

## 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

**Chris Easthope, Rupert Maclean, Gary  
Easthope**



## **Sociological Perspective In Education A Reader:**

Sociological Perspective in Education Sureśacandra Śukla, Krishna Kumar, 1985      A Reader in Sociology: Christian Perspectives Charles P. De Santo, Calvin Redekop, William L. Smith-Hinds, 2001-03-07      **Schools and Society: A Sociological Approach to Education** Jeanne H. Ballantine, Joan Z. Spade, 2014-02-21 Undergraduate students of the sociology of education education and society and education studies      **Sociological Perspectives in Education** Jack L. Nelson, Frank P. Besag, 1970      **Sociology of Education** Jennifer Allen, 2004 Sociology of Education Possibilities and Practices inspires an interest in the sociology of education It continues to break new ground in presenting a problem based format to examine conventional and new developments in this area and provides a thoughtful and challenging examination of the societal cultural and historical context of education Notable features of the book are that each chapter examines a scenario to explore pertinent sociological perspectives and related approaches to practice and these are discussed in the Australian and global context The book is written in language appropriate to those new to studying the sociology of education as well as those with a continued interest in new developments and provides a format that encourages ongoing discovery through research The contributing authors represent a great deal of national and international experience and expertise in educational research and share a desire for a reflective and active approach to the study of the sociology of education The team emphasises the a living linka of educational theory and practice and the need to excite the reader through the possibilities of the sociological perspective      **Identity, Social Class and Learning in the 'Bottom' Reading Group** Jess Anderson, 2025-02-28 The common practice of ability grouped reading in UK schools often termed guided reading influences children s sense of identity feelings and progress as readers Drawing on a rich ethnographic study of three primary classrooms this book reopens a critical inquiry into ability grouped reading that has been quiet since the 1990s when guided reading in literacy education became established practice in the UK and the US Through the lens of children s agency in accommodating resisting and at times transforming such reading pedagogy the book shows how readers are shaped by ability grouped reading and by the more egalitarian reading pedagogies introduced in the study Children s individual and collective experiences are brought to life through extended narratives that attend as closely to gesture posture visage silences and prosody of speech as to spoken words The book ends with a provocation how literacy pedagogy might change if reflexive noticing and dismantling of hierarchies become the compass of pedagogical change This demands attention to structural inequalities around race gender and class and a turn towards deep listening to children As well as being a valuable read for scholars of the sociology of childhood and education it should appeal to anyone concerned with making education more equitable including teachers school leaders parents carers and policymakers      **An Introductory Reader to the Writings of Jim Cummins** Jim Cummins, Colin Baker, Nancy H. Hornberger, 2001 The contribution of Jim Cummins to bilingualism and bilingual education has been substantial and profound This reader provides a comprehensive compilation of

his most important and influential texts The book also provides a detailed biographical introduction and a commentary on the growth of ideas over three decades

**Handbook of Reading Research, Volume II** Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who's who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection

*Reading* Roger Beard, 2022-10-20 The field of reading is a compelling one characterised by many debates and discussions It is also amenable to investigations through a range of theories and research studies In this book eight leading authorities provide a state of the art overview of reading using perspectives that have informed their work There are overviews from linguistic psychological sociological and literary viewpoints as well as more hybrid ones from investigations of digital literacy and multi modality This book celebrates what has already been achieved by bridging research scholarship and practice it also suggests what still needs to be done to bring the positive rewards from reading to greater numbers of young people It also recognises that the benefits of reading extend beyond the personal Accomplished reading skills empower people to meet the challenges of everyday life making decisions solving problems and dealing with unexpected events The need to refresh and renew our knowledge of reading has gained further impetus in the information age New technologies for information and communication continually appear manifestations of fake news disinformation and conspiracy theories spread rapidly across the globe The book underlines the importance not only of reading but also the fact that reading between and beyond the lines is more important than ever in print and across multiple media platforms The chapters in this book were originally published as a special issue of Education

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**The Practice of Teaching** Chris Easthope, Rupert Maclean, Gary Easthope, 2017-05-08 This title first published in 1990 examines the work of teachers in the classroom and the school from a sociological perspective It will be important reading for teacher education students who have little or no background in sociology providing them with information understanding and techniques which will enable them to operate as competent teachers in the classroom

**Understanding Education** Sharon Gewirtz, Alan Cribb, 2009-09-28 Who should be educated when by whom and how What purposes should education serve Why does education matter These fundamental questions of value are not always seen as central to the sociology of education However

this book argues that they are pivotal and provides a sophisticated and engaging introduction to the field that is designed to open up these important debates. It draws attention to the many points of disagreement that exist between major thinkers in the sociology of education and the values on which their ideas are based. By involving readers in crucial questions about the potential contribution of sociology to education policies and practices, it aims to bridge the divide between education as it is talked about by academics and the concerns of policymakers and educators who have to make practical decisions about what is to be done. Chapter by chapter, the book introduces competing approaches in the sociology of education: structural functionalism, symbolic interactionism, Marxism, feminism, critical race theory, and poststructuralism. It shows how these can be applied to major themes such as social reproduction, the politics of knowledge, multicultural education, identity, and teachers' work. Throughout, the authors emphasise the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both academics and educators.

