



Module Guide

Equality, Culture and Citizenship

EDU_5_ECC

School of Law and Social Sciences

Level 5

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1. MODULE DETAILS

Module Title:	Equality, Culture and Citizenship
Module Level:	Level 5
Module Reference Number:	EDU_6_ECC
Credit Value:	20 CAT points
Student Study Hours:	200
Contact Hours:	30
Private Study Hours:	170
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	Education Studies
Year and Semester	2019-20, semester 1
Module Coordinator:	Andrew Read
MC Contact Details (Tel, Email, Room)	X5444; reada3@lsbu.ac.uk ; V207
Teaching Team & Contact Details (If applicable):	Zoe Leadley-Meade leadleyzoe@lsbu.ac.uk Katherine Pechey pecheyk2@lsbu.ac.uk Andrew Read reada3@lsbu.ac.uk
Subject Area:	Education
Summary of Assessment Method:	Learning journal, 3000 words (100%)
External Examiner appointed for module:	Linda Willacy, University of Cumbria

2. SHORT DESCRIPTION

This module builds on concepts introduced in Year 1. It provides opportunities for more critical and analytical exploration of the notion of equality, including critiquing notions of justice and social justice. The module develops the notion of community through analysing models of citizenship and the role of the individual in communities and wider social arenas. It explores what it means to hold rights, children's rights and the link between being a rights holder and a responsible citizen. The module explores the notion of the individual, individual freedom and identity and the impact of culture on identity and life in a wider social arena.

3. AIMS OF THE MODULE

This module aims to provide students with opportunities to:

- critically analyse the concepts of equality, culture, rights, citizenship and democracy.
- develop a critical understanding of the role education has in teaching learners about these concepts.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

Identify key aspects in the concepts explored and to have formed a critical understanding of how they interrelate.

Critically analyse the role of education in enabling children to learn about these concepts.

4.2 Intellectual Skills

Develop a critical awareness of how personal understandings of the concepts discussed impact on Personal practice in educational settings.

4.3 Practical Skills

Be able to critically analyse ideas and communicate them in writing in a structured and coherent way.

5. ASSESSMENT OF THE MODULE

Formative assessment

- Opportunities to look at examples of a range of journal entries
- Discussion of high quality examples, opportunities to develop understand of 'high quality'
- Development of evaluative skills to apply knowledge to their own work and modify it accordingly

Summative assessment

Learning journal including reflections and responses to individual session content, 3000 words (100%).

Summative assessment submission deadline: 9th December 2019

6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

For this module you will need to draw together critical reading and critical thinking skills, and apply these to theory and to practical situations. You will need to develop skills in structuring a learning journal to communicate your thinking throughout the module, and develop skills in articulating your understanding in an examination setting.

7.2 Overview of Types of Classes

You will attend ten sessions consisting of a mixture of lectures, seminars, workshops and mock examinations. These will include small group discussion and a variety of formative activities and assessments.

7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems or difficulties and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.4 Employability

This module develops knowledge and skills relevant for further study and/or a career in education or related fields. It provides a basis for beginning to think about the theory and practice that underpin equality, culture and citizenship in educational contexts, and is a good foundation for further study to gain employment in an educational setting or postgraduate teaching qualifications. It lays the foundations for postgraduate research.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

EDU_5_ECC_1920: SEMESTER 1 - ASSIGNMENT: LEARNING JOURNAL (3000 WORDS)

DATE	SESSION	TOPIC	ASSIGNMENT TIME-LINE – keeping a learning journal. <i>Indicative questions to reflect on.</i>	READING
1 st October	ECC_1	Social Justice	How could teachers' concerns about social justice impact on their day-to-day practice? Write 300-400 words in your journal, with reference to the reading.	Chapter 1: Every Child Matters and the Social Justice Agenda in <i>Ensuring Every Child Matters</i> , Knowles, G. (2009) Sage.
8 th October	ECC_2	Equality	What challenges do schools face in securing equality for pupils and teachers? Write 300-400 words in your journal, with reference to the reading.	Gaynor Mowat, J. (2015) 'Inclusion - that word!' Examining some of the tensions in supporting pupils experiencing social, emotional and behavioural difficulties/needs. <i>Emotional and Behavioural Difficulties</i> , 20 (2), pp. 154-172.
15 th October	ECC_3	Culture and diversity	What impact does diversity make in the classroom? Write 300-400 words in your journal, with reference to the reading.	Chapter 5: Multicultural Society and the Convergence of Identities in <i>A New Politics of Identity</i> , Parekh, B. (2008) Palgrave MacMillan
22 nd October (directed task)	ECC_4	Review and revise your first three journal entries. Prepare to discuss the first three themes in small groups (<5 students), coordinated by the module team.		
29 th October	ECC_5	GROUP TUTORIALS: 30 minute blocks x 6 (9:00-12:00) x 5 students per group; module tutors oversee/manage groups as required		
5 th November	ECC_6	Rights	Peer/formative assessment of first 3-4 journal entries. Identify targets to improve your journal entries. What rights do learners have? What rights should learners have? Write 300-400 words in your journal, with reference to the reading.	Part 1, Chapter 1: The Enforcement of Human Rights and Civil Liberties – Civil Liberties and Human Rights: definition, classification and protection in <i>Human Rights and Civil Liberties</i> , 2nd ed., Foster, S. (2008) Pearson Longman

