

Knowledge and Knowers

Towards a realist sociology of education

Karl Maton



Knowledge And Knowers Towards A Realist Sociology Of Education

Frances Christie, Karl Maton



Knowledge And Knowers Towards A Realist Sociology Of Education:

Knowledge and Knowers Karl Maton, 2013-09-11 We live in knowledge societies and work in knowledge economies but accounts of social change treat knowledge as homogeneous and neutral While knowledge should be central to educational research it focuses on processes of knowing and condemns studies of knowledge as essentialist This book unfolds a sophisticated theoretical framework for analysing knowledge practices Legitimation Code Theory or LCT By extending and integrating the influential approaches of Pierre Bourdieu and Basil Bernstein LCT offers a practical means for overcoming knowledge blindness without succumbing to essentialism or relativism Through detailed studies of pressing issues in education the book sets out the multi dimensional conceptual toolkit of LCT and shows how it can be used in research Chapters introduce concepts by exploring topics across the disciplinary and institutional maps of education how to enable cumulative learning at school and university the unfounded popularity of student centred learning and constructivism the rise and demise of British cultural studies in higher education the positive role of canons proclaimed revolutions in social science the two cultures debate between science and humanities how to build cumulative knowledge in research the unpopularity of school Music how current debates in economics and physics are creating major schisms in those fields LCT is a rapidly growing approach to the study of education knowledge and practice and this landmark book is the first to systematically set out key aspects of this theory It offers an explanatory framework for empirical research applicable to a wide range of practices and social fields and will be essential reading for all serious students and scholars of education and sociology

Knowledge and Knowing in Media and Film Studies Steve Connolly, 2025-05-20 For traditional subjects such as History Art and Science debate about the nature of knowledge in the school curriculum has produced a growing literature on the relationship between disciplinary knowledge and what is taught in schools For newer subjects however the path is less clear *Knowledge and Knowing in Media and Film Studies* is the first book to grapple with the question for these two related subjects Steve Connolly argues that while Media and Film Studies each have a clear epistemological base consideration of craft skills alongside factual knowledge and criticality has led to the development of different criteria for what constitutes valuable knowledge than in traditional school subjects The book problematises this difference through a genealogy of both subjects as they appear in the English school curriculum charting their historical and disciplinary origins within that system In so doing it finds that far from being new subjects Media and Film Studies have parallel histories with more established subjects Using a range of primary and secondary data including interviews with media and film teachers case studies and historical sources the book provides an account of knowledge and knowing in school Media Studies and Film Studies which both consolidates existing views and proposes some new perspectives Praise for *Knowledge and Knowing in Media and Film Studies* The status of Media and Film Education has been contested for a very long time In this book Steve Connolly drills down beneath the surface level of debates about academic rigour and what education is for He analyses how

knowledge works in these subjects how it differs from other educational processes why this is important and how this matters for more recent endeavours in media literacy No future conversation about the value of these subjects in education should begin without attention to this rich contribution Julian McDougall Bournemouth University Emerging Perspectives from Social Realism on Knowledge and Education Graham McPhail, Richard Pountney, Leesa Wheelahan, 2024-10-28 This book brings the key ideas and concepts of social realism to bear on current debates in the fields of knowledge and curriculum The key concern of this collection is to highlight matters related to knowledge and the influence these dimensions have on the formation of curricula pedagogy identity and equity in educational contexts Presenting new perspectives on the place of various types and forms of knowledge in contemporary education this book explores two central questions what type of knowledge is most important to include in a curriculum and what is meant by disciplinary knowledge The chapters use empirical examples to illustrate how the issues play out on a global stage interweaving the social justice concern of equitable access to disciplinary knowledge throughout In particular the authors address the emerging theorisation of issues related to the decolonisation of curricula the recontextualisation of non traditional knowledge into the curriculum and teacher education Offering new philosophical and theoretical perspectives this book will be of interest to researchers scholars and students examining the fields of knowledge and curriculum and the sociology of education more broadly Handbook of Pragmatics Frank Brisard, Sigurd D'hondt, Pedro Gras, Mieke Vandenbroucke, 2022-11-15 This encyclopaedia of one of the major fields of language studies is a continuously updated source of state of the art information for anyone interested in language use The IPrA Handbook of Pragmatics provides easy access for scholars with widely divergent backgrounds but with convergent interests in the use and functioning of language to the different topics traditions and methods which together make up the field of pragmatics broadly conceived as the cognitive social and cultural study of language and communication i e the science of language use The Handbook of Pragmatics is a unique reference work for researchers which has been expanded and updated continuously with annual installments since 1995 Also available as Online Resource <https://benjamins.com/online/hop> **Analyzing Design Review Conversations** Robin S. Adams, Junaid A. Siddiqui, 2016-04-15 Design is ubiquitous Speaking across disciplines it is a way of thinking that involves dealing with complex open ended and contextualized problems that embody the ambiguities and contradictions in everyday life It has become a part of pre college education standards is integral to how college prepares students for the future and is playing a lead role in shaping a global innovation imperative Efforts to advance design thinking learning and teaching have been the focus of the Design Thinking Research Symposium DTRS series A unique feature of this series is a shared dataset in which leading design researchers globally are invited to apply their specific expertise to the dataset and bring their disciplinary interests in conversation with each other to bring together multiple facets of design thinking and catalyze new ways for teaching design thinking Analyzing Design Review Conversations is organized around this shared dataset of conversations