### **Resources in Education**

,1996-07      **Demystifying Academic Reading** Zhihui Fang,2023-09-29 Foundational and accessible, this book equips pre-service and practicing teachers with the knowledge, understanding, tools, and resources they need to help students in grades 4-12 develop reading proficiencies in four core academic subjects: literature, history, science, and mathematics. Applying a disciplinary literacy approach, Fang describes the verbal and visual resources, expert strategies, inquiry skills, and habits of mind that students must learn in order to read carefully, critically, purposefully, and with an informed skepticism across genres and content areas. He also shows how teachers can promote language learning and reading literacy development at the same time that they engage students in content area learning. With informative synthesis and research-based recommendations in every chapter, this text prepares teachers to help students develop discipline-specific as well as discipline-relevant discursive insights, literacy strategies, and ways of thinking, reasoning, and inquiring that are essential to productive learning across academic subjects. It also provides teacher educators with approaches and strategies for helping teacher candidates develop expertise in academic reading instruction. In so doing, the book demystifies academic reading, revealing what it takes for students to read increasingly complex academic texts with confidence and understanding, and for teachers to develop expertise that promotes disciplinary literacy. This state-of-the-art text is ideal for courses on reading literacy methods and academic literacy and is eminently relevant to all educators who want their students to become thoughtful readers and powerful learners.

*Disability & the Politics of Education* Susan Lynn Gabel, Scot Danforth,2008 *Disability and the Politics of Education: An International Reader* is a rich resource that deals comprehensively with the many aspects of the complex topic of disability studies in education. For nearly two decades, global attention has been given to education as a human right through global initiatives such as Education for All (EFA) and the Salamanca Statement. Yet, according to UNESCO, reaching the goals of EFA remains one of the most daunting challenges facing the global community. Today, millions of the world's disabled children cannot obtain a basic childhood education, particularly in countries with limited resources. Even in the

wealthiest countries many disabled children and youth are educationally segregated from the nondisabled particularly if they are labeled with significant cognitive impairment International agencies such as the United Nations and the World Bank have generated funds for educational development but unfortunately these funds are administered with the assumption that west is best thereby urging developing countries to mimic educational policies in the United States and the United Kingdom in order to prove their aid worthiness This McDonaldization of education reproduces the labeling resource allocation and social dynamics long criticized in disability studies The authors in this volume explore these subjects and other complexities of disability and the politics of education In doing so they demonstrate the importance and usefulness of international perspectives and comparative approaches

**The Film Cultures Reader** Graeme Turner, 2002 This companion reader to Film as Social Practice brings together key writings on contemporary cinema exploring film as a social and cultural phenomenon

**Comprehensive Dictionary of Education** Maqbool Ahmad, 2008

*Education In India Scope And Scenario* Rajni Joshi, 2008-04

Sport Pedagogy Kathleen Armour, 2013-09-27 Sport Pedagogy offers an essential starting point for anyone who cares about sport education and young people It offers invaluable theoretical and practical guidance for studying to become an effective teacher or coach and for anyone who wants to inspire children and young people to engage in and enjoy sport for life The book also focuses on you as a learner in sport prompting you to reflect critically on the ways in which your early learning experiences might affect your ability to diagnose the learning needs of young people with very different needs Sport Pedagogy is about learning in practice It refers both the ways in which children and young people learn and the pedagogical knowledge and skills that teachers and coaches need to support them to learn effectively Sport pedagogy is the study of the place where sport and education come together The study of sport pedagogy has three complex dimensions that interact to form each pedagogical encounter Knowledge in context what is regarded as essential or valuable knowledge to be taught coached or learnt is contingent upon historical social and political contextual factors that define practice Learners and learning at the core of sport pedagogy is expertise in complex learning theories and a deep understanding of diversity and its many impacts on the ways in which young learners can learn Teachers teaching and coaches coaching effective teachers and coaches are lifelong learners who can harness the power of sport for diverse children and young people Gaining knowledge and understanding of the three dimensional concept of sport pedagogy is the first step towards ensuring that the rights of large numbers of children and young people to effective learning experiences in and through sport are not denied The book is organised into three sections background and context young people as diverse learners the professional responsibility of teachers and coaches Features of each chapter include research extracts comments to summarise key points individual and group learning tasks suggested resources for further reading and reference lists to enable you to follow up points of interest This book provides you with some of the prior knowledge you need to make best use of teaching materials coaching manuals and other resources In so doing you as a teacher or coach will be

well placed to offer an effective and professional learning service to children and young people in sport      **Schools and Society** Jeanne H. Ballantine, Joan Z. Spade, Jenny M. Stuber, 2017-10-25 This comprehensive anthology features classical readings on the Sociology of Education as well as current original essays by notable contemporary scholars Assigned as a main text or a supplement this fully updated Sixth Edition uses the open systems approach to provide readers with a framework for understanding and analyzing the book's range of topics Jeanne H Ballantine Joan Z Spade and new co editor Jenny M Stuber all experienced instructors in this subject have chosen articles that are highly readable and that represent the field's major theoretical perspectives methods and issues The Sixth Edition includes twenty new selections and five revisions of original readings and features new perspectives on some of the most contested issues in the field today such as school funding gender issues in schools parent and neighborhood influences on learning growing inequality in schools and charter schools      **Reader's Guide to the Social Sciences** Jonathan Michie, 2014-02-03 This 2 volume work includes approximately 1 200 entries in A Z order critically reviewing the literature on specific topics from abortion to world systems theory In addition nine major entries cover each of the major disciplines political economy management and business human geography politics sociology law psychology organizational behavior and the history and development of the social sciences in a broader sense

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