Module Details

Module Title	Educational Transitions
Module Code	SAC6023-B
Academic Year	2024/5
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours

Type	Hours
Lectures	12
Tutorials	12
Directed Study	176

Availability

Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims

Educational Transitions examines historical and contemporary systems of education from a sociologicalperspective. Education systems are main instruments of socialisation, teaching pupils and students how tonavigate a complex social world. They are also, paradoxically, a principle means of improving social mobilityeven as they tend to reproduce and reinforce social inequalities. These issues have only become morepronounced in the age of digital technologies and the covid-19 pandemic. While examining a range of social-scientific theories on education, students will reflect on the ways in which the structures of education mirror thecultural, social, and political structures of the UK and evaluate, critically, the role that educational structuresplay in promoting and inhibiting social mobility. They will also examine critical shifts in educational provision ?including the increase in distance-learning technologies and the rising popularity of home-schooling andreflect upon how these changes affect the role of education as a socialising agent.

Outline Syllabus

The sociological history of education.
Hidden curricula: the influence of gender, race, and class on educational attainment
Social construction, sociocultural theory, communities of practice and academic tribes and territories.
Educational transitions: distance learning, home-schooling, and the professional world

Learning Outcomes

Outcome Number	Description
01	Critically assess the relationships between processes of education and social inequalities.
02	Critically evaluate social, political and economic influences upon education policy.
03	Identify and describe the relationships between structures within education and personaltransitions from school to higher education and into the workforce.
04	Describe and evaluate the implications of distance-learning and home-schooling for theseprocesses.

Learning, Teaching and Assessment Strategy

Learning, Teaching and Assessment Strategy Teaching is delivered through weekly face-to-face lectures, and alternate seminars and online tutorials, with directed study for the tutorials and out of class sessions communicated via the VLE, lecture content and the reading lists. The 180 minutes seen closed book examination provides the opportunity to develop independent research and analytical skills in the preparation for the exam, which then tests the ability to integrate learning into coherent academic arguments that reflect a theoretically sound understanding of the chosen topics. Seen closed book exam, the questions will be released one week before the examination date, 100% weighting, choose any three questions from the list provided. Each answer is up to 1000 words. There is no need to provide a bibliography or reference list.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Examination - Seen Paper	Closed book 180 mins seen examination - Questions released one week before (1000 words each question)	100%
Formative	Examination - Seen Paper	In-class mock exam (60 minutes)	N/A

Reading List

To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:
This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.