Grading Student Achievement in Higher Education

Volumes have been written about the value of more and better education. But is there sufficient evidence to support the commonly held belief that we, as individuals and as a community, should be investing more in education? This book explores that question in unprecedented detail, drawing on empirical evidence from an impressive array of sources. While much of the focus is on the educational system in the United Kingdom, the book offers lessons of international applicability. A state-of-the-art compendium on education policy and its impact on educational attainment, the book examines numerous large-scale data sources on individual pupils and schools. The questions the book considers are far-ranging: How much do teachers matter for children's educational attainment? What payoff do people get from acquiring more education when they enter the labor market? How well do education systems function to provide employers with the skills they want? The book concludes by issuing some strong policy recommendations and offering an evaluation of what does and does not work in improving educational attainment. The recommendations address such issues as school effectiveness, education financing, individual investment in education, government education initiatives, higher education, labor market rewards, and lifelong learning.

The Myth of Research-Based Policy and Practice

How can universities ensure that they are preparing their students for today's
competitive job market? This book tackles the highly topical subject of graduate underemployment with insight and clarity. The authors argue the case for more sophisticated research into employability with passion and vision, discussing how employability-friendly curricula can be developed, even in subjects which have less obvious vocational relevance. The rapid growth of higher education over the past fifty years has seen expectations increase, and governments seeking to widen participation. There is now an urgent need for the Government and higher education institutions to address the issue of graduate employability. The authors of this timely book encourage a pro-active stance, offering a ground-breaking model that can be easily implemented in institutions to make low-cost, high-gain improvements to students' employability. Topics covered include: * The challenge of employability * The study and careers of English graduates * The enhancement of practice * Assessing employability * The Skills Plus project. Based on a set of over 200 in-depth interviews with recent graduates, this book forms a unique account of the meanings of employability in the workplace.

**The Crisis of the Meritocracy**

The movement away from teacher-centered toward student-centered learning and teaching (SCLT) in higher education has intensified in recent decades. Yet in spite of its widespread use in literature and policy documents, SCLT remains somewhat poorly defined, under-researched and often misinterpreted. Against this backdrop, *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education* offers an original, comprehensive and up-to-date overview of the fundamentals of SCLT and its discussion and applications in policy and practice. Bringing together 71 scholars from around the world, the volume offers a most comprehensive and up-to-date overview of the fundamentals of SCLT and its applications in policy and practice; provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment; and critically discusses challenges, new directions and developments in pedagogy, course and study program design, classroom practice, assessment and institutional policy. An essential resource, this book uniquely offers researchers, educators and students in higher education new insights into the roots, latest thinking, practices and evidence surrounding SCLT in higher education.

**Does Education Matter?**

The study of education and social mobility has been a key area of sociological research since the 1950s. The importance of this research derives from the systematic analysis of functionalist theories of industrialism. Functionalist theories assume that the complementary demands of efficiency and justice result in more ‘meritocratic’ societies, characterized by high rates of social mobility. Much of the sociological evidence has cast doubt on this optimistic, if not utopian, claim that reform of the education system could eliminate the influence of class, gender and ethnicity on academic performance and occupational destinations. This book brings together sixteen cutting-edge articles on education and social mobility. It also includes an introductory essay offering a guide to the main issues and controversies addressed by authors from several countries. This comprehensive volume makes an important contribution to our theoretical and empirical understanding of the changing relationship between origins, education and destinations. This timely collection is also relevant to policy-makers as education and social mobility are firmly back on both national and
Ivory Tower Blues

While social injustice has been increasing, the idea of social justice has been undermined by unfounded appeals to "personal responsibility" and "equal opportunity." Brian Barry exposes the shoddy logic and distortion of reality that underpins this ideology. Once we understand the role of the social structure in limiting options, we have to recognize that really putting into practice ideas such as equal opportunity and personal responsibility would require a fundamental transformation of almost all existing institutions. Barry argues that only if inequalities of wealth and income are kept within a narrow range can equal prospects for education, health and autonomy be realized. He proposes a number of policies to achieve a more equal society and argues that they are economically feasible. But are they politically possible? The apparent stability of the status quo is delusory, he responds: radical changes in our way of life are unavoidable.

