Contents

List of abbreviations

Acknowledgements		xiii
The	The authors	
	CTION 1: EDUCATION STUDIES – AN INTRO THE FIELD OF STUDY	DUCTION
1	What is education studies?	3
	The new 'education studies' The traditional disciplines and education studies Conclusion Recommended reading	3 8 10 11
2	The nature of education	12
	The meaning of education Sociological perspectives on the purposes of education Sociological perspectives on the process of education Educational ideologies Conclusion Recommended reading	12 15 21 23 31 33
3	Researching education	34
	Introduction The nature of research Purposes of research	34 35 44

xi

INTRODUCTION TO EDUCATION STUDIES

Education research/educational research

Research movements in education

Research methodologies

	Conclusion	64
	Recommended reading	65
	CTION 2: POLITICAL AND HISTORICAL MENSIONS OF EDUCATION	
4	A modern history of schooling	69
	Introduction	69
	Considerations when studying the history of education	70
	1800–70: towards state education	72
	1870–1902: the first stages of elementary schooling	74
	1902–44: establishment of secondary schools and local education authorities	77
	1944–65: universal secondary education – the tripartite system	79
	The growth of comprehensive schooling (1960s and 1970s)	82
	Major education policy discord of the 1970s – the 1988 Education Reform Act	86
	Conclusion	91
	Recommended reading	93
5	Curriculum	94
	Introduction	94
	The nature of the curriculum	95
	The structure of knowledge	98
	Curriculum frameworks	103
	The National Curriculum: a case study	109
	Conclusion	130
	Recommended reading	131
6	Politics and policy in education	132
	Introduction	132
	Analysing education policy	133
	The beginning of the education market: Conservative, Labour and	
	Coalition administrations	138
	Conservative policy: implementation	141
	Conservative policy: a critique	144
	New Labour policy: ideology and perspectives on education	146
	New Labour policy: implementation	150

45

57

58

CONTENTS

	New Labour policy: a critique	164
	New Labour to New Politics: a coalition government	168
	The reforms of the Coalition	169
	Conclusion	173
	Recommended reading	175
7	Globalisation and comparative education	177
	Introduction	177
	Definition and development of globalisation	178
	Comparative education	182
	Conclusion	188
	Recommended reading	188
SE	CCTION 3: ACHIEVEMENT IN EDUCATION	
8	Individual achievement: major psychological theories	193
	Introduction	193
	The influence of philosophy	194
	Early psychological ideas	196
	Personality theory	200
	Motivation	205
	Intelligence and creativity	209
	Cognitive-developmental theory	212
	Cognitive psychology	215
	Conclusion	222
	Recommended reading	223
9	Education and psychological research	225
	Introduction	225
	Constructivism	226
	Social constructivist theories	227
	Metacognition	232
	Learning styles, strategies, approaches and preferences	234
	Situated cognition	242
	A theory of learning cultures and a cultural theory of learning	244
	Brain function	246
	Different views of intelligence	249
	Conclusion	251
	Recommended reading	252

x / INTRODUCTION TO EDUCATION STUDIES

10	Social factors, gender, ethnicity and achievement	254
	Introduction	254
	The state of educational achievement	255
	Social class and achievement	256
	Gender and achievement	267
	Ethnicity and achievement	279
	Conclusion	289
	Recommended reading	290
11	Organising teaching and learning	292
	Introduction	292
	Grouping pupils for learning	293
	Differentiated learning	298
	Personalised learning	302
	Psychological research and pedagogical developments	305
	Conclusion	310
	Recommended reading	311
12	Conclusion: education – a contested enterprise	312
	Introduction	312
	Theory and practice in education	313
	The breadth of education studies	316
	Conclusion	324
Bibl	iography	325
	Index	