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**London  
South Bank  
University**

# **Module Guide**

## **What is Education?**

EDU\_4\_EDS

## **School of Law and Social Sciences**

**BA (Hons) Education Studies  
Year 1 - Level 4**

## Contents

<b>1. Module Details</b>	3
<b>2. Short Description</b>	3
<b>3. Aims of the Module</b>	3
<b>4. Learning Outcomes</b>	4
a. Knowledge and Understanding	4
b. Intellectual Skills	4
<b>5. Assessment of the Module</b>	4
<b>6. Feedback</b>	5
<b>7. Introduction to Studying the Module</b>	5
a. Overview of Types of Classes	5
b. Importance of Student Self-Managed Learning Time	5
c. Employability	6
<b>d. Assessment Criteria Grid</b>	7
e. Overview of the Main Content	10
<b>8. The Programme of Teaching, Learning and Assessment</b>	10
<b>9. Student Evaluation</b>	10
<b>10. Learning Resources</b>	10

# 1. Module Details

<b>Module Title:</b>	What is Education?
<b>Module Level:</b>	Level 4
<b>Module Reference Number:</b>	EDU_4_EDS
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	36
<b>Private Study Hours:</b>	164
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	Education Studies Generic
<b>Year and Semester</b>	Year 1, Semester 1
<b>Module Coordinator:</b>	Dr Helen Young
<b>MC Contact Details (Tel, Email, Room)</b>	<a href="mailto:youngh@lsbu.ac.uk">youngh@lsbu.ac.uk</a> , Ext 5451, V307
<b>Teaching Team &amp; Contact Details:</b>	Sally Brett, <a href="mailto:bretts5@lsbu.ac.uk">bretts5@lsbu.ac.uk</a> Kate McBain, <a href="mailto:mcbaink@lsbu.ac.uk">mcbaink@lsbu.ac.uk</a>
<b>Subject Area:</b>	Education
<b>Summary of Assessment Method:</b>	<b>Presentation</b> (1,000 words equivalent, 50% weighting) <b>Essay</b> linking module themes to student's own educational experience (1,000 words, 50% weighting)

## 2. Short Description

This module introduces students to key concepts and issues in the history, sociology and philosophy of education. By examining historical and current issues that are of major concern within the world of education, the module seeks to provide students with the theoretical ideas that will underpin future studies at Levels 5 and 6. Themes such as equality, human rights and citizenship are addressed within the module both as current political issues and as ideas that illustrate the competing ideologies within education.

## 3. Aims of the Module

The module aims to provide students with the opportunity to:

- explore the meaning and nature of education
- develop knowledge and understanding of the historical development of key education concepts and practices
- develop understanding of the interaction between education and society

## 4. Learning Outcomes

### a. Knowledge and Understanding

- Describe and demonstrate an understanding of key issues within the sociology of education including the role that social factors such as gender, 'race', ethnicity and class, play in educational attainment in the UK
- Demonstrate an understanding of key historical events and figures in the development of the education system in the UK and in educational thought and philosophy.

### b. Intellectual Skills

#### **Intellectual Skills - Critical thinking**

- Understand and be able to explain the links between education and society, including key social values such as equality, freedom, human rights and citizenship.
- Understand and be able to explain how key historical events and key figures have influenced and impacted upon the development of the education system in the UK and on educational thought and philosophy.

#### **Intellectual Skills - Apply theory to practice**

- Be able to relate the knowledge and understanding of key aspects of educational sociology, history and philosophy to current educational practices within the UK.

## 5. Assessment of the Module

### **Formative assessment**

You will be given feedback verbally on your contributions to seminar sessions. This will usually be in the form of questioning to elicit further ideas from you and to support your thinking. Feedback of this nature is designed to develop your intellectual skills as well as provide reassurance and encouragement to develop your confidence and independence.

Feedback will be given on directed activities – this will generally be verbal or short written comments. Directed tasks will usually be in the form of preparation for a session or follow-up after a session.

### **Summative assessment**

1. **Presentation** (1,000 words equivalent, 50% weighting)

NB: There are no extension arrangements for students with DDS as this is a presentation

(Please ignore 'words equivalent' for this assignment – it is only for validation purposes and does not apply to presentations.)

Present for 5 mins on something which you would like to share from your own educational experience. Use three PowerPoint slides:

- 1 Title
- 2 Key points
- 3 References (you must use at least one academic reference)

2. **Essay** linking module themes to student's own educational experience (1,000 words, 50% weighting)

Every week, you will be asked to write a paragraph applying the issues raised in the session to your own educational experience. This will give you 9 short pieces of text. For your final assignment, you should expand on at least two of these pieces of text and use appropriate literature and concepts to discuss your own educational experience. You can call your essay, 'Analysis of my educational experience' or you are welcome to make up your own title which reflects the content of the essay (sometimes this can be a good way of keeping you focused).

**Please see Moodle for the submission dates and arrangements.**

Assessment criteria are in this module guide.

