

# Education and Society

Issues and Explanations  
in the Sociology of Education

Rob Moore

# Education And Society Issues And Explanations In The Sociology Of Education

**Magdalena Kohout - Diaz, Martin  
Strouhal**



## **Education And Society Issues And Explanations In The Sociology Of Education:**

**Education and Society** Rob Moore, 2004-11-12 This new book is a lively and highly accessible introduction to the sociology of education. Written in a clear and comprehensible way, it introduces students to the key theoretical perspectives and conceptual frameworks in the sociology of education and provides a guide to contemporary issues and current debates. The book reviews the ways in which sociology contributes to our understanding of the relationship between education and society. The sociology of education is treated in historical depth, dealing with the classic thinkers as well as with contemporary approaches and issues. In doing so, it critically engages with wider debates in social theory. There is an extensive treatment of Durkheim and of the work of Bourdieu and Bernstein, as well as discussion of post modernism, drawing upon recent ideas in epistemology and philosophy of science to address the question: What should we teach? The book covers the macro relationships between education and the economy and state, and the micro processes of the classroom and school. A central concern is with inequalities of class, gender, and race, and their treatment by different sociological perspectives. *Education and Society* will be an essential text for students of sociology and education.

***Solving Education's Problems Effectively*** Gerard Giordano, 2009-03-16 Rich in practical information about the history of American education, *Solving Education's Problems Effectively* encourages readers to analyze, prioritize, and synthesize historical information by applying it to current situations. Using more than thirty case studies, Giordano suggests solutions to issues that plague educators across the nation, from textbook quality to gender, race, and religion biases. The case studies are accompanied by activities to prompt educators to higher levels of thinking about the problems they face.

**Research Handbook on Curriculum and Education** Elizabeth Rata, 2024-04-12 This incisive Handbook brings together a wealth of innovative research from international curriculum and education experts to ask the question: what knowledge should be taught in school, how should it be taught, and for what purpose?

**Pierre Bourdieu** Michael James Grenfell, 2014-09-19 The French social philosopher Pierre Bourdieu is now recognised as one of the major thinkers of the twentieth century. In a career of over fifty years, Bourdieu studied a wide range of topics: education, culture, art, politics, economics, literature, law, and philosophy. Throughout these studies, Bourdieu developed a highly specialised series of concepts that he referred to as his thinking tools, which were used to uncover the workings of contemporary society.

**Key Concepts** highlights his most important concepts and examines them in detail. Each chapter deals with an individual concept and is written to be of immediate use to the student with little or no previous knowledge of Bourdieu. This new edition of the leading text is entirely revised and updated and includes new essays on Methodology, Politics, and Social Space.

**A Relational Approach to Educational Inequality** R. Nazli Somel, 2019-05-15 In her research, R. Nazli Somel focuses on the topic of educational inequality, both from a theoretical perspective and through an empirical analysis. After a review of prominent approaches to educational inequality and their criticism, she offers a novel strategy to study the issue based on Relational Sociology and using the relational approaches of

Charles Tilly and Pierre Bourdieu Three relational characteristics of educational inequality are identified that are its relativity cumulativeness and being an organized practice The author then applies this relational perspective to an in depth study on an Istanbul primary school analyses students teachers and school organization in relation to each other and to Turkish education system and society

**Education and Society** Thurston Domina, Benjamin G. Gibbs, Lisa Nunn, Andrew Penner, 2019-08-20 Drawing on current scholarship Education and Society takes students on a journey through the many roles that education plays in contemporary societies Addressing students own experience of education before expanding to larger sociological conversations Education and Society helps readers understand and engage with such topics as peer groups gender and identity social class the racialization of achievement the treatment of immigrant children special education school choice accountability discipline global perspectives and schooling as a social institution The book prompts students to evaluate how schools organize our society and how society organizes our schools Moving from students to schooling to social forces Education and Society provides a lively and engaging introduction to theory and research and will serve as a cornerstone for courses such as sociology of education foundations of education critical issues in education and school and society

