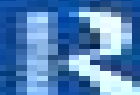


THE SOCIOLOGY OF EDUCATIONAL INEQUALITY

William Tyler

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MICHAEL Flude,JOHN AHIER



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Sociology of Education) Phillip Brown,Hugh Lauder,2012-05-23 What unites the contributors to this book is an opposition to Thatcherite policies on education and an agreement upon the need for the development of democracy in education This volume highlights the importance of an area of neglected theoretical and practical concern the development of a critique of the philosophy and policies of the new Right and of credible alternative policies Contemporary Research in the Sociology

of Education (RLE Edu L) John Eggleston,2013-05-13 The subject matter of this book what happens in schools the effects of curriculum change the reasons why some children are successful and others are not explains just why the sociology of education is one of the most important areas to achieve political importance There are five sections to the book covering Educational Achievement Educational Provision The Organization of the School Roles in the School and Values and Learning The editor discusses the implications of the material presented much of which was available for the first time when this book was originally published **Doing Sociology of Education (RLE Edu L)** Geoffrey Walford,2012-05-16 This collection of

specially commissioned articles exposes the practical and personal influences on the process of doing sociology of education All of the authors have been involved in conducting well know major research projects and discuss here the pitfalls and problems conflicts and compromises that went into doing their particular research A particular feature of the book is that a wide variety of types of research in the sociology of education is covered The range is from small scale ethnographic case studies to large scale postal questionnaire sample surveys and includes studies based on interviews observation and questionnaires There are examples of longitudinal work in case studies and in surveys The collection also includes discussions of action research the development and influence of theory and the relationship between research and policy

Towards Successful Schooling (RLE Edu L Sociology of Education) Hugh Lauder, Cathy Wylie, 2012-05-23 The editors have compiled this critical and comparative study of changes which took place in the New Zealand education system in the second half of the twentieth century For other Western societies who have felt the impact of New Right policies the New Zealand case is interesting because it provides some indication of how policies of decentralization in education might be used to develop egalitarian and democratic educational policies In recent years there have been major changes to educational systems in the Western world Often these changes have been justified by reference to successful educational practices in other countries However it is not always possible simply to abstract educational practices from one context and apply them in another successfully Moreover claims that policies in one country are more successful than those in another have to be treated cautiously there are always problems in making valid comparisons between the educational performances of different countries It is important therefore that critical and comparative studies are made of educational systems which take full account of the contexts in which they are embedded

Marxist Perspectives in the Sociology of Education (RLE Edu L Sociology of Education) Maurice Levitas, 2012-05-04 The major theories explored are those concerned with social mobility and those which derive from a relativist position in Sociology both of which see education as a selection mechanism for a stratified society Social class family sociolinguistics and schools are among the topics discussed In this analysis the author defines key areas in the sociology of education gives access to important concepts of Marx and Engels strengthens sociological starting points by adding a Marxist element discriminates between radically different directions in education maps the main features of long term working class goals This thoroughgoing Marxist critique of widely prevalent notions in the sociology of education provides a compass by which place and direction in this area of education may be found by students teachers and parents

Education and Poverty (RLE Edu L) Philip Robinson, 2012-05-16 This book describes the attempts that have been made to achieve an educational policy relevant to those most disadvantaged in our society examines the different ways in which sociologists have conceptualized the related problems and evaluates the success of the policy He suggests that we are in need both of a more realistically defined view of what schools can do and a concerted official approach to compensatory policy

Class, Culture and Education (RLE Edu L) Harold Entwistle, 2012-05-23 This book examines the concepts of equality class culture work and leisure and explores their interrelationship through the discussion of some current problems especially the problems posed for schools for the culturally deprived The debate about differential provision of schooling for different social groups is taken up through examination of the assumption that schools are middle class institutions and the claims and counter claims about the possibility of there being a common culture as the basis for a common curriculum in comprehensive schools The concept of culture and especially the meaning of working class culture receives examination in this context as well as the thesis that any sub culture constitutes an adequate or valid way of life

Educability, Schools and Ideology (RLE Edu L) MICHAEL Flude, JOHN AHIER, 2013-05-13 The sociology of education has