The First Year At University: Teaching Students In Transition

Teachers from further and higher education are rarely considered together. This book explores the differences and similarities that exist between these groups. It provides an up-to-date account of developments and brings together arguments and debates about both groups of teachers to challenge some strongly held beliefs. Focusing on aspects of teachers' professionalism, Jocelyn Robson considers what 'professionalism' may mean and ways in which 'professionalism' has been studied. She goes on to consider: professional standards, training and qualifications professional identities and communities opportunities and strategies for professional development and renewal key debates in the literature and the most significant policy developments the main challenges currently facing the teaching profession in further and higher education.

International Handbook of Education for the Changing World of Work

Environmental issues continue to divide opinion, sometimes in extreme ways. Almost everyone agrees that education has a role to play in ensuring the future of humanity on Earth. Some think we should all learn to leave a minimal environmental footprint; others argue that education should promote economic growth, because only growth can generate the capital needed to develop solutions to environmental problems. Advocates on each side often find the views of their opponents simply incredible, giving rise to accusations of bad faith or poor science. This book explores the foundations of the debate by examining human interrelations with Nature. It takes an educational perspective, but also draws on evidence from anthropology, economics, ecology, policy sciences and natural history. The case presented is that any coherent view of the purposes and potential of education requires a theory of human society in the natural world. For such a theory, education (and, more broadly, learning) must be more than an instrument for the achievement of personal or policy goals. Rather, it is an integral, continuing and necessary component of personal and policy development. On this basis, a novel approach to curriculum design and implementation is outlined.
Debates in Mathematics Education

This excellent book considers the extent to which policy and practice, particularly in the UK, have led to a more equitable education system and ultimately to a fairer society. The ideas and arguments are extremely accessible, wide-ranging and well-informed. A welcome addition to the reading list and one that I can highly recommend? - Jane Bates, Programme Leader fo Education Studies, Manchester Metropolitan University

Inequalities can be experienced in different forms, from birth to school experiences to the many different modes of learning as we grow up. This book focuses on educational experience as a lifelong and society-wide issue. The author draws on research, policy and contemporary thinking in the field to provide a comprehensive guide to the educational inequalities that may exist and persist throughout an individual’s educational course. Providing an international perspective on different ethnic, gender and social groups, the book covers a broad range of issues, including: - theoretical, policy and research developments in the area - inequalities that may exist during the years of schooling - government policy - beyond the school classroom This book is essential reading for undergraduate students on Education-Studies programmes. It is also useful for students on Masters and Initial Teacher Education programmes. Emma Smith is Reader in Education at the University of Birmingham

Learning, Curriculum and Employability in Higher Education

The first year at university can be a very challenging time for students especially in a mass system of higher education. Many students are ill equipped to cope with life at university and retention is now a critical metric for all universities. This has resulted in universities having to spend considerable time and attention on ensuring that the 'first year experience' is as positive as possible for all students. This book sets out to offer a range of practical strategies, underpinned by relevant research, which lecturers can implement when charged with working with first year students and helping them make the transition to higher education. As well as providing a practical resource, the book will be of value to lecturers undertaking the PGCE (Higher Education) as well as CPD courses on teaching and learning in higher education.

