

ISSU9EL - Education and Learning

School of Education

1. INTRODUCTION

This handout gives you information about:

- the module aims and objectives;
- teaching methods and assessment;
- seminar outlines;
- essay question and submission date;
- bibliography.

2. MODULE AIMS AND LEARNING OUTCOMES

(i) Aims

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.

(ii) 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.

3. MODULE STRUCTURE AND ASSESSMENT

The module will consist of a weekly three-hour seminar which will be supported by a selection of readings and other media which will need to be read and considered in advance of the seminar. To support these reflective questions about the materials will be provided. All of the resources will be placed on SUCCEED, the University of Stirling's virtual learning environment (VLE) and will be used by students through the duration of the module. When relevant the seminars will draw upon the experiences of practising teachers who will attend the relevant sessions. There will also be two field trips. One of the field trips will be to a local state secondary school whilst the other will be to the Scotland Street Museum in Glasgow.

Attendance is compulsory and preparation essential. Attendance is part of the assessment requirement of the module. Students who are absent for more than one third of the prescribed classes and the field trips will receive no grade. If a student is unable to attend a particular seminar, the tutor should be notified of the circumstances without delay.

Students will be required to submit one essay of 2000 words which will be weighted at 80%. A further 20% will be based on attendance and active participation in the seminars and field trips.

4. LECTURES/TUTORIALS

The structure and organisation of education

In this seminar 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 seminar 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

The seminar 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

This seminar 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. Students will require to bring suitable clothing for an outdoor physical activity / sport session.

ESSAY

To be submitted electronically through the School of Education office. Guidance on this will be provided at the first seminar.

Students are required to complete the essay question below. It should be no longer than 2000 words, No student will be penalised for submitting an assignment which is +/- 10% of the word limit. Students are asked to record the number of words in their essay on the School of Education's submission sheet. If an assignment goes beyond the word limit it will be penalised by one university grade (e.g. 2C to 2D). The intention here is to encourage students to be concise and exclude material that is not relevant to the argument.

When there are good grounds such as illness or bereavement for seeking an extension, an application should be submitted on a form obtainable from the School's office in Pathfoot B33.

Coursework submitted after the due date will be penalised by one university grade for every day that it is late.

Anonymous marking of education assignments is standard school practice. Therefore your name should not appear on the essay cover sheet nor anywhere within the submission. Instead you should use your student registration number. Please retain a copy of your assignment in case you are required to produce a copy.

Please consult the School of Education's undergraduate handbook for guidance on plagiarism, the appropriate referencing format to use and the grading scheme. It is both important and essential that you consider this guidance carefully. Failure to do so may have a detrimental affect on your submission.

Finally, it is important advice that you should read as widely as possible to inform your assignment. Reading should draw upon policy texts, book chapters, articles and monographs.

Essay question

Every child has the right to be educated to meet their full potential. What factors help or hinder this ambition within the Scottish Education system? Discuss this in respect of one of the themes that you have covered in this module.

6. BIBLIOGRAPHY

Core Reading: Essential for the module

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