

BA (Hons) Education Studies

Level 6 Handbook 2017/18

RADICAL EDUCATIONS



HOW TO CONTACT YOUR TUTOR

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HOW TO CONTACT

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Introduction

Education has always been a contested subject and what we consider to be mainstream schooling has particularly been criticised at a number of levels. This module aims to give consideration to the charges levied against formal school based education and the ideology that is inherent within it. A number of individuals and groups over the years have chosen to present their argument against the accepted norm and embrace radical visions for education both now and in the future. As such it is significant that we consider educational options not just in the standardised sense but also other, less traditional variations.

Aims & Learning Outcomes

This module aims to give students the opportunity to consider possibilities for radically different educational structures and meanings. It will make use of much of the work covered in the previous two years to develop critical perspectives on education and to explore alternative conceptualisations.

Students will be encouraged to think critically and creatively and will have the chance to produce and defend their own educational innovations.

The **outcomes** of this module are that you will be able to:

1. Offer a broad critique of traditional educational structures (including schooling, curriculum, assessment, pedagogy)
2. Demonstrate critical understanding of key radical and critical education theory
3. Critically assess radical theories, conceptualisations and visions of education (in particular critical pedagogy)
4. Develop imaginative and innovative approaches to schooling, curriculum, assessment, the classroom and other learning and teaching material

Assessment Strategy

1. Presentation (50%)

You will complete an individual 15 minute presentation outlining your vision for an alternative learning experience. You will be expected to draw upon relevant radical educational theories to support your proposed innovation.

1. Essay 2500 words (50%)

You will produce an essay which will allow you to explore and critique some of the relevant theories and ideas presented in the module.

LECTURE PROGRAMME

Semester 1 Block 1

Week 1 – Theoretical Perspectives on Alternative Education		
Session	Topic	Readings
Tuesday 3 rd Oct	Introduction – the origins of radical thought	*Abbott, J. & Mactaggart, H. (2010) <i>Over-schooled but Under Educated</i>. London: Continuum. Chapter 8 ‘<i>What Kind of Education for What Kind of World?</i>’ p.185-214. Apple, M. W., (2004) <i>Ideology and Curriculum</i> (3rd Edition). London: Routledge Falmer. Chapter 2 ‘<i>Ideology and cultural and economic reproduction</i>’ p.25-41
Thursday 5 th Oct	The function and nature of schooling	*Gatto, J.T. (2005) <i>Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling</i>. Gabriola Island: New Society Publishers. Chapter 4 ‘<i>We need less school, not more</i>’ p. 46-73 *Illich, I. (1970) <i>Deschooling Society</i> London: Marion Boyars. Chapter 1 ‘<i>Why we must disestablish school.</i>’ p. 1-24 Darder, A. , <i>et al</i> (eds) (2009)<i>The Critical Pedagogy Reader: Second Edition</i>. London: Routledge. Chapter 5 ‘Against schooling: education and social class.’ p.106-122
Friday 6 th Oct	An introduction to critical pedagogy	*Darder, A., <i>et al</i> (eds) (2017) <i>The Critical Pedagogy Reader: Second Edition</i>. London: Routledge. Chapter 2 ‘<i>Critical pedagogy: a look at the major concepts.</i>’ P.56-79 *Freire, P. (1970) <i>Pedagogy of the Oppressed</i>. London: Penguin. Chapter 1 p.25-51.

Week 2 – Alternative Education in Practice		
Session	Topic	Readings
Tuesday 10 th Oct	Historical examples of alternative education – libertarians and anarchists	Gribble, D. (1998) Real Education: Varieties of Freedom. Bristol: Lib Ed. Chapter 2 ‘ <i>Dartington Hall School</i> ’ p. 23-41 *Spring, J. (1975) A Primer of Libertarian Education. Black Rose Books: Quebec. Chapter 2 ‘Ownership of the Self’ p. 33-61
Thursday 12 th Oct	Contemporary alternatives to mainstream education	Uscinski, I. ‘ <i>The Case Against Learning in School with Evidence from Video Game Studies.</i> ’ Journal Of Unschooling & Alternative Learning. July 2013;7(14):72-91
Friday 13 th Oct	Future challenges and educational directions	

Week 3 – Influences & Perspectives		
Session	Topic	Readings
Tuesday 17 th Oct	Media and the role of popular culture	*Giroux, H. (2010) The Mouse that Roared. Plymouth: Rowman & Littlefield. Chapter 2: ‘ <i>Learning with Disney: From Baby Einstein to High School Musical</i> ’. p57-90 *Richards, C., (2011) Young People, Popular Culture and Education. London: Continuum. Chapter 8 ‘ <i>Popular music, youth and education</i> ’ p.132-148
Thursday 19 th Oct	Globalisation and the educational marketplace Where next for education?	*Brown, P., Lauder, H. and Ashton, D., (2011) <i>The global auction: The Broken promises of education, jobs and incomes</i> , New York, Oxford University Press. Chapter 6 ‘The war for talent’. P.83-98
Friday 20 th Oct		Presentations

Please note that items marked as * are compulsory reading for that session. While the others are optional you are strongly encouraged to read them to enable you to gain the most value from the sessions.

READING LIST

Essential Reading

Illich, I., (1995) *Deschooling Society* Harmondsworth: Penguin

Apple, M. W., (2004) *Ideology and Curriculum* (3rd Edition). London: Routledge Falmer.

Recommended Reading

Apple, M., (2011) *Education and Power*. London: Routledge

Barrow, R., (2011) *Radical Education: A Critique of Freeschooling and Deschooling*. London: Routledge.

Darder, A. *et al* (eds) (2009) *The Critical Pedagogy Reader: Second Edition*. London: Routledge.

Freire, P. (2004) *Pedagogy and Hope: Reliving Pedagogy of the Oppressed*. London: Routledge.

Gatto, J.T. (2005) *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Gabriola Island: New Society Publishers.

Giroux, H. (2005) *Border Crossings: Cultural Workers and the Politics of Education* (2nd Edition). London: Routledge.

Neill, A.S. (1960) *Summerhill: A Radical Approach to Child-Rearing*. Oxford: Hart.

Shotton, J. (1993) *No Master High or Low* Bristol: Libertarian Education.