oral communication skills, such as listening, understanding, questioning, engaging in informed and questioning dialogue;
- i) develop effective written communication skills, such as essay construction, use of a wide range of sources, the use of critique when dealing with those resources, accurate referencing;
- j) develop effective group work skills, such as taking a variety of roles within the group presentation preparation and execution process.

**Assignment Schedule**

**NON- GRADED FORMATIVE ASSIGNMENT 1 (BRIEF DEFINITIONS)  
(AUTUMN TERM 2001)**

<i>Set on</i>		<i>04.10.2001</i>
<i>Hand in date</i>	<i>during seminar</i>	<i>18.10.2001</i>
<i>Return to students date</i>	<i>during seminar</i>	<i>01.11.2001</i>

The assignment is formative in that:

- it is intended to prepare you for the first formally graded assignment
- it requires you to research and read in order to understand a key concept: ideology
- it will help you to clarify and consolidate your understanding
- you will receive feedback on the strengths and limitations of the work you produce

In completing the assignment, your tutor will be looking at:

- your *understanding* of what you have learnt from lectures, seminars and, importantly, library research
- your *competence to communicate* in writing effectively using the conventions of standard English
- your grasp of the principles of using the *Harvard referencing system*

There are two parts to the assignment.

### ***Part A***

The first part of EDU1003, takes the concept of ideology as central to an understanding of how education has changed in Britain over the second part of the 20<sup>th</sup> century.

The concept of ideology is a very slippery one, but important to understand. The following task should help you to do this.

**Write approximately 150 words explaining what you understand by the term ideology.**

This should be in your own words (although you may include quotes), in standard English (grammatically correct and spellchecked etc) and referenced using the Harvard system (guidance on referencing will be provided).

### ***Part B***

EDU1003 examines the ways in which the educational system in England and Wales has been influenced by changing *political ideologies*. These have shaped the types of school that were established, who should attend them and the kind of curriculum taught, as well as a whole range of specific policies.

The following task is intended to help you to be clear about the key differences between the main political ideologies that have shaped education over the last 50 years.

*Complete the table below to establish a summary of the main political ideologies and their impact on education. **The first part of the table has been completed for you***

<b>Political Ideology</b>	<b>Main values promoted by ideology</b>	<b>Dates when ideology was a major influence on education</b>	<b>Key education issues for ideology</b>
Social democratic	equality of opportunity; meritocracy; democracy; social unity; justice	1944-1970	<ul style="list-style-type: none"> <li>• access and equality of opportunity, esp. for working class</li> <li>• selective v non-selective secondary schooling</li> <li>• abolition of private schooling</li> <li>• expansion of nursery and higher education</li> <li>• education as investment in human capital</li> </ul>
Liberal-Progressive			
Radical Right			
Radical Left/Marxist			
New Labour			

## Completing the assignment

In order to complete the assignment, you will need to research the concept of ideology and the different political ideologies. This means using the library and reading and making your own notes.

There is a huge range of sources which you should find helpful, including:

Sociology and Education Dictionaries  
Introductory Sociology and Politics textbooks  
Introductory texts on Education

Use contents pages and indexes to help you find relevant material.

### **GRADED ASSIGNMENT 1 (PARAGRAPHS ON EDUCATION POLICIES) (AUTUMN TERM 2001)**

<i>Set on</i>	<i>25.10.2001</i>
<i>Hand in date</i>	<i>13.12.2001</i>
<i>Return to students/ Debriefing date</i>	<i>17.01.2002</i>

## Questions

Answer **both** questions

- 1 Write c250 words on:
  - a) The ideologies shaping the 1944 Education Act
  - b) The ideologies shaping the 1988 Education Act

You should demonstrate a sound understanding of the concept of 'educational ideology'.

- 2 Select **two** of the following and write c250 words either for or against:
  - a) comprehensivisation
  - b) vocationalism
  - c) the national curriculum
  - d) privatisation

e) progressivism

In marking your work we will be looking for evidence of library research and reading, understanding, clear communication and professional presentation.

The following assignment is intended to assess your understanding of some of the key themes of the first part of the module, namely educational ideologies of the period 1944 –2001/2 and associated education policies. The assignment is specifically focused on your ability to research relevant material, read it for understanding and present a clear coherent summary statement.

