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ECDE 7017

Exploring Contemporary Issues in Education 1: Policy Review and Critical Analysis Session 7: 19th November 2024

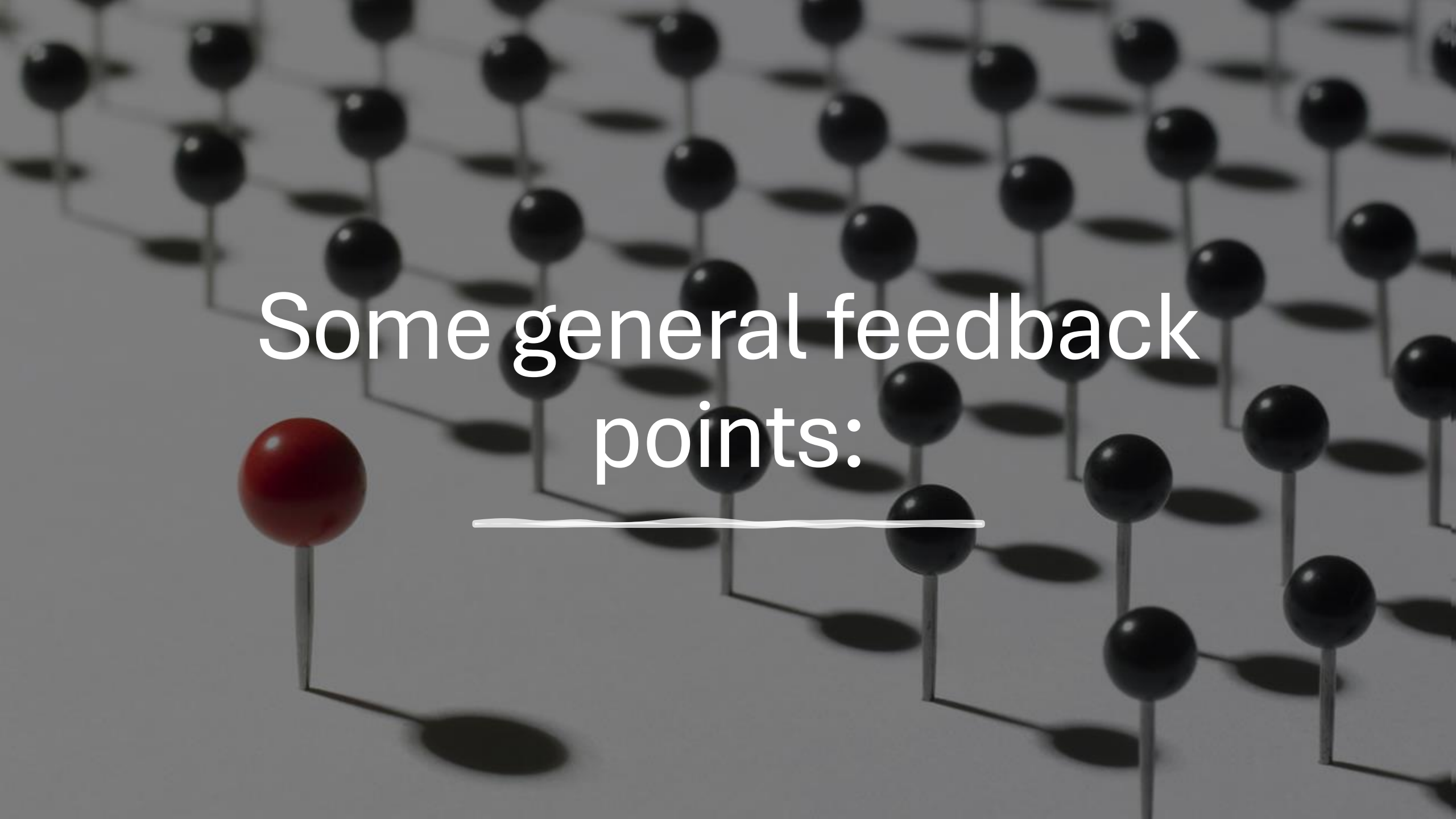
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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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Reflection on feedback:

The background of the slide features a 3D molecular model. It consists of numerous black spheres, each mounted on a thin metal rod. These rods are interconnected by thin wires, forming a complex, repeating lattice structure that recedes into the background. In the lower-left foreground, a single red sphere is also mounted on a similar metal rod, standing out from the black ones. The entire scene is set against a light gray background.

