



Psychology of Education 16-17

Course Overview

This Part II psychology course provides the opportunity to study psychological topics at an advanced level from different perspectives. We are concerned with the contribution of psychological research and theory in areas that are of personal and social importance. The course topics are relevant to anyone who wishes extend and deepen their understanding of human development and social relationships, including those who intend to go on to work in educational contexts and apply psychological research findings in professional practice. You will be encouraged to gain a critical understanding of cognitive, social, emotional and sociocultural psychology, from the perspectives of human development, social relationships, classroom learning and wider educational systems. We focus on areas that are debated within psychology itself as well as presenting challenges for education and for society at large.

The paper is divided into four sections that are taught by different members of the Psychology and Education academic group and other colleagues.

Section A: Cognitive development

Section B: Perspectives on language disorders

Section C: Motivation, culture and learning

Section D: Psychology in schools

Students are asked and encouraged to engage critically with relevant psychological research studies and to make connections between topics across the whole paper. The sessions include a varied mix of discussion, lecture and other activities designed to promote active participation and learning. Different perspectives, arguments and questioning are welcome and encouraged throughout the course, supported by group activities and reflection on personal experience. There will also be some required reading preparation for certain sessions. Critical reference to relevant psychological literature and research methodology is an essential element of this course, and evaluation of research methodology is encouraged in the taught sessions, essay writing and supervisions.

Sociology of Education - Part II 16-17

Course overview

This paper provides students with an introduction to key themes in the sociology of education through a focus on two topics: Education, democracy and global social justice, and Education and social justice in Britain. The first section examines the changing role of education in relation to democracy and nation-building, changing forms of global governance, and the global politics of knowledge and social change. The second section brings issues within these global debates to bear on a more in-depth study of the relationships between education and social justice in Britain. This section puts particular emphasis on the interplay between social and educational research, the application of social policy, and the role of the school in the implementation of policy. The lectures will examine the intersectional politics of difference, and the spatial and family dimensions of educational inequalities. Students taking this paper will gain an informed sociological understanding of national and international developments in key areas of educational politics, policy and public debate.

Philosophy of Education - Part II -

The Philosophy of Education course develops those areas of philosophy that are crucially relevant to our understanding of education. It is split into five areas:

SECTION A: Conservatism and Education - These sessions will examine the philosophical basis of conservatism and identify some of its key ideas and beliefs.

SECTION B: Epistemology and Education – This section explore questions such as; what is knowledge? How is it distinguished from belief? Is it attainable? Or should we rather concentrate our efforts in education on other forms of cognition such as understanding?

SECTION C: Liberalism and Liberal Education - Liberalism is one of the most influential political systems and in these sessions the key ideas and principles of liberal thought will be examined.

SECTION D: Pragmatism and Education - In terms of education, ideas such as the social construction of knowledge, the value of social interaction, and learning through problem solving, all grow out of, and are based on, pragmatist thinking. Our sessions will critically examine some of these ideas and their value in the field of education.

SECTION E: Postmodernism and Education - One of the problems is working out what exactly the word 'postmodernism' refers to before considering its application or influence on education. What these sessions attempt is first to understand what the term might mean and then analyse the implications, if any, that postmodernism has for education.

In Lent there are **5 SEMINAR** sessions to allow further analysis of the issues raised in the Michaelmas and Lent lectures and their implications for education. These are intended to be student led seminars.

History of Education

Images, Texts and Identities: Education and Social Change 1914-1991

The paper is divided into four sections that are taught by different members of the History and Education academic group and other colleagues.

- Block A - Contexts and Approaches - These sessions provide a historical context by examining issues relating to the relationship between education and social change in the period 1914-91, with particular attention to social, cultural and political context.
- Block B - 1919-59 'The age of extremes'; of empire; citizenship and rise of fascism; war and reconstruction – These sessions consider how knowledge about education was communicated across the 20th century, particularly through public exhibitions.
- Block C - Oral History, Memory and Educational Lives - This examines the methods of oral history and explores the benefits and problems of this approach for understanding the educational past.
- Block D - Cultural Histories: Representing the Body of the School Teacher and School Child – These sessions examine the representation of teachers and children through media and art and their relation to gender, health and education.