

MEDU201 Educational Theory in Practice: Sociology – The Effects of Individual Experiences on the Educational Process

ECTS Value: 2 ECTS

Overall Objectives and Outcomes

Education does not happen in a vacuum. Students and teachers alike bring to the classroom a baggage of beliefs, values and experiences that affect the relationships and dynamics that take place in classrooms and schools. These in turn impact the teaching and learning experiences giving rise to positive or negative students' perceptions regarding their ability and potential to succeed.

This module looks at the social capital theory and in particular the habitus of students formed through experiences lived in the different facets of their life. Learners will become aware of how funds of knowledge acquired through families and communities affect the students fitting in process at school; and how these in turn may be cashed into experiences of failure.

Learners will be accompanied through a process of empowerment through which they acknowledge their role as leaders, managers and at the same time participants and members in the classroom community. Following an exposure to classroom ethnography they will be expected to observe and analyse their classroom both at school level (policy) as well as at classroom level (practice) identifying areas for improvement and giving concrete suggestions of measures that can bring about change.

By the end of this module, the learner will be able to:

Competences:

- a. Analyse relevant policy and practice related to social capital and its implication for practice.
- b. Demonstrate an understanding of the effects of student and teacher *habitus* on educational process.
- c. Reflect on personal *habitus*, and its impact on their educational experience as students in the past and as teachers.
- d. Engage in classroom ethnography to identify areas for improvement within the context and propose measures for change.
- e. Plan strategies at school and/or classroom level that challenge the status quo and promote an equal level playing field for all the students in the classroom to succeed.

Knowledge:

- a. Understand the individual experiences within social contexts, both inside and outside schools, and their implication for the educational process;
- b. Examine personal habitus and the impact it has on teaching approaches;
- c. Understand how classroom interactions can promote the status quo or be drivers of change to empower students enhancing their school identities;
- d. Demonstrate an ability to design strategic plans to improve school and classroom policies and practices.

Skills:

- a. Examine complex and challenging issues in texts within the domain of educational theory and practice;
- b. Analyse the dynamics and interactions within the classroom community through the processes of classroom ethnography;
- c. Propose adequate classroom strategies to effect positive change in current practices.

Assessment Methods

This module will be assessed through: Reflective Task and Assignment

Suggested Readings

Core Reading List:

1. Moll, L. C., Amanti, C., Neff, D. and Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice, Vol. 31, No. 2, Qualitative Issues in Educational Research (Spring, 1992), pp. 132-141*
2. Pahl, K. (2004). Narratives, artifacts and cultural identities: An ethnographic study of communicative practices in homes. *Linguistics and Education 15, 339–358*.
3. Allan, J. and Catts, R. (2012). *Social Capital, Children and Young People: Implications for practice, policy and research*. Bristol, UK: The Polity Press.
4. Grenfell, M., Bloome, D., Hardy, C., Pahl, K., Rowsell, J. and Street, B. (2012). *Language, Ethnography and Education*. Oxon, UK: Routledge.

Supplementary Reading List:

1. Pahl, K. and Rowsell, J. (2012). *Literacy and Education*. London, UK: Sage Publications.
2. Tett, L., Hamilton, M. and Hillier, Y. (2006). *Adult Literacy, Numeracy and Language*. Berkshire, UK: Open University Press.