between those who give and those who receive feedback guidance or critique during a design review event Design review conversations are a common and prevalent practice for helping designers develop design thinking expertise although the structure and content of these reviews vary significantly They make the design thinking of design coaches instructors experts peers and community and industry stakeholders and design students visible During a design review coaches notice problematic and promising aspects of a designer s work In this way design students are supported in revisiting and critically evaluating their design rationales and making sense of a design review experience in ways that allow them to construct their design thinking repertoire and evolving design identity

Disciplinarity: Functional Linguistic and Sociological

Perspectives Frances Christie,Karl Maton,2011-02-03 Disciplinary knowledge is under threat in the modern world Claims abound that we are entering a landscape in which the division of disciplines is obsolete implying a commitment to outdated values in scholarship Notions of discipline are critiqued as reflecting social power and representing the worldview of dominant social groups By addressing and challenging such claims this edited collection argues that proclamations of the death of disciplines have been greatly overstated Not only are the notions of disciplinarity still important for understanding how we come to know the world but this volume demonstrates how significant disciplinarity is to understanding different forms of knowledge if we wish to improve the building of knowledge and educational practice Using analytical tools from systemic functional linguistics theory and social realist sociology this volume illustrates how different disciplines can collaborate and cross fertilize successfully without losing their distinctive insights and disciplinary integrity The subsequent theory developed will thereby extend both linguistic and sociological approaches to the topic and make a major contribution to educational theory

Visualising Powerful Knowledge to Develop the Expert Student Ian M. Kinchin,2016-07-27 This book puts the structure and function of knowledge firmly in the driving seat of university curriculum development and teaching practice Through the application of concept mapping the structure of knowledge can be visualised to offer an explicit perspective on key issues such as curriculum design student learning and assessment feedback Structural visualisation allows a greater scrutiny of the qualitative characteristics of knowledge so that we can analyse students patterns of learning and match them to expert practice Based on nearly two decades of research and direct observations of university teaching by the author this book aims to offer a scholarly account of teacher development It focusses on elements that will be of immediate utility to academics who want to develop their teaching to a level of adaptive experts offering them greater autonomy in their role and a powerful understanding of teaching to escape the repressive routines of the traditional classroom Rather than providing a comprehensive review of educational research this book provides a route through selected theories that can be explored in practice by university teachers on their own or in groups The book will help academics to identify the nature of powerful knowledge within their disciplines and consider ways that this may be used by students to become active and engaged learners through the manipulation and transformation of knowledge and so become expert

students **Building Knowledge in Higher Education** Christine Winberg, Sioux McKenna, Kirstin Wilmot, 2020-05-27
 From pressures to become economically efficient to calls to act as an agent of progressive social change higher education is facing a series of challenges There is an urgent need for a rigorous and sophisticated research base to support the informed development of practices Yet studies of educational practices in higher education remain theoretically underdeveloped and segmented by discipline and country Building Knowledge in Higher Education illustrates how Legitimation Code Theory is bringing research together from across the disciplinary map and enabling practical change in a rigorously theorized way The volume addresses both students and educators Part I explores ways of supporting student achievement from STEM to the arts from introductory courses to doctoral training and from using new digital media to reflective writing Part II focuses on academic staff development in higher education reaching from curriculum design to pedagogic practices All chapters focus on issues of contemporary relevance to higher education showing how Legitimation Code Theory enables these issues to be understood and practices improved Building Knowledge in Higher Education brings together internationally renowned scholars in higher education studies academic development academic literacies and sociology with some of the brightest new researchers The volume significantly extends understandings of teaching and learning in changing higher education contexts and so contributes to educational research and practice It will be essential reading not only to scholars and students in these fields but also to scholars and educators in higher education more generally **The Knowledge of Inclusive Education**
 Elizabeth Walton, 2025-03-28 The Knowledge of Inclusive Education is a paradigm shifting exploration of inclusive education as a dynamic knowledge practice The knowledge that underpins the practice is understood through the metaphor of an ecology with valuable contributions from educators researchers parents students policymakers and international organisations By examining the knowledge of policy research teacher education and activism Elizabeth Walton constructs a future for inclusive education that affirms different material discursive places inquiry and possibility and replaces traditional research hierarchies with a life affirming ecology Readers will gain a novel perspective on the knowledge s of inclusive education across multiple interacting domains With theoretical resources ranging from the work of Lorraine Code and Basil Bernstein to concepts from Legitimation Code Theory Decolonial theory and Posthumanism this book offers a unique and innovative approach to the multiple perspectives and knowledges that inform inclusive education policy and practice Its conceptual and empirical research draws from several international contexts ensuring that The Knowledge of Inclusive Education will be of interest to educators scholars and advocates of inclusive education worldwide and valued by those willing to embrace collaborative new directions in inclusive teaching learning and research *Research Handbook on Curriculum and Education* Elizabeth Rata, 2024-04-12 This incisive Handbook brings together a wealth of innovative research from international curriculum and education experts to ask the question what knowledge should be taught in school how should it be taught and for what purpose **Pedagogical Responsiveness in Complex Contexts** Elizabeth