Vocational Education

Economics can be a lens for understanding the behavior of schools, districts, states, and nations in meeting education needs of their populaces, as well as for understanding the individual decisions made by administrators, teachers, and students. Insights from economics help decision makers at the state level understand how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers. Economics also can assist researchers in analyzing effects of school spending and teacher compensation on student outcomes. And economics can provide important insights into public debates on issues such as whether to offer vouchers for subsidizing student attendance at private schools. This two-volume encyclopedia contains over 300 entries by experts in the field that cover these issues and more. Features: This work of 2 volumes (in both print and electronic formats) contains 300-350
signed entries by significant figures in the field. Entries conclude with cross-references and suggestions for further readings to guide students to in-depth resources. Although organized in A-to-Z fashion, a thematic “Reader’s Guide” in the front matter groups related entries by topic. Also in the front matter, a chronology provides students with historical perspective on the development of education economics and finance as a field of study. The entire work concludes with a Resources appendix and a comprehensive Index. In the electronic version, the index, Reader's Guide, and cross references combine to provide effective search-and-browse capabilities.

**Education and International Development**

A lot hangs on the summative grades that students are given. A good degree opens doors which otherwise might remain closed. Yet, as higher education is now a mass rather than an elite system, what is expected of its graduates is different from the expectations of previous generations. Students are expected not only to be able to demonstrate high standards of academic achievement, but also a variety of capabilities that have at different times been given labels such as ‘generic skills’ and ‘transferable skills’. These abilities are difficult to grade for a variety of reasons and some graduates may be losing out because their particular strengths are given insufficient acknowledgement in current summative assessment practices. Using the UK honours degree classifications as a case study, this book appraises the way in which summative assessment in higher education is approached and shows that the foundations of current practices (in the UK and elsewhere) are of questionable robustness. It argues that there is a need to widen the assessment frame if the breadth of valued student achievements is to be recognised adequately.

**Education Policy Unravelled**

From the schools of ancient times to the present day, Gary Thomas explores how and why education has evolved as it has. Examining education worldwide, he explains the way schools work, noting how curricula are remarkably consistent around the world. Delving into some of the big questions, Thomas explores the history of education in this Very Short Introduction. Considering various styles such as progressive versus formal, he also explores the ideas of some of the big theorists, including Piaget and Vygotsky. Looking at different forms of education and styles of teaching, he considers the ways in which education is being improved by matching styles of learning to teaching, and ensuring that schools are more inclusive and meaningful for a broader range of students. He finishes by considering the ways in which education may develop over the coming century. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

**Retention And Student Success In Higher Education**

The Developing Professional Practice series provides a thoroughly comprehensive and cutting edge guide to developing the necessary knowledge, skills and understanding for teaching within the 0-7, 7-14 or 14-19 age ranges. Each of the three titles offers a
genuinely accessible and engaging introduction to a wide range of professional practice
supporting the education of babies to young adults. Discussion of current
developments in theory, policy and research is combined with guidance on the
practicalities of working with each age group. Numerous examples of real practice are
included throughout, along with a range of additional features to help promote
understanding.

**How Do You Know?**

'Honorable Mention' 2016 PROSE Award - Education Practice
Education is fundamental
to every aspect of development and there is widespread support across the world for
policies that affirm that all children, regardless of their circumstances, have a right to
quality schooling. Yet despite concerted efforts from national governments, multilateral
organisations and NGOs over many decades we are still far from achieving education
for all. In addition, while education can enhance human development, it is also
associated with persistent inequalities. Education and International Development
provides a comprehensive introduction to the field, giving an overview of the history,
influential theories, important concepts and areas of achievement, and presenting a
critical reflection on emerging trends in policy, practice and research. With chapters
that review key challenges and inspiring initiatives in countries around the globe -
focusing on critical issues such as language, conflict and teachers - this book serves
both as a companion to graduate studies in international education and a concise
reference book for practitioners and educators in the field.

**Perspectives on Legal Education**

This six-volume handbook covers the latest practice in technical and vocational
education and training (TVET). It presents TVET models from all over the world,
reflections on the best and most innovative practice, and dozens of telling case studies.
The handbook presents the work of established as well as the most promising young
researchers and features unrivalled coverage of developments in research, policy and
practice in TVET.

