

REVIEW SYMPOSIUM

Understanding education: a sociological perspective, by S. Gewirtz and A. Cribb, Cambridge, Polity Press, 2009, 240 pp., £15.99 (paperback), ISBN 978-0-74-563345-9

Reviewed by Maria Balarin, Rob Moore, and Ronald G. Sultana

In a field like sociology of education, which has tended towards the proliferation rather than integration of theories, this book provides a starting point to bridge some of the central debates and perspectives. In this respect, the book can be read as part of a current and much welcome trend that seeks to overcome the objectivist/subjectivist divide in social theorising. The authors do this by carefully charting the field through a discussion of some of the central issues that have dominated it and of the perspectives from which these issues have been approached.

Throughout the book, the authors highlight the importance of the normative agenda in the sociology of education, which provides a heuristic tool to navigate the disparate and often contradictory claims made by sociologists working from different perspectives, and constitutes a key element in the practice of 'reflexive' sociology that they seek to advance. This focus on the normative – that is, on researchers' values and on the ethical and political concerns that implicitly or explicitly shape different research agendas – sets the ground from which to judge competing claims about educational issues. The ethical reflexivity that the authors advocate thus constitutes an essential element of academic rigour, which they place alongside epistemic and methodological rigour.

The claim made in the book about the pervasive and inescapable presence of the normative dimension in sociological research somewhat echoes the idea first advanced by Dale (2001) and recently retaken by Lauder, Brown, and Halsey (2010) that sociology of education is characterised by a 'redemptive' agenda, characterised by concerns with inequality and inclusion. Gewirtz and Cribb add to this by exploring the different and often contradictory criteria that are necessary to judge knowledge production and use. It is in relation to the latter – that is, to considerations about the practical and policy implications of knowledge – that ethical reflexivity becomes crucial. The authors' concerns in relation to the ethical and political dimensions of sociological research, however, does not amount to equating knowledge with power, as they emphasise that ethical reflexivity needs to be set alongside cognitive criteria

Sociological Perspective In Education A Reader

Michael Rajnik

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Table of Contents Sociological Perspective In Education A Reader

- 1. Understanding the eBook Sociological Perspective In Education A Reader
 - The Rise of Digital Reading Sociological Perspective In Education A Reader
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Sociological Perspective In Education A Reader
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sociological Perspective In Education A Reader
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Sociological Perspective In Education A Reader
 - Personalized Recommendations
 - $\circ\,$ Sociological Perspective In Education A Reader User Reviews and Ratings
 - Sociological Perspective In Education A Reader and Bestseller Lists
- 5. Accessing Sociological Perspective In Education A Reader Free and Paid eBooks
 - Sociological Perspective In Education A Reader Public Domain eBooks
 - Sociological Perspective In Education A Reader eBook Subscription Services
 - Sociological Perspective In Education A Reader Budget-Friendly Options
- 6. Navigating Sociological Perspective In Education A Reader eBook Formats

- o ePub, PDF, MOBI, and More
- Sociological Perspective In Education A Reader Compatibility with Devices
- Sociological Perspective In Education A Reader Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sociological Perspective In Education A Reader
 - Highlighting and Note-Taking Sociological Perspective In Education A Reader
 - Interactive Elements Sociological Perspective In Education A Reader
- 8. Staying Engaged with Sociological Perspective In Education A Reader
 - Joining Online Reading Communities
 - o Participating in Virtual Book Clubs
 - Following Authors and Publishers Sociological Perspective In Education A Reader
- 9. Balancing eBooks and Physical Books Sociological Perspective In Education A Reader
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sociological Perspective In Education A Reader
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Sociological Perspective In Education A Reader
 - Setting Reading Goals Sociological Perspective In Education A Reader
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sociological Perspective In Education A Reader
 - Fact-Checking eBook Content of Sociological Perspective In Education A Reader
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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