Walton,Ruksana Osman,2022-09-22 This book reflects a range of pedagogical responses to increasingly complex educational contexts It finds this complexity in the interplay of a number of factors including the diverse histories and identities of educational actors institutional and systemic demands and constraints competing conceptions of valued knowledge and technological change The chapters show the demand for pedagogical response to unexpected and unprecedented events like COVID 19 and the importance of addressing barriers to access that become sedimented into institutional cultures The authors mostly from Global South contexts are concerned with enabling educational access and inclusion in the face of competing global and local demands They present new knowledge about pedagogical approaches that are relevant and effective in uncertain times and challenging places Together the contributors offer accounts of hope full and innovative practice and conceptually rigorous engagement with fundamental issues of learning and teaching *Exploring Literacies*

Helen de Silva Joyce,Susan Feez,2016-01-26 This book is a guide to current research and debate in the field of literacies practice and education It provides both an historical and lifespan view of the field as well as an overview of research methodologies with first hand examples from a range of researchers involved in literacy research **Enhancing Science Education**

Margaret A.L. Blackie,Hanelie Adendorff,Marnel Mouton,2022-08-15 This book helps meet an urgent need for theorized accessible and discipline sensitive publications to assist science technology engineering and mathematics educators The book introduces Legitimation Code Theory LCT and demonstrates how it can be used to improve teaching and learning in tertiary courses across the sciences LCT provides a suite of tools which science educators can employ in order to help their students grasp difficult and dense concepts The chapters cover a broad range of subjects including biology physics chemistry and mathematics as well as different curriculum pedagogy and assessment practices This is a crucial resource for any science educator who wants to better understand and improve their teaching **Critical Conversations on Knowledge, Curriculum and Epistemic Justice**

Margaret Blackie,Kathy Lockett,2024-12-03 This edited collection that celebrates the legacy of Suellen Shay is located in Higher Education Studies and Development in South Africa the country where she lived and worked The book has international reach as the authors engage in contemporary debates around how to think about knowledge in education development work in professional education and more recently around the call to decolonise the curriculum Contributions draw on the social realist tradition in the sociology of education to discuss how curricula are or should be structured in order to make key forms of knowledge accessible to students The collection includes theoretical debates related to the field of higher education studies as well as chapters that analyse curricula and assessment in engineering the health professions tourism and music including the impact on curricula of interdisciplinary collaboration across different types of institution and knowledge This book will be important for scholars wanting to transform how universities and colleges think about curriculum design and practice It was originally published as a special issue of Teaching in Higher Education **New Directions in Social Theory, Education and Embodiment**

John Evans,Brian

Davies,2014-10-29 This book exemplifies the nurturing spirit of inter discursive debate with a view to opening up new theoretical and empirical insights understanding and engagement with debates on issues relating to pedagogy policy equity and embodiment From a variety of social science perspectives an international force of contributors apply a multitude of concepts to research agendas which illustrate the multiple ways in which the body both impacts culture and is simultaneously and seamlessly positioned and shaped by it maintaining social reproduction of class and cultural hierarchies and social regulation and control They attest that once we begin to trace the flow of knowledge and discourses across continents countries regions and communities by registering their re contextualisation both within various popular pedagogies e g newspapers film TV web pages IT and the formal and informal practices of schools families and peers we are compelled to appreciate the bewildering complexity of subjectivity and the ways in which it is embodied Indeed the chapters suggest that no matter how hegemonic or ubiquitous discursive practices may be they inevitably tend to generate both intended and unexpected affects and effects people and populations cannot easily be determined suppressed or controlled This book was originally published as a special issue of Sport Education and Society **Turning Access into Success**