12 th November	ECC_7	Citizenship & Democracy	How do schools support learners to become citizens? Does democracy have a role in school? Write 300-400 words in your journal, with reference to the reading.	Chapter 1: What is citizenship and why does it matter? In <i>Citizenship A Very Short Introduction</i> , Bellamy, R., (2008) Oxford Moss, P. (2007) Bringing politics into the nursery: early childhood education as a democratic practice, <i>European Early Childhood Education Research Journal</i> , 15 (1), pp. 5-20.
19 th November	ECC_8	Identity – Race and Culture	Should schools have Black History month? Write 300-400 words in your journal, with reference to the reading.	Chapter 9: Race, media and popular culture in <i>The Routledge Companion to Race and Ethnicity</i> , Caliendo, M. and McIlwain, C. D., (2011) Routledge
26 th November (AR teaching Prof Studies)	ECC_9	Identity – Gender and Sexuality	How do schools address gender and sexuality in the classroom? Write 300-400 words in your journal, with reference to the reading.	Garcia, A. & Slesaransky-Poe, G. (2010) The heteronormative classroom: questioning and liberating practices, <i>The Teacher Educator</i> , 45, pp. 244-256.
3 rd December	ECC_10	Liberty and being of good character	How much liberty is there in school? Write 300-400 words in your journal, with reference to the reading.	Part 1 Historical background: the right to freedom in freedom's right The Social Foundations of Democratic Life, Honneth, A. (2014) Polity
9 th December	SUBMISSION DEADLINE: JOURNAL, 3000 WORDS			

9. STUDENT EVALUATION

On the whole, students who completed the MEQs in 2018/19 reported they found the module engaging and enjoyable. Several students reported that they found it difficult to fully articulate their ideas within the learning journal work limit (which was 1500 words in 2018/19) – we have extended the word count to 3000 words for 2019/20. A substantial proportion of students in 2018/19 expressed anxiety about the exam (which was one of the components in 2018/19) – we have removed the exam component from this module for 2019/20.

10. LEARNING RESOURCES

Reading List

CORE READING:

Caliendo, S. and McIlwain, C. (2010) *The Routledge Companion to Race and Ethnicity*. London: Routledge.

Foster, S. (2008) *Human Rights & Civil Liberties*. 2nd ed. London: Pearson Longman.

Knowles, G. and Lander, V. (2011) *Diversity, Equality and Achievement in Education*. London: Sage.

OPTIONAL READING:

Adams, A., Bell, L. and Griffin, P. (2007) *Teaching for Diversity and Social Justice*. London: Routledge.

Bagilhole, B. (2009) *Understanding equal opportunities and diversity: The social differentiations and intersections of inequality*. Bristol: The Policy Press.

Fish, J., (2012) *Social Work and Lesbian, Gay, Bisexual and Trans People: Making a Difference (Social Work in Practice Series)*. Bristol: The Policy Press.

Foster, S. (2008) *Human Rights & Civil Liberties*. 2nd ed. London: Pearson Longman.

Hannan, D. (2013) *How we invented freedom & why it matters*. www.headofzeus.com [Kindle edition].

Held, D. (2009) *Models of Democracy*. 3rd ed. London: Polity Press.

Osler, A. & Starkey, H. (2005) *Changing citizenship: democracy and inclusion in education*. Maidenhead: Open University Press.

Parekh, B. (2008) *A New Politics of Identity*. London: Palgrave MacMillan.

Sandel, M. (2009) *Justice: What's the right thing to do?*

Smith, S. (2011) *Equality and diversity: Value incommensurability and the politics of recognition*. Bristol: The Policy Press.

Spickard, P. (2013) *Multiple Identities: Migrants, Ethnicity, and Membership*. Indiana, US: Indiana University Press.

Tilly, C. (2007) *Democracy*. Cambridge: Cambridge University Press.

Ward, S. (ed.) (2013) *A Student's Guide to Education Studies*. 3rd ed. Abingdon: Routledge.

Woodward, K. (2011) *The Short Guide to Gender*. Bristol: The Policy Press.