

Education and Society

Issues and Explanations
in the Sociology of Education

Rob Moore

Education And Society Issues And Explanations In The Sociology Of Education

A Gutmann



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Education and Society Rob Moore, 2004-11-12 This new book is a lively and highly accessible introduction to the sociology of education. Written in a clear and comprehensible way, it introduces students to the key theoretical perspectives and conceptual frameworks in the sociology of education and provides a guide to contemporary issues and current debates. The book reviews the ways in which sociology contributes to our understanding of the relationship between education and society. The sociology of education is treated in historical depth, dealing with the classic thinkers as well as with contemporary approaches and issues. In doing so, it critically engages with wider debates in social theory. There is an extensive treatment of Durkheim and of the work of Bourdieu and Bernstein, as well as discussion of post modernism, drawing upon recent ideas in epistemology and philosophy of science to address the question: What should we teach? The book covers the macro relationships between education and the economy and state, and the micro processes of the classroom and school. A central concern is with inequalities of class, gender, and race, and their treatment by different sociological perspectives. **Education and Society** will be an essential text for students of sociology and education. [Solving Education's Problems Effectively](#) Gerard Giordano, 2009-03-16 Rich in practical information about the history of American education, **Solving Education's Problems Effectively** encourages readers to analyze, prioritize, and synthesize historical information by applying it to current situations. Using more than thirty case studies, Giordano suggests solutions to issues that plague educators across the nation, from textbook quality to gender, race, and religion biases. The case studies are accompanied by activities to prompt educators to higher levels of thinking about the problems they face. **Education and Society** Thurston Domina, Benjamin G. Gibbs, Lisa Nunn, Andrew Penner, 2019-08-20 Drawing on current scholarship, **Education and Society** takes students on a journey through the many roles that education plays in contemporary societies. Addressing students' own experience of education, before expanding to larger sociological conversations, **Education and Society** helps readers understand and engage with such topics as peer groups, gender, and identity, social class, the racialization of achievement, the treatment of immigrant children, special education, school choice, accountability, discipline, global perspectives, and schooling as a social institution. The book prompts students to evaluate how schools organize our society and how society organizes our schools. Moving from students to schooling to social forces, **Education and Society** provides a lively and engaging introduction to theory and research and will serve as a cornerstone for courses such as sociology of education, foundations of education, critical issues in education, and school and society. **Research Handbook on Curriculum and Education** Elizabeth Rata, 2024-04-12 This incisive Handbook brings together a wealth of innovative research from international curriculum and education experts to ask the question: what knowledge should be taught in school, how should it be taught, and for what purpose? [A Bourdieusian Analysis of 64 Students Pursuing a Second Chance in a Community College in Hong Kong](#) Yi-Lee Wong, 2022-07-06 A continuous expansion of higher education has made it possible not only for more students to get straight

into university but also for more students to obtain a university place at their second attempt immediately after their first attempt fails. However, the educational experiences of students who seek such a second chance have been under-examined. In filling this empirical gap, this book offers an application of Bourdieu's analysis of class reproduction through education together with his three concepts of habitus, cultural capital and field, and the concept of emotional capital derived from an extension of his framework to make sense of educational experiences of 64 community college students who seek such a second chance in Hong Kong. The option of community college as a second chance became available in Hong Kong in the year 2000. The book explores how specific characteristics of community college in Hong Kong impact on the ways in which respondents of the middle and working classes see and feel about their selves throughout the course of pursuing this second chance. It also revisits Bourdieu's framework and suggests the possibility of theorising an observed class contrast in orientation to making sense of academic challenges posed in educational contexts as a form of classed habitus of middle class situational interpretation as opposed to working class direct understanding.

Knowledge, Curriculum and Equity Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20. In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist, post-structuralist and postmodernist approaches dominant in the sociology of education. The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum. Finally, the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data.

Knowledge, Curriculum and Equity: Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study. Fundamentally, the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy. The central concern is with the on-going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it. This book consists of 13 chapters by different authors working in Oceania, Asia, Europe, Africa and North America. From very different vantage points, the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all.