The lectures and seminars during the first term should provide you with a basic framework and understanding of educational ideologies and changes in education policy. In order to complete the assignment, however, you will be expected to have read and discussed material from the library to develop your understanding – we do not pretend these are easy ideas to grasp - the process of intellectual engagement with concepts and issues is central to the undergraduate experience.

The work that you submit must:

- ◆ be written in grammatically correct standard English with attention having been given to spelling, punctuation and grammar;
- ◆ professionally presented, preferably as a word processed document, having been subjected to editing and proof-read;
- ◆ properly referenced using the Harvard system of referencing;
- ◆ submitted to the Student Assignment Office (SAO) by the due date.

Guidance is available from the Library on the Harvard system of referencing and if you require help with word-processing you should sign up for a session with IT Services. Advice and guidance on written communication skills is available from the Learning Development Centre. You are strongly advised to start work for the assignment several weeks in advance of the hand-in date.

You are reminded that the work you submit must be your own work and that it must meet standards appropriate to undergraduate work.

**NON- GRADED ASSIGNMENT 2 (GLOSSARY OF CONCEPTS)  
(XMAS VACATION 2001-2002)**

*Set on*

*06.12.2001*

The following activity is intended to develop your library, research and communication skills and to help prepare you for the work of term 2, and your next assignment by developing an understanding of key concepts and engaging in critical analysis of source material.

A key theme of the course in Term 2 is education and equality with particular reference to social differences. The course will require you to establish a thorough understanding of some key concepts. Using Education and Sociology Dictionaries and Textbooks compile your own glossary of the following key concepts- for each write a short (100 word) summary of the concept.

Social class	'Race'
Ethnicity	Gender
Sexuality	Disability
Equality	Meritocracy
Social mobility	Equality of educational opportunity

In completing this task you should be aware that different authors may well use and define these concepts differently- an awareness and understanding of these differences is part of the learning task.

Choose either social class or gender or 'race'/ethnicity or sexuality or disability/special needs, and using the University College library or any other Libraries to which you have access, find:

- a) an article from a 2001 or 2002 copy of the Times Educational Supplement;
- b) an article from a 2001 or 2002 edition of an education magazine (ie a magazine with brief articles);
- c) an article/paper from a back copy of an academic journal;
- d) an article/item, or a brief summary of an item, downloaded from the Internet.

You do not have to photocopy the items, although you may if you wish; but it will be enough to provide a two or three paragraph summary of each of the items. You should be sure however to reference such summaries properly with the name(s) of the writer(s), the title of the article, the name of the publication or source, and the number and date of the publication.

For each item, identify:

- a) the specific issue in relation to educational equality which the item addresses;
- b) the ideological or political position of the author with respect to educational equality;
- c) what evidence (if any) the author cites in support of his/her argument;
- d) whether or not you agree with the author and on what grounds you agree/disagree.

Again, you should aim to write three or four paragraphs on each item in order to address these tasks. You may find it helpful to work with another student, or indeed a small group to carry out these tasks, but be sure to write your own responses to the tasks. Note: this task is not formally assessed. It is not part of the formal assessment process, but the work will be relevant preparation for the 2000 word essay.

**GRADED ASSIGNMENT 2 (2000 WORD ESSAY ON SELECTION  
IN EDUCATION)  
(SPRING TERM 2002)**

<i>Set on</i>	<i>06.12.2001</i>
<i>Hand in date</i>	<i>18.04.2002</i>
<i>Return to students date</i>	<i>09.05.2002</i>

**Question**

Write an essay of c. 2000words:

***Examine the arguments for and against selection in education.***

The assignment is intended to assess your understanding of one of the main themes of the module, namely education and inequality, and how this relates to a key policy issue, namely educational selection. Since the assignment is an essay, it is intended to test your skills of research, analysis and reasoned argument as well as your written communication skills.

You should note that this essay question gives you considerable scope to explore a issue based on reading and research from a wide range of sources, and brings together a number of topics from the lecture programme.

You will need to consider first what is meant by 'selection' and the various forms it can take in education. For example educational systems, local education authorities, and individual schools and other educational institutions can all operate 'selection'. 'Selection' may be on the basis of ability, aptitude, sex, religion, ability to pay or some other criteria. Debates about the pros and cons of 'selection' have influenced educational policy throughout this century and are a particular theme of recent government policy.