Some general feedback
points:

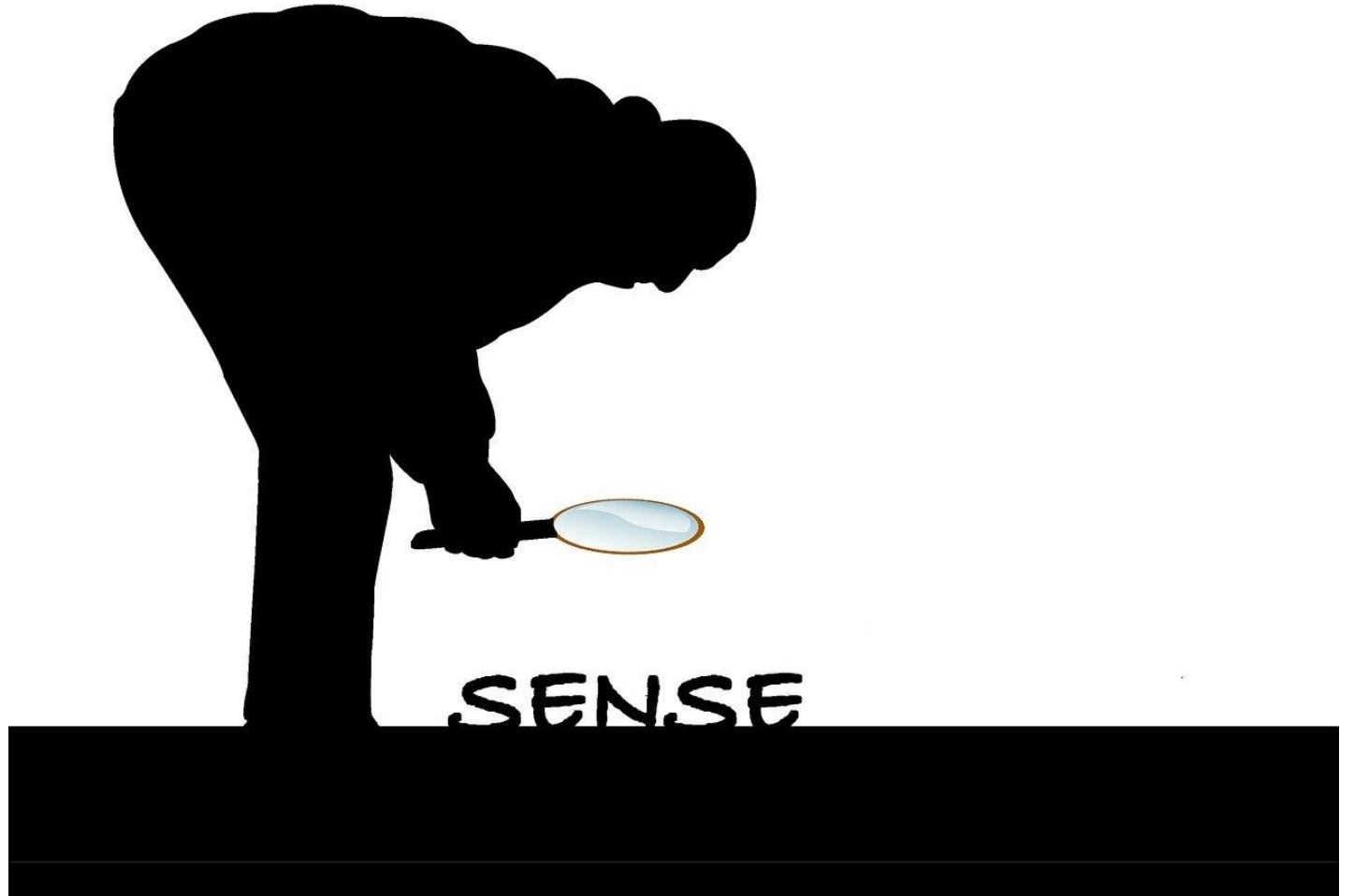


Refer to assessment specification:

Support all points with
relevant literature



Say a lot
about a
little...