### **Academic Integrity**

All course work will be checked for academic integrity following university regulations. Further information about this can be found on the Moodle site.

## **6. Feedback**

The return date for your assignment is 20 working days after submission. Feedback will be electronic and available on Moodle.

## **7. Introduction to Studying the Module**

### a. Overview of Types of Classes

Sessions consist of a mixture of lectures and seminars. These include small group discussion and a variety of formative activities and assessments.

### b. Importance of Student Self-Managed Learning Time

All sessions are supported by related reading which is available through Moodle. You will need to prepare readings in advance. On occasions students will be required to present summary and analysis of readings to the rest of the group in seminar sessions. For many sessions there will also be assigned directed

activities to support your learning and to provide on-going formative assessment. Engagement in self-managed study time is an essential part of degree study.

### c. Employability

This module provides a basis for beginning to think about the conceptual underpinnings and assumptions that underlie knowledge and practices in the field of education. It provides a good foundation for further study in the field for those seeking employment in an educational setting or wanting to go on to teacher training. It also provides opportunities to develop skills in critical thinking and reasoning. Additionally it provides opportunities for developing teamwork and leadership skills by working collaboratively to produce an end product.

<b>d. Assessment Criteria Grid</b>	<b>100-80%</b>	<b>79-70%</b>	<b>69-60%</b>	<b>59-50%</b>	<b>49-40%</b>	<b>39-30%</b>	<b>29-0%</b>
<p><b>1. Research</b> Systematic identification and use of academic and relevant resources</p>	<p>Exemplary range of literature (significantly exceeding recommended range) relevant to the assignment, is referred to in order to support ideas/module requirements</p> <p>Points supported by literature in a sophisticated manner.</p>	<p>Excellent range of literature (significantly exceeding recommended range) relevant to the assignment is referred to in order to support ideas/module requirements.</p> <p>Points very well supported by literature.</p>	<p>Good range of literature relevant to the assignment is referred to in order to support ideas/module requirements.</p> <p>Points well supported by literature; may include 1-2 instances of inappropriately descriptive style and of unsubstantiated assumptions.</p>	<p>Sound range of literature (exceeding core texts) relevant to the assignment, is referred to in order to support ideas/module requirements; minimal and/or critical use of blogs, Wikipedia.</p> <p>Points well supported by literature; may include instances of inappropriately descriptive style and of unsubstantiated assumptions.</p>	<p>Satisfactory range of literature (core texts) relevant to the assignment, is referred to in order to support ideas/module requirements; limited use of insubstantial blogs, Wikipedia.</p> <p>Points supported by literature; some instances of inappropriately descriptive style and of unsubstantiated assumptions.</p>	<p>Limited range, depth or use of literature; reliance on insubstantial blogs, Wikipedia etc.</p> <p>Largely, inappropriately descriptive and anecdotal; frequent evidence of unsubstantiated assumptions.</p>	<p>Little or no evidence of use of literature relevant to the assignment.</p> <p>Inappropriately descriptive and anecdotal; evidence of unsubstantiated assumptions throughout.</p>
<p><b>2. Subject Knowledge</b> Understanding and application of subject knowledge. Contribution to subject debate.</p>	<p>Exemplary evidence of understanding and application of subject knowledge relevant to the assignment, exceeding points discussed in module sessions.</p> <p>Sophisticated contribution to subject debate.</p>	<p>Excellent evidence of understanding and application of subject knowledge relevant to the assignment, exceeding points discussed in module sessions.</p> <p>Excellent exploration of subject debate.</p>	<p>Good evidence of understanding and application of subject knowledge relevant to the assignment, without misunderstanding.</p> <p>Good engagement with subject debate.</p>	<p>Sound evidence of understanding and application of subject knowledge relevant to the assignment, with occasional misunderstanding.</p> <p>Sound awareness of subject debate.</p>	<p>Satisfactory evidence of understanding and application of subject knowledge relevant to the assignment, with some misunderstanding.</p> <p>Satisfactory awareness of subject debate.</p>	<p>Limited evidence of understanding and application of subject knowledge relevant to the assignment, with frequent misunderstanding.</p> <p>Limited awareness of subject debate.</p>	<p>Little or no evidence of understanding and application of subject knowledge relevant to the assignment, with substantial misunderstanding.</p> <p>Little or no awareness of subject debate.</p>