*International Encyclopedia of Education*, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

**Basil Bernstein** Rob Moore, 2013 This book provides a detailed overview of the sociology of Basil Bernstein locating his thinking within the history of the field of British sociology in his lifetime and providing a clear introduction to Bernstein s

thought for those not familiar with his works as well as for those who are      *Knowledge, Curriculum and Equity* Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all      Pedagogic Rights and Democratic Education Philippe Vitale, Beryl Exley, 2015-07-24 The basis of Bernstein s sociology of education lays in is his theorisation of the different approaches to curriculum pedagogy and assessment and the implications for pedagogic rights and social justice This edited collection presents 15 empirical case studies and theoretical accounts from 22 international scholars who focus on the experiences of students and teachers in contexts marked by economic social cultural linguistic and or geographic diversity Located in systems of education in Australia France Germany Greece Portugal South Africa and the United States each chapter contributes to a better understanding of the conditions of a democratic education across time and place      **Cultures of Inclusive Education and Democratic Citizenship: Comparative Perspectives** Magdalena Kohout - Diaz, Martin Strouhal, 2022-03-01 Inclusive education has aroused heated debate among teachers parents politicians and the general public yet for many involved and affected the basic concepts and real goals of inclusion are unclear or misunderstood Presenting research by scholars from the Czech Republic France Norway Poland Canada and Switzerland on education democratic citizenship and the inclusive philosophies and politics of various countries Cultures of Inclusive Education and Democratic Citizenship examines and clarifies the cultural professional and political issues surrounding the implementation of inclusive education The first section of the book examines the epistemology of the inclusive process The second section compares the logic of inclusion from an international perspective The final section explores concrete problems encountered in the different states represented

**Analysing Teaching-Learning Interactions in Higher Education** Paul Ashwin, 2012-02-23 A thorough investigation of the research development policy and practice of teaching and learning in Higher Education

**A Bourdieusian Analysis of 64 Students Pursuing a Second Chance in a Community College in Hong Kong** Yi-Lee Wong, 2022-07-06 A continuous expansion of higher education has made it possible not only for more students to get straight into university but also for more students to obtain a university place at their second attempt immediately after their first attempt fails However the educational experiences of students who seek such a second chance have been under examined In filling this empirical gap this book offers an application of Bourdieu's analysis of class reproduction through education together with his three concepts of habitus cultural capital and field and the concept of emotional capital derived from an extension of his framework to make sense of educational experiences of 64 community college students who seek such a second chance in Hong Kong The option of community college as a second chance became available in Hong Kong in the year 2000 The book explores how specific characteristics of community college in Hong Kong impact on the ways in which respondents of the middle and working classes see and feel about their selves throughout the course of pursuing this second chance It also revisits Bourdieu's framework and suggests the possibility of theorising an observed class contrast in orientation to making sense of academic challenges posed in educational contexts as a form of classed habitus of middle class situational interpretation as opposed to working class direct understanding

**Explaining Inequalities in School Achievement** Roy Nash, 2016-04-15 Inequalities in educational opportunity have been a persistent feature of all school systems for generations with conventional explanations of differences in educational attainment tending to be reduced to either quantitative or non quantitative list theories In this groundbreaking book Roy Nash argues that a realist framework for the sociological explanation of educational group differences can and must be constructed A move to such an explanatory framework will allow us to take into account the social influences of early childhood development the later emergence of social identities and the nature of the social class impact of educational and career decision making By building on the critical analyses of the theories of Bourdieu Boudon and Bernstein this book makes a vital contribution to the current policy and theoretical debate about the causes of educational inequality

**Language, Knowledge and Pedagogy** Frances Christie, J. R. Martin, 2009-04-01 An in depth exploration of the nature of language knowledge and pedagogy providing a progressive analysis of knowledge structures at work in educational institutions