**Encyclopedia of Education Economics and Finance**

**14-19 Education**

This book defines the concept and practices of literacy through a discussion of
knowledge, information media, culture, subjectivity, science, communication, and
politics. Examining the ways in which the spread of literacy and education have caused
culture wars in pluralist societies since the 16th century, the author reviews an
interdisciplinary array of scholarly literature to contend that science, and more broadly
evidence-based inductive arguments, offer the only reliable source information, and the
only peaceful solution to cultural conflict in the 21st century. With a focus on the
multifaceted practice of literacy-as-communication as embedded within larger social
and political processes, this book offers a comprehensive study of literacy through five
core topics: knowledge, psychology, culture, science, and arguing over truth in pluralist
democracies. The central thesis of the book argues that we require a new literacy that
incorporates reading and writing with advanced cognitive and epistemological skills. Today’s citizens need to be able to understand the basic cognitive and cultural processes through which knowledge is created, and they need to know how to evaluate knowledge, peacefully debate knowledge, and productively use knowledge, for both personal decisions and public policy. How Do You Know? The Epistemological Foundations of 21st Century Literacy is an interdisciplinary study that will appeal to scholars across the sciences and humanities, especially those concerned with pedagogy and the science of learning.

**Global Reconstructions of Vocational Education and Training**

This book examines the idea of educational accountability, which has become a new secular gospel. But do accountability policies actually make schools better? Do business management theories and practices make organizations more effective? What if the most widely used management theories and assessment tools don’t work? What if educational accountability tools don’t actually measure what they’re supposed to? What if accountability data isn’t valid, or worse, what if it’s meaningless? What if administrators don’t know how to use accountability tools or correctly analyze the problematic data these tools produce? What if we can’t measure, let alone accurately assess, what matters most with teaching or student learning. How is a business-model of economic efficiency supposed to increase the competing, and perhaps mutually exclusive, ends of schooling, such as human development, student learning, personal satisfaction, social mobility, and economic growth? What if students don't learn much in schools? What if schools were never designed to produce student learning? This book will answer these questions with a wide, interdisciplinary range of the latest scientific research.

**Developing Professional Practice 14-19**

Vocational education and training (VET) have a key role to play in raising skill levels and improving a society’s productivity. In this important new book, a team of international experts argue that too often national VET policy has been formulated in ignorance of historical and political developments in other countries and without proper consideration of the social objectives that it might help achieve. Examining a wide range of contrasting international approaches and development strategies, this book demonstrates the central role of the state in implementing an effective system of VET and assesses the extent to which different VET policies can promote equality in the labour market and social justice. Key themes include: the broader educational and social aims of VET, the nature of learning in vocational contexts, the historical development of VET in the UK, US, Australia, France, Germany, the Netherlands and elsewhere. Including a full range of case-studies and practical examples, this book is essential reading for all students, researchers and practitioners with an interest in vocational education and training, industrial and labour relations or social policy.

**Introduction to Education Studies**

Annotation.

**What's the Good of Education?**
Selling Out Education argues that basing education policy on qualifications and learning outcomes—dramatized by the phenomenal expansion of qualifications frameworks—is misguided. Qualifications frameworks are intended to make education more responsive to the needs of economies and societies by improving how qualifications and credentials are used in labour markets. But using learning outcomes as the starting point of education programmes neglects the core purpose of education: giving people access to bodies of knowledge they would not otherwise have. Furthermore, instead of creating demand for skilled workers through industrial and economic policy, qualifications frameworks are premised on the flawed idea that a supply of skilled workers leads to industrial and economic development. And skilled workers are to be supplied not by encouraging governments to focus attention on creating, improving, and supporting education institutions, but by suggesting that governments take a quality-assurance role. As a result, in poor countries where provision is weak to start with, qualifications have been created and institutions established to monitor providers without increasing or improving education provision. The weaknesses of many current policy approaches make clear, A Illais argues, that education is inherently a collective good, and that the acquisition of bodies of knowledge provide the basis for its integrity and intelligibility.