<p><b>3. Critical Analysis</b> Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates.</p>	<p>Exemplary evidence of capacity for sophisticated critical analysis/evaluation (where required).</p> <p>Ideas/argument proceeds in logical, well-reasoned steps, without exception; <i>submission demonstrates the highest level of organisation/reasoning that can be expected.</i></p>	<p>Excellent evidence of capacity for critical analysis/evaluation (where required).</p> <p>Ideas/argument proceeds in logical, well-reasoned steps, without exception.</p>	<p>Good evidence of capacity for critical analysis/evaluation (where required).</p> <p>Ideas/argument mostly proceeds in logical, clearly reasoned steps, with minimal exceptions.</p>	<p>Sound evidence of capacity for critical analysis/evaluation (where required).</p> <p>Ideas/argument mostly proceeds in logical, clearly reasoned steps, with few examples of inconsistency.</p>	<p>Satisfactory evidence of capacity for critical analysis/evaluation (where required).</p> <p>Ideas/argument often proceeds in logical steps/with clear reasoning, although this may be inconsistent.</p>	<p>Limited evidence of capacity for critical analysis/evaluation (where required).</p> <p>Ideas/argument generally lacking in logic/clear reasoning.</p>	<p>No evidence of capacity for critical analysis/evaluation (where required).</p> <p>Little/no evidence of logic/reasoning.</p>
<p><b>4. Communication and Presentation</b> Clear intention in communication. Audience needs are predicted and met.</p> <p>Presentation format is used skilfully. Work is well structured.</p>	<p>Exemplary use of standard English: grammar and spelling is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are no errors.</p> <p>Exemplary application of presentation format and/or sophisticated consideration of the needs of the audience.</p>	<p>Excellent use of standard English: grammar and spelling is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are very few errors.</p> <p>Excellent application of presentation format and/or highly effective consideration of the needs of the audience.</p>	<p>Good use of standard English: grammar and spelling is generally correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There may be some errors, but meaning is consistently clear.</p> <p>Good application of presentation format and/or effective consideration of the needs of the audience.</p>	<p>Sound use of standard English: grammar and spelling is generally correct, although there may be some errors (hence instances when meaning is unclear/ muddled).</p> <p>Sound application of presentation format and/or consideration of the needs of the audience.</p>	<p>Satisfactory use of standard English: errors in grammar and spelling do not significantly prevent reader comprehension (occasionally meaning is unclear/muddled).</p> <p>Satisfactory application of presentation format and/or some consideration of the needs of the audience.</p>	<p>Poor use of standard English: frequently, meaning in sections of the submission is unclear/muddled because of errors in grammar and spelling.</p> <p>Limited application of presentation format and/or consideration of the needs of the audience.</p>	<p>Very poor use of standard English: meaning in significant sections of the submission is unclear/muddled because of errors in grammar and spelling.</p> <p>Very poor or no application of presentation format and no consideration of the needs of the audience.</p>



<p><b>5. Academic Integrity<sup>1</sup></b>          Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.</p>	<p>Consistent application of relevant referencing conventions; <i>submission demonstrates the highest level of accuracy that can be expected.</i></p>	<p>Consistent, error free application of relevant referencing conventions.</p>	<p>Consistent application of relevant referencing conventions with few errors (max 5 errors).</p>	<p>Correct application of relevant referencing conventions, with some errors and / or inconsistencies.</p>	<p>Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.</p>	<p>Limited application of referencing conventions and / or errors.</p>	<p>Very limited or no application of referencing conventions, and/or multiple errors.</p>
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<sup>1</sup> The application of this criterion is independent of the process outlined in the [Student Academic Misconduct Procedure](#)  
 What is Education?

## e. Overview of the Main Content

Please see Moodle for further information and for key readings.

1. Introduction + Philosophy of Education
2. Sociology of Education
3. Psychology
4. Curriculum
5. PRESENTATIONS
6. History of Education
7. Ideology
8. Politics and policy
9. Pedagogy

## 8. The Programme of Teaching, Learning and Assessment

The 'What is Education' module underpins your degree programme. Education studies is not a distinct field of study but draws on a number of academic disciplines such as psychology, sociology, philosophy, politics and economics. In studying this module you will be introduced to the main concepts and writers in these fields that relate to the study of education. This will provide a baseline for continued studies during the three years of the course and act as a springboard for you to begin to identify areas of personal interest for academic study and professional practice.

## 9. Student Evaluation

This module will be evaluated through a survey at the end of the module. There will also be opportunities for participants to feed back about the delivery, content and assessment of the module through their course board representatives. Student evaluation is taken very seriously and contributes to the continuing improvement of the module. Please take your responsibility to evaluate your learning experience comprehensively. Do feed back to your tutor throughout about aspects which worked well for you and those which could be improved.

## 10. Learning Resources

### **Core text**

We recommend that you **buy**:

Bartlett, S., & Burton, D. (2016). Introduction to education studies. Sage.

### **Module reading list**

You can find your reading list on the right hand side of the Module Moodle site or search for 'EDU\_4\_EDS' online at <http://readinglists.lsbu.ac.uk>

It is very important that you do at least the core reading every week. You will also need to do your own research based on your assignment focus. The readings on the list will provide a starting point for this.

## **Journals**

We recommend that you use the Advanced Search in <https://scholar.google.co.uk/> to search for topics in the following journals:

- British Education Research Journal
- History of Education
- British Journal of the Sociology of Education
- Journal of Philosophy of Education
- Journal of Education Policy