The essay must consider the arguments of those who support selection in education and those who are opposed to it. It must of course present clear summaries of these arguments and weigh them up. In undertaking this, you may wish to look at debates about tripartism and comprehensivisation, streaming and mixed ability grouping, specialist and religious schools. You may also like to consider the impact of 'selection in education' on standards of education and equality of opportunity, as well as the impact on the structure of society as a whole.

You do not have to include all of the above in your essay, but you should make clear the focus and scope of the essay.

Clearly you will need to ensure that you have a sound understanding of key concepts (Xmas vacation formative assignment) and debates. This means that you will need to spend some time (at least 10/12 hours) on reading and research, before planning your essay, writing the first draft and then refining and editing it.

### **Technical reminders**

- ◆ the essay must be submitted to the Student Assignment Office (SAO) by the due date (unless you have been granted an extension);
- ◆ the essay should (preferably) be word processed and written in grammatically correct standard English (you must edit and proof read final versions and if necessary seek help from the Learning Development Centre);
- ◆ the essay must be referenced in the text and include an accurate bibliography.

### **ASSIGNMENT 3 (PRESENTATION) (SPRING TERM 2001)**

<i>Set on</i>	<i>during seminar on Thursday 17.01.2002</i>
<i>Presentation dates</i>	<i>14.02 or 28.02 or 14.03 or 18.04.2001</i>

A sub-group presentation on an aspect of educational inequality, to evaluate the contention that :

Teachers and schools are primarily to blame for the consistent under-achievement of ...

(choose one)

Children from working class backgrounds

Minority ethnic group children

Boys

Girls

Children with disabilities or special needs

In connection with the presentation each student must submit an (individual) written report.

1 Each seminar group will be divided into four or five sub-groups of approximately equal size, with each of these groups having as the focus of their presentation one of the following dimensions of inequality:

Social class

Gender

Ethnicity

Disability

The selection of topic will be by negotiation between tutor and students.

2 The presentations will take place on the dates given above.

3 The presentation should address the following 5 areas/aspects

- a) a brief summary of the 'facts' about educational performance for the selected social group(s)
- b) an explanation of why any differences /inequalities in performance is important
- c) a consideration of explanations for any differences/inequalities in performance
- d) an assessment of how teachers/schools may contribute to under-achievement for the selected social group

- e) suggestions as to how teachers/schools might work to challenge and reduce educational inequalities and raise performance for the selected social group

4 Presentations should be based on thorough library research and a sound understanding of the issues and concepts related to debates about educational equality.

Credit will be given for use of relevant and recent research and reference to policy.

5 In the week following your presentation you should hand-in a brief (500 words) individual written report evaluating the group's presentation - you may wish to comment upon how well the group worked together to prepare the presentation, what difficulties you had and what successes, as well as the quality of the presentation itself and what improvements you would make if you repeated the exercise. This report should be submitted to the Student Assessment Office, TOGETHER WITH your notes and any overheads for your part of the presentation itself.

#### **ASSIGNMENT 4 ESSAY ON NEW LABOUR (SUMMER TERM 2001)**

<i>Set on</i>	<i>18.04.2002</i>
<i>Hand in date</i>	<i>09.05.2002</i>
<i>Return to students date</i>	<i>23.05.2002</i>

Give a critical review of New Labour policy on education. You may choose either New Labour's overall education policy, policy towards one sector of education (such as schooling, or pre-school education, of higher education), or one specific policy (such as Education action Zones, City Academies, Performance Related Pay, the revised National Curriculum, Beacon Schools, Fresh Start schools, the School Effectiveness Movement, Selection/Grammar Schools, Privatisation).

In order to complete this assignment you should refer to and append:

- a recent article from the Times Educational Supplement
- an article/paper from an education academic journal (append the initial summary/ abstract)
- an article/item, or brief summary of an item, downloaded from the internet (append a manageable- e.g. one or two page item or extract).

The 1000 words does not include the appended items above, though it may well include quotes from them.

You may choose to include:

a) a brief summary of the theme or policy (this could well be in the form of a the appended items);

b) an explanation of why the theme or policy is important;

c) an ideological analysis of the theme or policy- (i.e. what cultural or ideological or political view(s) is/ are represented)? What will the policy do or not do with respect to issues of quality, or equality, or raising standards?

As for all assignments this should meet the requirements for academic undergraduate work in relation to written communication, referencing, presentation.