**Teacher Professionalism in Further and Higher Education**

Through the language of global learning, education is being reformed by corporations, political activists, and policy makers. Academic subject-based knowledge has been cast as elitist and outdated for a rapidly-changing world. The curriculum has been colonized in the name of teaching skills and attitudes for the global market and global citizenship. Can young people effectively contribute to society without an education in academic knowledge? Alex Standish argues that we can only educate children about the world if we are clear about the boundaries that provide education with its moral worth. These include the boundaries between: education and political activity, public and private realms, education and training, theoretical and everyday knowledge, communities, and subject disciplines. The False Promise of Global Learning demonstrates that the nature and purpose of education has become confused with social, economic, political, and therapeutic aims, and that control over the curriculum has been taken away from teachers and communities. This is a hard-hitting work that will resonate with all who have a stake in how - and why - we educate our children.

**Why Knowledge Matters in Curriculum**

Michael Gove was, unquestionably, a pivotal figure in British educational reform during his time as the coalition's Secretary of State for Education. This team of experts, drawn from academia, think-tanks and trade unions, offer an unrivalled early assessment of the impact of Gove, and his reforms, on the British educational landscape.

**Higher Education and Civic Engagement: International Perspectives**

This new and updated second edition of Debates in Mathematics Education explores the major issues that mathematics teachers encounter in their daily lives. By engaging with established and contemporary debates, this volume promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach...
informed judgements and argue their point of view with deeper theoretical knowledge and understanding. Divided into five accessible sections, this book investigates and offers fresh insight into topics of central importance in mathematics education, with this second edition including new discussions and chapters on: Classic and contemporary issues of pedagogy, politics, philosophy and sociology of mathematics education International comparisons of achievement Digital technologies for teaching Mastery in mathematics Pop culture and mathematics Whether mathematics can be harmful Designed to stimulate discussion and support you in your own research, writing and practice through suggested questions and activities throughout, Debates in Mathematics Education will be a valuable resource for any student or practising teacher, and those engaged in initial teacher education, continuing professional development or Master's level study. This book also has much to offer to those leading mathematics departments in schools and initial teacher education programmes, and to beginning doctoral students looking for a survey of the field of mathematics education research.

The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education

Who are the key thinkers in education? What are the hot topics in education? Where will education go from here? The Routledge Companion to Education presents the most comprehensive, up-to-date guide available to the key theories, themes and topics in education. Forty specially commissioned chapters, covering all aspects of education, introduce you to the ideas, research and issues that have shaped this most diverse, dynamic and fluid field. Part one provides an introduction to the key theories, thinkers and disciplines within education Part two covers ideas and issues about how, what and why learning takes place Part three includes analysis on particular approaches to education and explores the issues that attract much contemporary interest. Written by an international team of expert contributors, the chapters all include a descriptive introduction, an analysis of the key ideas and debates, an overview of the latest research, key questions for research and carefully selected further reading. The Routledge Companion to Education is a succinct, detailed, authoritative overview of the topics which are at the forefront of educational research and discourse today. This classic collection is a bookshelf essential for every student and scholar serious about the study of education.

The Challenges of Education in Brazil

A philosopher and a scientist propose that sustainability can be understood as living well together without diminishing opportunity to live well in the future. Most people acknowledge the profound importance of sustainability, but few can define it. We are ethically bound to live sustainably for the sake of future generations, but what does that mean? In this book Randall Curren, a philosopher, and Ellen Metzger, a scientist, clarify normative aspects of sustainability. Combining their perspectives, they propose that sustainability can be understood as the art of living well together without diminishing opportunity to live well in the future. Curren and Metzger lay out the nature and value of sustainability, survey the problems, catalog the obstacles, and identify the kind of efforts needed to overcome them. They formulate an ethic of sustainability with lessons for government, organizations, and individuals, and illustrate key ideas with three case
studies. Curren and Metzger put intergenerational justice at the heart of sustainability; discuss the need for fair (as opposed to coercive) terms of cooperation to create norms, institutions, and practices conducive to sustainability; formulate a framework for a fundamental ethic of sustainability derived from core components of common morality; and emphasize the importance of sustainability education. The three illustrative case studies focus on the management of energy, water, and food systems, examining the 2010 Gulf of Mexico oil spill, Australia's National Water Management System, and patterns of food production in the Mekong region of Southeast Asia.