been at the forefront of new developments in sociological theory This book examines and criticizes a number of these new developments and discusses some empirical work on issues of current concern One of the few books that integrates radical and critical sociology into the field of education it deals with the resultant difficulties The topics covered include cultural deprivation ideologies in education classrooms the teaching profession and the history of women s education **Schooling, Ideology and the Curriculum (RLE Edu L)** Len Barton,Roland Meighan,Stephen Walker,2012-04-27 Although the different contributions to this book range over a wide spectrum of substantive issues they share a common interest This is a concern to explore the ways in which notions of the relations between theory and practice between belief and action can be used to develop three kinds of sensitivity in the sociology of education A sensitivity towards how school systems are created maintained and made to function towards developing a more refined critical and constructive awareness of the reliability and validity of descriptions analyses and explanations offered in this field of study and a sensitivity towards the ways in which changes take place within the education system and how the insights and realisations generated in the discipline might be used to control such occurrences **Education and the Social Condition (RLE Edu L)** Harold Silver,2012-05-16 This book reviews the educational experience of the 1960s and 1970s and to suggest ways of approaching major contemporary themes such as equality accountability and standards The author underlines a nineteenth and twentieth century sociological tradition in analysing education and covers a range of educational themes including aspects of schooling and higher education education as social policy knowledge as power and teaching and adolescence He draws on the social history of many of the processes concepts and debates Parts of the book derive from research into the history and contemporary forms of these problems in the USA The volume therefore illuminates important contemporary issues in education and society by using historical sociological and comparative insights **Marxism and Education (RLE Edu L)** Madan Sarup,2013-05-13 This book introduces the student to the various phenomenological and humanistic Marxist perspectives as they are being applied to education and provides an account of the strengths and weaknesses of these perspectives drawing on a variety of disciplines in order to explain the controversies described The opening chapters deal with the phenomenological perspective in the sociology of education discussing its adoption of a phenomenological model of man its use of anthropological studies the importance of classroom studies and its rejection of the liberal philosophy of education The aim is to show the significance of these ideas for education with a discussion of the concept of alienation and schooling developments in Marxism such as the focus on the mode of production and the labour process and the political economy of education

Social Crisis and Educational Research (RLE Edu L) Len Barton,Stephen Walker,2012-04-27 Originally written at a time of crisis in the education system of Britain occasioned by cuts contradictions and change many of the issues discussed in this book are still relevant today Debate in the book focuses upon an examination of the nature of the crisis an exploration of the impact of the crisis upon school processes and upon the relationship between life in school and in the wider community

an investigation of the responses being made by pupils teachers and educationalists to the day to day manifestations of the crisis and a consideration of how the current crisis is giving a particular poignancy to issues to do with the theories and methods employed in our study and interpretation of contemporary educational processes

Social Control and Education (RLE Edu L) Brian Davies,2012-05-04 Social control is a central sociological concept which has generated many influential models of man in society This book examines these major models and examines the rise of compulsory schooling in Britain and the USA and shows us which aspects of education and social control have been elaborated or neglected in the sociology of education down to the mid 1970s

Educational Theory and Its Foundation Disciplines (RLE Edu K) Paul Hirst,2012-05-04 At the time this book was first published the disciplines of philosophy of education educational psychology sociology of education and the history of education had developed rapidly The papers in this volume outline the developments that took place The first paper analyses the nature of a theory concerned with determining practice and the place of academic disciplines within that What emerges is the crucial role of these disciplines but also the need to develop much more adequately a domain of practical principles assessed and critically reformulated in the light of those disciplines The following papers are concerned with the contributions four of those disciplines are now making

Dilemmas of Schooling (RLE Edu L) Ann Berlak,Harold Berlak,2012-04-27 This study illuminates how the everyday activity of teachers raises profound economic cultural ethical political and research issues and provides a new and fruitful way of examining the practice of teaching The first part of the book offers a detailed description of sensitively recorded school situations arising from work carried out in a number of British primary schools From the analysis of their research the authors constructed a theoretical perspective for looking at schooling in the form of sixteen dilemmas the second half of the book is concerned with this perspective and shows how the dilemmas constitute a language for looking at everyday schooling and relating it to more general political social and cultural issues The book thus spans the gap in educational thinking between work with a firm empirical base and specifically theoretical studies

Curriculum and Culture (RLE: Education) Leslie Claydon,Tony Knight,Marta Rado,2012-05-04 This book demonstrates how it is possible to value respect and utilise cultural diversity and yet achieve a good education for all The authors contend that few issues in education can be examined in isolation from the world outside This must surely apply to the question of cultural social and economic differences among children and this book continually emphasises the importance of a healthy social climate as well as mastery of language literacy and numeracy The book examines different teaching procedures and advises on curriculum construction and content especially the relationships between the teaching and learning of language and teaching and learning in a language In short the authors have examined the why the what and the how of schooling to accommodate educational diversity and have suggested an approach that is constructive and stimulating rather than simply therapeutic

Dependence and Interdependence in Education (RLE Edu A) Keith Watson,2012-05-31 This volume provides an international perspective on educational

dependency in considering both theories and actual developments throughout the world. Some less developed countries in expanding their education systems have emulated Western academic style systems and have increased their dependence on Western models in various respects including examination validation. Others have deliberately avoided this path and have experimented with systems more relevant to development often in a radical way. At a theoretical level, Marxist and neo-Marxist development theorists argue that education systems dependent on the West are evidence of economic dependency and confirmation of Marxist development theories, while others argue that the evidence suggests an interdependent world and that dependency theories do not apply in education.

Education and the Social Construction of 'Race' (RLE Edu J)
Peter Figueroa, 2012-06-14. Does the education system help or hinder the fight against racism? This volume provides a constructive critique of the Swan Report of 1985 and of sociological research into racial and ethnic relations. The author undertakes a searching philosophical and sociological analysis of multicultural and antiracist education. He shows how the education system itself can reinforce racist assumptions and behaviour in society but also argues that through educational and social reconstructing it can promote constructive cross-cultural relations.

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