Headings/sub-headings

- Give a clear indication of the content of that section
- Sections should be in a logical order and be easy to navigate
- Numbering can help
- Arrows/flow chart can help
- Avoid making giant leaps from one idea or concept to another
- The poster should be coherent as a whole

Referencing

- Reference list – inaccuracies and omissions
- Citations within the sentence that it is supporting
- Accuracy
- Credibility



Proofread:

- Clarity of expression
- Spelling
- Grammar
- Punctuation



Pulling it all
together...





Influence (macro) – which key people/groups influenced the development of the policy?



Text production (meso) – what policy texts were produced at the time and since, and what did they contain? In what ways did they open up/shut down opportunities for action?



Practice (micro) – how were the policy texts interpreted in practice, and were there issues/challenges during implementation?

	Media			Academic Articles			Policy Context	
			Media	Academic Articles	Policy Context			
	Education Eco-system		Education Eco-system (macro/meso/micro)	Contemporary Issue/Policy	Policy Text		Policy Text	
			Policy Levers	Gaps/ What's missing?	Policy Consequence			
	Policy Levers			Gaps/what's missing?			Policy consequence	

Media

Six questions to trigger critical thinking:

Where did you find the information?

*Was it presented to you? Did you search for it?
How hard did you have to look? Is your source
reputable?*

What are the key messages
or results/findings?

*What are its claims to new knowledge? What
is their point? How does it compare to your
own?*

How has the author/speaker come to their
conclusions?

*Is their line of reasoning logical? What did they
do to come to their conclusions? Are they
reliable/based on evidence?*

Who has written/said it?

*Is the author speaking as an individual or on
behalf of an organisation/employer? Are they
an expert/do they have credibility? Can you
identify bias?*

When was it written/said?

Is it recent and relevant?

Why has it been written/said?

Who is it aimed at? What are its aims?



Ask yourself:

- Are there any hidden assumptions or agendas?
- Is there a political motivation?
- Does the evidence provided support the conclusions made?
- Is the analysis fair? (subjective vs objective)
- Why was something done – and what was its significance?
- Is the timing significant?
- How does one interpretation compare to another?
- Why might authors agree/disagree?
- Do opinions change over time?
- What is the weight of evidence and how convincing is it?
- Are the sources reputable?
- What are their strengths/weaknesses?

Academic Articles



How is your chosen issue and associated policy represented in the literature?
What are the key discourses/debates surrounding this?
Are there competing perspectives?
What's missing?

Reviewing the Literature:

•What led to the development of a specific policy?

Who or what influenced its introduction or development?

How is it situated historically?

To what extent does it build on, or break with, previous policy

Policy Context

What are the economic, social and political factors at play?

What is the content of
the policy itself?

How is the policy
presented?

Who is the policy
presented by?

What is missing from
the policy (silences)?

Policy Text

What are the policy's
aims and objectives?

What is the policy
assemblage?

What are the values
implied by the policy?

Does the policy require
action, if so what and by
whom?

How is policy
interpreted and then
implemented?

Policy consequence

How does this vary from
region to region, from
school to school, from
classroom to classroom,
from teacher to teacher
(policy refraction)?

Consider all stakeholders

Gaps/what's
missing?

What are the tools that governments and organisations can use to influence outcomes and achieve desired change?

What laws and regulations are there to enforce change?

What economic instruments are used e.g. taxation and incentives?

Is community education involved to spread information or influence behaviour?

Policy Levers

What organisational structures are there?
How are resources like physical and human capacity allocated?

Are there fiscal incentives to control the quality and quantity of services?

	Education Eco- system	



Any questions?