Living Well Now and in the Future

This volume provides an original and powerful contribution to debates about the civic purpose of higher education. It suggests that universities can best realize their civic mission by making it central to their policy and practice. Bringing together researchers from three continents, the book offers an international perspective based primarily upon first-hand pedagogical experience. A transatlantic overview of the purpose, place and practice of one such pedagogy (service learning) is provided and its potential as a foundation for civic engagement assessed. In its last section the book moves from the theory of citizenship to practical considerations. In doing so, the book offers advice on establishing civic engagement to all those involved in teaching and learning within higher education.

Higher Education and Local Economic Development

Introduction to Education Studies is established as the key text for undergraduate students of education studies as well as for practitioners embarking on a higher degree. The book provides a thorough grounding for students new to the subject without assuming a substantial prior knowledge of the area. It also takes a multidisciplinary approach to the study of education, drawing on the authors' extensive experience of teaching and course development at both undergraduate and postgraduate level. This updated edition includes new sections on "the nature and purposes of education" research in education "ideologies and the curriculum "lifelong learning "comparative education "social and psychological explanations for pupil/student achievement "policy developments in education This highly popular, accessibly written text is essential reading for students on education studies courses. "The authors have provided an important resource for student study in education. Importantly, it reinforces the necessity of a multi-disciplinary approach to the understanding of contested educational process and practices in a contemporary context" - Dave Trotman, Escalate

The Gove Legacy

The story of the revolutionary transformation of the British educational system in the second half of the 20th century from a rigid hierarchy for a minority, to a fundamental right of all citizens, one of the most valued and enduring features of the welfare state - and the crisis of the meritocracy that this has entailed.

The Routledge Companion to Education

"Education, education, education" has become an obsession for politicians and the
public alike. It is seen as an economic panacea: an engine for growth and prosperity. But is there a link between increased spending on higher eductaion and economic growth? Professor Alison Wolf takes a critical look at successive governments' education policy and challenges many of the tenets of received wisdom: there are no economic reasons for spending more on higher education in order to stimulate growth. The conclusion of this devastating book is that a large proportion of the billions poured into vocational training and university provision might be better spent on teaching the basics at primary school.

Key Issues in Education and Social Justice

Education Policy Unravelled examines the nature of contemporary education policy, its purposes and political formation. This thoroughly revised edition charts the continuity of policy development along neo-liberal lines, taking a historical perspective broadly from the 19th century and towards the emerging position of the current Conservative government in the UK. This new edition now includes: - the developments in education policy which took place under the Coalition government administration between 2010-2015; - a brand new chapter on policy developments in early childhood education and care; - a brand new chapter on inclusive schools, special educational needs and disability; - new activities and illustrative case studies to challenge and inform students' thinking and understanding around key policy issues; - discussion of new research and recent legislation to illuminate important and emergent issues in education. Written in an accessible style, this is an invaluable guide for engaging with education policy as it uses a variety of key elements of policy theory in order to support students through some of the complexities involved in contemporary policy analysis and critique.

Education and Social Mobility

Education Policy Unravelled examines the nature of contemporary education policy, its purposes and political formation. It charts the continuity of policy development along neo-liberal lines, taking an historical perspective and moving from New Labour to the emerging position of the Coalition government. Contrary to popular belief about recent radical change in education policy, the author team draws attention to the fact that there have been strong similarities and nuanced disagreements between successive modern governments. Written in an accessible style, the book contains a number of activities and pedagogical features designed to appeal to students, to inform thinking and understanding around key policy issues. This is an invaluable guide for engaging with education policy as it uses a variety of key elements of policy theory in order to support students through some of the complexities involved in contemporary policy analysis and critique.