Pedagogic Rights and Democratic Education Philippe Vitale, Beryl Exley, 2015-07-24. The basis of Bernstein's sociology of education lies in his theorisation of the different approaches to curriculum, pedagogy and assessment and the implications for pedagogic rights and social justice. This edited collection presents 15 empirical case studies and theoretical accounts from 22 international scholars who focus on the experiences of students and teachers in contexts marked by economic, social, cultural, linguistic and/or geographic diversity. Located in systems of education in

Australia France Germany Greece Portugal South Africa and the United States each chapter contributes to a better understanding of the conditions of a democratic education across time and place *Pierre Bourdieu* Michael

Grenfell,2014-09-19 The French social philosopher Pierre Bourdieu is now recognised as one of the major thinkers of the twentieth century In a career of over fifty years Bourdieu studied a wide range of topics education culture art politics economics literature law and philosophy Throughout these studies Bourdieu developed a highly specialised series of concepts that he referred to as his thinking tools which were used to uncover the workings of contemporary society Pierre Bourdieu Key Concepts highlights his most important concepts and examines them in detail Each chapter deals with an individual concept and is written to be of immediate use to the student with little or no previous knowledge of Bourdieu This new edition of the leading text is entirely revised and updated and includes new essays on Methodology Politics and Social Space

Schooling, Society and Curriculum Alex Moore,2006-08-10 Schooling Society and Curriculum offers a much needed reassessment and realignment of curriculum studies in the UK and international contexts Comprising a collection of eleven original chapters by prominent nationally and internationally known experts in the field of curriculum studies the book leads and fosters critical generic debates about formal education and its relationships to wider society Focusing on key debates that have been present for as long as formal state education has been in existence the contributors contextualise them within a future orientated perspective that takes particular account of issues specific to life in the early years of the twenty first century These include globalisation and nationalism poverty and wealth what it means to be a good citizen cultural pluralism and intolerance and centrally what it is that young people need from a school curriculum in order to develop as happy socially just adults in an uncertain and rapidly changing world The book is organized into four sections issues and contexts values and learners school curricula in the digital age exploring the possible globalisation localisation and utopias **A**

Relational Approach to Educational Inequality R. Nazli Somel,2019-05-15 In her research R Nazl Somel focuses on the topic of educational inequality both from a theoretical perspective and through an empirical analysis After a review of prominent approaches to educational inequality and their criticism she offers a novel strategy to study the issue based on Relational Sociology and using the relational approaches of Charles Tilly and Pierre Bourdieu Three relational characteristics of educational inequality are identified that are its relativity cumulativeness and being an organized practice The author then applies this relational perspective to an in depth study on an Istanbul primary school analyses students teachers and school organization in relation to each other and to Turkish education system and society *Debates in Geography Education* Mark Jones,David Lambert,2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications

Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education. Key debates include geography's identity as an academic discipline, what constitutes knowledge in geography, places and regional geography, what it means to think geographically, constructing the curriculum, how we link assessment to making progress in geography, the contribution of fieldwork and outdoor experiences, technology and the use of Geographical Information, school geography and employability, understanding the gap between school and university geography, evidence-based practice and research in geography education. The comprehensive, rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing. *Debates in Geography Education* is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education. Mark Jones is Senior Lecturer in Education at the University of the West of England, Bristol, UK. David Lambert is Professor of Geography Education at UCL Institute of Education, London, UK.

Language, Knowledge and Pedagogy Frances Christie, 2009-02-01. This book explores the nature of knowledge, language and pedagogy from the perspective of two complementary theories: systemic functional linguistics and Bernstein-inspired sociology. Bernstein's sociology of knowledge makes a distinction between horizontal and vertical discourses as ways in which knowledge is transmitted in institutional settings, with teachers as agents of symbolic control. Systemic functional linguists have explored educational discourse according to similar hierarchies, and by bringing the two perspectives together, this book shows the impact of language on knowledge and pedagogy. The contributors examine the different structures of knowledge and the flow of information within the school context, but also according to language in early childhood literacy, English, the social sciences, science and mathematics. The result is a progressive and dynamic analysis of knowledge structures at work in educational institutions. *Language, Knowledge and Pedagogy* makes a major contribution to linguistics, applied linguistics and educational theory. It will be of interest to researchers working in these areas.

Family, Religion, Pedagogy and Everyday Education Practice Rafał Włodarczyk, Beata Pietkiewicz-Pareek, 2022.