Sherran Clarence,2021-03-29 Teaching is crucial for supporting students chances of success in higher education yet often makes limited use of theory to foster contextualized systemic understandings of access and success Theorized yet practical ways of empowering university educators are needed to develop their practices and turn access into success for their students This book harnesses Legitimation Code Theory LCT to inspire university educators to understand reimagine and create socially just teaching and learning practices Chapters bring this powerful theory to bear on real world examples of curriculum design inclusive practices cumulative learning assessment practices and reflection Each chapter guides the reader through these cutting edge ideas illustrates how they can make real differences in practice and sets out ways of thinking that educators integrate those ideas into practice The outcomes will help students access the powerful knowledge and ways of knowing they need for success in higher education Basil Bernstein Rob Moore,2013-05-02 Basil Bernstein The Thinker and the Field provides a comprehensive introduction to the work of Basil Bernstein demonstrating his distinctive contribution to social theory by locating it within the historical context of the development of the sociology of education and Sociology in Britain Although Bernstein had a particular interest in education he did not see himself as a sociologist of education alone By exploring Bernstein s intellectually collaborative character and the evolving system of ideas drawing upon anthropology and linguistics the originality of Bernstein s contribution to the social sciences can be truly identified Rob Moore s text offers a provocative and challenging account both of Bernstein and of British sociology and education approaching Bernstein s work as a complex model of intertwining ideas rather than a single theory Continued interest in Bernstein s work has opened up a world wide network of scholarship and Moore considers contemporary research alongside classical sources in Durkheim and Marx to provide a historical analysis of the fields of British Sociology and the sociology of

education pinpointing Bernstein's position within them The book is organised into two main parts The Field Background and Beginnings Durkheim Cosmology and Education The Problematic The Structure of Pedagogic Discourse Bernstein and Theory Bernstein and research The Pedagogic Device Written by a leading authority in the field this text will be valuable reading for post graduate students of sociology and education along with active researchers and their research students

Re-imagining Curriculum Lynn Quinn, 2019-11-15 The book argues that academics academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly concepts and theories to re imagine curricula for the changing times Now more than ever in the history of higher education curriculum practices and processes need to be shared the findings of research undertaken on curriculum need to be disseminated to inform curriculum work We hope the book will enable readers to look beyond their contextual difficulties and constraints to find spaces where they can dream and begin to implement innovative and creative solutions to what may seem like intractable challenges or difficulties

Recontextualising Geography in Education Mary Fargher, David Mitchell, Emma Till, 2021-11-10 In this book international geography educators discuss the ways in which geographical knowledge is recontextualised in schools and consider effective approaches to facilitate improve and advance geography education in research and practice It addresses key topics in recontextualising geography such as the epistemic relationships between the university discipline and the school subject designing and evaluating the geography curriculum the role of students in the transformation of knowledge in the classroom and selecting and transforming geographical content knowledge for the primary school curriculum At an international level the contributors and editors bring together an advanced collection of research and discussion surrounding the opportunities and challenges of recontextualising geography in education The book is of interest to geography educators internationally including academics at universities teachers in schools and professional geographers with an interest in education

Teaching Science Karl Maton, J. R. Martin, Y. J. Doran, 2021-04-25 Science has never been more important yet science education faces serious challenges At present science education research only sees half the picture focusing on how students learn and their changing conceptions Both teaching practice and what is taught science knowledge itself are missing This book offers new interdisciplinary ways of thinking about science teaching that foreground the forms taken by science knowledge and the language imagery and gesture through which they are expressed This book brings together leading international scholars from Systemic Functional Linguistics a long established approach to language and Legitimation Code Theory a rapidly growing sociological approach to knowledge practices It explores how to bring knowledge language and pedagogy back into the picture of science education but also offers radical innovations that will shape future research Part I sets out new ways of understanding the role of knowledge in integrating mathematics into science teaching scientific explanations and using multimedia resources such as animations Part II provides new concepts for

showing the role of language in complex scientific explanations in how scientific taxonomies are built and in combining with mathematics and images to create science knowledge Part III draws on the approaches to explore how more students can access scientific knowledge how to teach professional reasoning the role of body language in science teaching and making mathematics understandable to all learners Teaching Science offers major leaps forward in understanding knowledge language and pedagogy that will shape the research agenda far beyond science education

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