

Knowledge, Curriculum and Qualifications for South African Further Education

Edited by Michael Young
and Jeanne Gamble

Knowledge Curriculum And Qualifications In South African Further Education

Michael Young, Jeanne Gamble



Knowledge Curriculum And Qualifications In South African Further Education:

Knowledge, Curriculum and Qualifications for South African Further Education Michael Young, Jeanne Gamble, 2006 Publisher Description **Why Knowledge Matters in Curriculum** Leesa Wheelahan, 2012 What should we teach in our schools and vocational education and higher education institutions Is theoretical knowledge still important This book argues that providing students with access to knowledge should be the raison d'être of education Its premise is that access to knowledge is an issue of social justice because society uses it to conduct its debates and controversies Theoretical knowledge is increasingly marginalised in curriculum in all sectors of education particularly in competency based training which is the dominant curriculum model in vocational education in many countries This book uses competency based training to explore the negative consequences that arise when knowledge is displaced in curriculum in favour of a focus on workplace relevance The book takes a unique approach by using the sociology of Basil Bernstein and the philosophy of critical realism as complementary modes of theorising to extend and develop social realist arguments about the role of knowledge in curriculum Both approaches are increasingly influential in education and the social sciences and the book will be helpful for those seeking an accessible introduction to these complex subjects *Why Knowledge Matters in Curriculum* is a key reading for those interested in the sociology of education curriculum studies work based learning vocational education higher education adult and community education tertiary education policy and lifelong learning more broadly *Knowledge, Curriculum and Equity* Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data *Knowledge Curriculum and Equity Social Realist Perspectives* contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all **Sociology, Curriculum Studies and Professional Knowledge**

David Guile, David Lambert, Michael J. Reiss, 2017-08-07 This volume brings together an international set of contributors in education research policy and practice to respond to the influence the noted academic Professor Michael Young has had on sociology curriculum studies and professional knowledge over the past fifty years and still has on the field to this day It provides a critical analysis of his work and the uses to which it has been put in the UK and internationally discussing implications for debates on the purpose of education and how school curricula as well as programmes in other educational settings could be run and teaching undertaken based on his contribution Following Michael's long and distinguished career dating back to before *Knowledge and Control* New Directions for the Sociology of Education which Michael edited in 1971 recent years have seen an upsurge in both academic and policy interest in his work including the new concern he expressed for knowledge in his 2007 book *Bringing Knowledge Back In* The book concludes with an appreciation and a response to the authors from Michael Young and a Coda from Charmian Cannon who was on the Institute of Education panel that appointed Michael to his post in 1967 This timely book is a unique critique and celebration written by experts whose own careers have been affected by Michael and will appeal to all those with an interest in the work of Michael Young *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* **Teaching, Occupational and Further Education** Sai Loo, 2024-08-20 This book offers deep insights into the agencies of teaching pedagogies professional identities and knowledge in the English further education FE sector The sector's porous inclusive diverse and prominent features of vocational offers have led to it being overlooked and misunderstood by policymakers To rectify this misconception and re-emphasise its importance in England's educational ecology FE is reframed as a rich all-encompassing and connected sector It proposes a new language of educational engagement by uniting vocational education and training under a new umbrella term occupational education OE OE intersects work teaching and learning across pre-university higher education and professional education A new system is provided that maps lifelong learning irrespective of age ethnicity gender disabilities or station in life The key audience is

students teachers teacher educators institutional managers policymakers and academics **Universities, Disruptive Technologies, and Continuity in Higher Education** Gavin Moodie, 2016-10-05 This book seeks to understand the effects of the current information revolution on universities by examining the effects of two previous information revolutions Gutenberg's invention and proof of printing in 1450 and the Scientific Revolution from the mid fifteenth to the end of the seventeenth century Moodie reviews significant changes since the early modern period in universities students libraries curriculum pedagogy lectures assessment research and the dissemination of these changes across the globe He argues that significant changes in the transmission and dissemination of disciplinary knowledge are shaped by the interaction of three factors financial technological and physical resources the nature structure and level of knowledge and the methods available for managing knowledge **Implementing National Qualifications Frameworks Across Five Continents** Michael Young, Stephanie Allais, 2016-04-08 This book assesses the impact and implementation of national qualifications frameworks in sixteen different countries It presents two major lessons for policy makers thinking of introducing a National Qualifications Framework NQF First that an NQF is only a way of framing existing provision it cannot on its own lead to the acquisition of skills or knowledge Second as an attempt to standardize learning something that is only to a limited extent standardizable NQFs have disadvantages as well as advantages The research was funded by the International Labour Organization ILO and the European Training Foundation ETF and partly as a result of the ILO ETF Report the Editors were asked by the World Bank to help them in advising the government of India on introducing a NQF for vocational qualifications Building on the findings of the report the editors of this book presented an NQF implementation strategy to the Government of India on behalf of the World Bank It laid out the steps and stages that would be involved and took account of the earlier experiences of introducing an NQF Although this strategy was prepared specifically for the Government of India others who have read it felt it deserved wider circulation The report has therefore been included in this volume Since this research was undertaken the number countries especially developing countries implementing or introducing a NQF has continued to increase This book will be of interest to policy makers and researchers This book was originally published as a special issue of the Journal of Education and Work *Knowledge-building* Karl Maton, Susan Hood, Suellen Shay, 2015-10-08 Education and knowledge have never been more important to society yet research is segmented by approach methodology or topic Legitimation Code Theory or LCT extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism This book shows how LCT can be used to build knowledge about education and society Comprising original papers by an international and multidisciplinary group of scholars Knowledge building offers the first primer in this fast growing approach Through case studies of major research projects Part I provides practical insights into how LCT can be used to build knowledge by enabling dialogue between theory and data in qualitative research bringing together quantitative and qualitative methodologies in mixed methods research relating theory and practice in praxis