International Encyclopedia of Education, 2009-04-17. The field of education has experienced extraordinary technological, societal and institutional change in recent years, making it one of the most fascinating yet complex fields of study in social science. Unequalled in its combination of authoritative scholarship and comprehensive coverage, *International Encyclopedia of Education* Third Edition succeeds two highly successful previous editions (1985, 1994) in aiming to encapsulate research in this vibrant field for the twenty-first century reader. Under development for five years, this work encompasses over 1,000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field. Education is a multidisciplinary and international field, drawing on a wide range of social sciences and humanities disciplines, and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1,500

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Epistemologies and Ethics in Adult Education and Lifelong Learning Richard G. Bagnall, Steven Hodge, 2022-02-17 This book presents and advocates for a framework of competing epistemologies and conceptions of ethics as a way of understanding modernist lifelong learning These epistemologies are grounded in a recognition of the normative nature of knowledge that informs lifelong learning each being framed by a different account of the sort of knowledge that is most valued and therefore foregrounded in lifelong learning policy provision and engagement informed by the epistemology Each epistemology is also characterised by its constituent conception of ethics Four such epistemologies and conceptions of ethics are here recognised as having been important in the lifelong learning movement to date disciplinary developmental emancipatory and design The authors argue that assumptions about knowledge and moral positions constitute a powerful but not well understood feature of such arguments awareness of these assumptions and positions could serve to powerfully advance the overall understanding of what is at stake in lifelong learning and adult education at all levels **Explaining**

Inequalities in School Achievement Roy Nash, 2016-04-15 Inequalities in educational opportunity have been a persistent feature of all school systems for generations with conventional explanations of differences in educational attainment tending to be reduced to either quantitative or non quantitative list theories In this groundbreaking book Roy Nash argues that a realist framework for the sociological explanation of educational group differences can and must be constructed A move to such an explanatory framework will allow us to take into account the social influences of early childhood development the later emergence of social identities and the nature of the social class impact of educational and career decision making By building on the critical analyses of the theories of Bourdieu Boudon and Bernstein this book makes a vital contribution to the current policy and theoretical debate about the causes of educational inequality Disciplinary: Functional Linguistic and Sociological Perspectives

Frances Christie, Karl Maton, 2011-02-03 Disciplinary knowledge is under threat in the modern world Claims abound that we are entering a landscape in which the division of disciplines is obsolete implying a commitment to outdated values in scholarship Notions of discipline are critiqued as reflecting social power and representing the worldview of dominant social groups By addressing and challenging such claims this edited collection argues that proclamations of the death of disciplines have been greatly overstated Not only are the notions of disciplinarity still

important for understanding how we come to know the world but this volume demonstrates how significant disciplinarity is to understanding different forms of knowledge if we wish to improve the building of knowledge and educational practice Using analytical tools from systemic functional linguistics theory and social realist sociology this volume illustrates how different disciplines can collaborate and cross fertilize successfully without losing their distinctive insights and disciplinary integrity The subsequent theory developed will thereby extend both linguistic and sociological approaches to the topic and make a major contribution to educational theory *Analysing Teaching-Learning Interactions in Higher Education* Paul Ashwin, 2012-02-23 A thorough investigation of the research development policy and practice of teaching and learning in Higher Education *Cultures of Inclusive Education and Democratic Citizenship: Comparative Perspectives* Magdalena Kohout - Diaz, Martin Strouhal, 2022-03-01 Inclusive education has aroused heated debate among teachers parents politicians and the general public yet for many involved and affected the basic concepts and real goals of inclusion are unclear or misunderstood Presenting research by scholars from the Czech Republic France Norway Poland Canada and Switzerland on education democratic citizenship and the inclusive philosophies and politics of various countries *Cultures of Inclusive Education and Democratic Citizenship* examines and clarifies the cultural professional and political issues surrounding the implementation of inclusive education The first section of the book examines the epistemology of the inclusive process The second section compares the logic of inclusion from an international perspective The final section explores concrete problems encountered in the different states represented *Community College Students in Hong Kong* Yi-Lee Wong, 2021-09-15 This book presents a comprehensive account of the educational experiences of community college students in Hong Kong analyzed through a theoretical lens that intersects sociological theories of inequality including Bourdieu's concept of cultural capital The student narratives featured in this book reveal the interweaving personal academic and professional considerations and challenges affecting their individual choices in the pursuit of higher education Chapters also reveal why despite the relative expansion of educational opportunities the class gap in higher education persists

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