Can We Measure what Matters Most?

This edited collection offers a critical overview of the major debates in legal education set in the context of the Lord Upjohn Lectures, the annual event that draws together legal educators and professionals in the United Kingdom to consider the major debates and changes in the field. Presented in a unique format that reproduces classic lectures alongside contemporary responses from legal education experts, this book offers both an historical overview of how these debates have developed and an up-to-date critical
commentary on the state of legal education today. As the full impact of the introduction of university fees, the Legal Education and Training Review and the regulators’ responses are felt in law departments across England and Wales, this collection offers a timely reflection on legal education’s legacy, as well as critical debate on how it will develop in the future.

**Education Policy Unravelled**

Vocational education and training (VET) can be difficult to define since it is set in a turbulent and volatile environment marked by national and regional specificities. It can be delivered at different levels and by a variety of providers, including community colleges, colleges of further education, polytechnics and universities, as well as, importantly, private providers. This collection reflects the shifting and often messy conceptualisations of VET. On one level VET can be associated with the education and training of craft/skilled workers, or of those who are being prepared for a particular occupational destiny and specific position in the labour market. In this instance, notions of skill, knowledge and dispositions are significant. On another level, it can raise questions over power and class formation, in addition to the way in which these are mediated or intersect with race and gender. Moreover, there are important political questions addressing the significance of VET in furthering social cohesion and economic regeneration in times of austerity when neoliberalism is hegemonic. The chapters in this book are not all of a piece, but each in its turn raises important questions about VET, its relationship to the economy, as well as its global setting. This book was originally published as a special issue of Globalisation, Societies and Education.

**The False Promise of Global Learning**

‘AT LAST, A BOOK ABOUT THIS MOST VEXED PART OF THE CURRICULUM WHICH IS OBJECTIVE, HONEST AND RESEARCH-BASED. These two well-established authors have done what even supposedly neutral writers of official reports have been unable to do and this is because they emerge as having only one 'axe to grind', namely what is best for the students and the country. Showing only too clearly the confusions and competitions which have bedevilled provision for this age group, THE AUTHORS’ VIEWS ARE CONVINCING AND CREDIBLE PARTLY BECAUSE-UNUSUALLY- THEY COME FROM NEITHER A ‘PRO-SCHOOL’ OR A ‘PRO-COLLEGE’ LOBBY. (Read, for example, the chapter on leadership to see how leaders in the two sectors-but providing for the same young people! - can be seen being encouraged to move in different directions.) They rightly argue that this not the point. Although, like others, they argue that partnerships are the way ahead, they show that these so far have a poor record. Their arguments, all firmly based on clear analysis of the politics and resourcing of 14-19 education, and constantly referenced by the experiences of young people of fourteen to nineteen years, are set in a totally realistic perspective and, as they conclude, the price of future failure in this provision will be calamitous. LEADERS IN BOTH THE SCHOOLS AND THE POST-16 SECTORS SHOULD READ THIS BOOK AND REFLECT ON THE WHOLE PICTURE IT OFFERS OF WHAT MIGHT BE POSSIBLE FOR OUR YOUNG PEOPLE. Policy makers should do the same but whether they have the will and courage to act accordingly is a matter for future debate’ - David Middlewood 'The reform of the 14-19 stage of education and training in England is likely to be on the policy agenda for the next two decades, but until now our understanding of 14-19
education, like the stage itself, has been incoherent and fragmented. Lumby and Foskett provide a comprehensive, authoritative and readable account of the recent history and current state of 14-19 education. They challenge some of the myths and misconceptions that have grown up around it. I recommend this book to all people with an interest in 14-19 education in England and in the current attempts to reform it - Professor David Raffe, Centre for Educational Sociology, University of Edinburgh Schools and colleges are being asked to deal with fundamental changes in 14-19 education. Designed to support policy makers, practitioners and students of education in improving their understanding of this phase of education, the authors present a discussion of the evolution of policy and practice across schools and colleges, and their possible future development. A range of educational institutions are discussed with specific reference to changes in government policy, the curriculum, support services, and the advent of Learning and Skills Councils.