**Family, Religion, Pedagogy and Everyday Education Practice** Rafał Włodarczyk, Beata Pietkiewicz-Pareek, 2022

**Disciplinary: Functional Linguistic and Sociological Perspectives** Frances Christie, Karl Maton, 2011-02-03 Disciplinary knowledge is under threat in the modern world Claims abound that we are entering a landscape in which the division of disciplines is obsolete implying a commitment to outdated values in scholarship Notions of discipline are critiqued as reflecting social power and representing the worldview of dominant social groups By addressing and challenging such claims this edited collection argues that proclamations of the death of disciplines have been greatly

overstated Not only are the notions of disciplinarity still important for understanding how we come to know the world but this volume demonstrates how significant disciplinarity is to understanding different forms of knowledge if we wish to improve the building of knowledge and educational practice Using analytical tools from systemic functional linguistics theory and social realist sociology this volume illustrates how different disciplines can collaborate and cross fertilize successfully without losing their distinctive insights and disciplinary integrity The subsequent theory developed will thereby extend both linguistic and sociological approaches to the topic and make a major contribution to educational theory

*Epistemologies and Ethics in Adult Education and Lifelong Learning* Richard G. Bagnall, Steven Hodge, 2022-02-17 This book presents and advocates for a framework of competing epistemologies and conceptions of ethics as a way of understanding modernist lifelong learning These epistemologies are grounded in a recognition of the normative nature of knowledge that informs lifelong learning each being framed by a different account of the sort of knowledge that is most valued and therefore foregrounded in lifelong learning policy provision and engagement informed by the epistemology Each epistemology is also characterised by its constituent conception of ethics Four such epistemologies and conceptions of ethics are here recognised as having been important in the lifelong learning movement to date disciplinary developmental emancipatory and design The authors argue that assumptions about knowledge and moral positions constitute a powerful but not well understood feature of such arguments awareness of these assumptions and positions could serve to powerfully advance the overall understanding of what is at stake in lifelong learning and adult education at all levels

*Widening Higher Education Participation* Mahsood Shah, Anna Bennett, Erica Southgate, 2015-10-19 Governments have introduced policies to widen the participation of disadvantaged students in higher education Widening participation policies are also introduced to ensure that higher education contributes to social and economic outcomes This book includes important insights from 23 leading scholars across 11 countries on a wide range of topics that focus on government policies institutional structures and the social and economic impacts of widening participation While widening participation policies and outcomes in developed countries are more widely documented the policies achievements and challenges in other countries such as Brazil China Indonesia South Africa and Palestine are not so widely disseminated Therefore the untold stories of policies and outcomes of widening participation are a key part of this book The chapters are organised according to three overarching themes which include national and transnational studies of the history of widening participation and current policies inclusive learning and academic outcomes and socioeconomic structures concepts and theories Engages prominent academics earlier career researchers and research students Provides a wide range of topics related to widening participation Explores social and economic impact of widening student participation Presents untold stories of widening participation in developing countries experiencing growth in youth population

**Going to University. The Influence of Higher Education on the Lives of Young South Africans** Jennifer Case, Delia Marshall, 2018-02-09 Around the world more young people than ever before are

attending university Student numbers in South Africa have doubled since democracy and for many families higher education is a route to a better future for their children But alongside the overwhelming demand for higher education questions about its purposes have intensified Deliberations about the curriculum culture and costing of public higher education abound from student activists academics parents civil society and policy makers We know from macro research that South African graduates generally have good employment prospects But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses And even less is known about what happens to those who drop out This accessible book brings together the rich life stories of 73 young people six years after they began their university studies It traces how going to university influences not only their employment options but also nurtures the agency needed to chart their own way and to engage critically with the world around them The book offers deep insights into the ways in which public higher education is both a private and public good and it provides significant conclusions pertinent to anyone who works in and cares about universities



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