**Education: A Very Short Introduction**

Education in Brazil has changed intensely over the last several years. Access to basic education is nearly universal, secondary education has been expanding very rapidly, and so too has higher education at both the undergraduate and graduate levels. However, serious issues remain related to quality, equity and inappropriate use of resources. Some of these problems are related to the fact that Brazil started to develop its education institutions very late, and did not build strong teaching and academic professions that could provide the necessary support for education policies committed to equity, quality and efficiency. This book, written by leading experts, is the first English-language text to provide a comprehensive analysis of the challenges facing Brazilian education at all levels, including issues such as the quality of basic education, the establishment of standards for higher education, the experiences of technical and vocational schools, teacher education, regulation and financing of public and private higher education, and the growing role of graduate education and research.

**Education, Nature, and Society**

Martin Hammersley’s provocative new text interrogates the complex relationship between research, policymaking and practice, against the background of the evidence-based practice movement. Addressing a series of probing questions, this book reflects on the challenge posed by the idea that social research can directly serve policymaking and practice. Key questions explored include: - Is scientific research evidence-based? - What counts as evidence for evidence-based practice? - Is social measurement possible, and is it necessary? - What are the criteria by which qualitative research should be judged? The book also discusses the case for action research, the nature of systematic reviews, proposals for interpretive reviews, and the process of qualitative synthesis. Highly readable and undeniably relevant, this book is a valuable resource for both academics and professionals involved with research.

**Why Social Justice Matters**

The present state of the university is a difficult issue to comprehend for anyone outside of the education system. If we are to believe common government reports that changes in policy are somehow making life easier for university graduates, we cannot help but
believe that things are going right and are getting better in our universities. Ivory Tower Blues gives a decidedly different picture, examining this optimistic attitude as it impacts upon professors, students, and administrators in charge of the education system. Ivory Tower Blues is a frank account of the contemporary university, drawing on the authors' own research and personal experiences, as well as on input from students, colleagues, and administrators. James E. Côté and Anton L. Allahar offer an insider's account of the university system, an accurate, alternative view to that overwhelmingly presented to the general public. Throughout, the authors argue that fewer and fewer students are experiencing their university education in ways expected by their parents and the public. The majority of students are hampered by insufficient preparation at the secondary school level, lack of personal motivation, and disillusionment. Contrary to popular opinion, there is no administrative or governmental procedure in place to maintain standards of education. Ivory Tower Blues is an in-depth look at the crisis facing Canadian and American universities, the factors that are precipitating the situation, and the long-term impact this crisis will have on the quality of higher education.

Selling Out Education

What should we teach in our schools and vocational education and higher education institutions? Is theoretical knowledge still important? This book argues that providing students with access to knowledge should be the raison d'être of education. Its premise is that access to knowledge is an issue of social justice because society uses it to conduct its debates and controversies. Theoretical knowledge is increasingly marginalised in curriculum in all sectors of education, particularly in competency-based training which is the dominant curriculum model in vocational education in many countries. This book uses competency-based training to explore the negative consequences that arise when knowledge is displaced in curriculum in favour of a focus on workplace relevance. The book takes a unique approach by using the sociology of Basil Bernstein and the philosophy of critical realism as complementary modes of theorising to extend and develop social realist arguments about the role of knowledge in curriculum. Both approaches are increasingly influential in education and the social sciences and the book will be helpful for those seeking an accessible introduction to these complex subjects. Why Knowledge Matters in Curriculum is a key reading for those interested in the sociology of education, curriculum studies, work-based learning, vocational education, higher education, adult and community education, tertiary education policy and lifelong learning more broadly.

Copyright code: 37ee5615f290f91ef67be7467c9e982e