conducting interdisciplinary studies with systemic functional linguistics Part II offers a series of studies of pressing issues facing knowledge building in education and beyond encompassing diverse subject areas including physics English cultural studies music and design educational sites schooling vocational education and higher education practices of research curriculum pedagogy and assessment both education and informal learning contexts such as museums and masonic lodges Carefully sequenced and interrelated these chapters form a coherent collection that gives a unique insight into one of the most thought provoking and innovative ways of building knowledge about knowledge building in education and society to have emerged this century This book is essential reading for all serious students and scholars of education sociology and linguistics

Integration of Vocational Education and Training Experiences Sarojni Choy, Gun-Britt Wärvik, Viveca Lindberg, 2018-06-19 This book draws on experiences from a range of vocational education systems in different nation states and re examines the purpose of providing experiences outside educational institutions the kinds and extent of those experiences and efforts made to ensure the integration of students experiences across sites Analyses of the various vocational education systems their purposes and practices across nations and challenges experienced by different stakeholders illustrate different approaches to the integration of learning at different sites The book includes a consideration of what constitutes the integration and reconciliation of experiences and their attendant educational implications This extends an appraisal of the concepts of integration reconciliation curriculum and work readiness each of which has a range of connotations Integration or reconciliation is differentiated from transfer of learning which is commonly based on simple assumptions that the educational institutions will provide theory and that the workplaces will provide practice from the workplaces and that the two can be easily linked by students The contributions from different nation states clearly demonstrate that integration is a collaborative process and requires the agency of stakeholders operating at global national and specific learning site levels

The Oxford Handbook of Skills and Training Chris Warhurst, Ken Mayhew, David Finegold, John Buchanan, 2017-02-23 Skills and workforce development are at the heart of much research on work employment and management But are they so important To what extent can they make a difference for individuals organizations and nations How are the supply and more importantly the utilization of skill currently evolving What are the key factors shaping skills trajectories of the future This Handbook provides an authoritative consideration of issues such as these It does so by drawing on experts in a wide range of disciplines including sociology economics labour industrial relations human resource management education and geography The Handbook is relevant for all with an interest in the changing nature and future of work employment and management It draws on the latest scholarly insights to shed new light on all the major issues concerning skills and training today While written primarily by leading scholars in the field it is equally relevant to policy makers and practitioners responsible for shaping the development of human capability today and into the future

Researching Transitions in Lifelong Learning John Field, Jim Gallacher, Robert Ingram, 2009-06-03 Researching

Transitions in Lifelong Learning presents new research from Britain Australia and North America The authors include leading scholars with established international reputations such as Kathryn Ecclestone Norton Grubb David Boud and Gert Biesta as well as emerging researchers with fresh and sometimes challenging perspectives

The Wiley Handbook of Vocational Education and Training David Guile, Lorna Unwin, 2019-01-18 A collection of the theories practices and policies of vocational education and training written by international experts The Wiley Handbook of Vocational Education and Training offers an in depth guide to the theories practices and policies of vocational education and training VET With contributions from a panel of leading international scholars the Handbook contains 27 authoritative essays from a wide range of disciplines The contributors present an integrated analysis of the complex and dynamic field of VET Drawing on the most recent research thinking and practice in the field the book explores the key debates about the role of VET in the education and training systems of various nations The Handbook reveals how expertise is developed in an age of considerable transformation in work processes work organization and occupational identities The authors also examine many of the challenges of vocational education and training such as the impact of digital technologies on employment the demand for re training in the context of extended working lives the emergence of learning regions and skill ecosystems and the professional development of vocational teachers and trainers This important text Offers an original view of VET's role in both the initial and continuing development of expertise Examines the theories and concepts that underpin international perspectives and explores the differences about the purposes of VET Presents various models of learning used in VET including apprenticeship and their relationship with general education Explores how VET is shaped in different ways by the political economy of different countries Reviews how developments in digital technologies are changing VET practice Discusses the challenges for universities offering higher vocational education programs Draws on both recent research as well as historical accounts Written for students researchers and scholars in the fields of educational studies human resource development social policy political economy labor market economics industrial relations sociology The Wiley Handbook of Vocational Education and Training offers an international perspective on the topic of VET

Teachers and Teaching in Vocational and Professional Education Sai Loo, 2017-09-13 Teachers and Teaching in Vocational and Professional Education introduces a critical understanding of how teachers deliver occupational or vocational courses at various academic levels Including wider coverage of work related programmes and based on empirical research this book uses the term occupation related to refer to programmes spanning several academic levels and education sectors including the further and higher education sectors The book disassociates the English context of work related studies where issues of the academic vocational division and socio cultural dimensions have hampered critical investigations of this under researched topic Also it offers a conceptual framework from the perspectives of teachers in their teaching and work related settings derived from the understanding and development of Bernstein's recontextualization process Teachers and Teaching in Vocational and Professional Education will

be of great interest to academics researchers and postgraduates who are engaged in the study of education and occupation related programmes The programme areas include accounting dental hygiene equine studies fashion and textiles health and social care medical training of clinicians and emergency medicine and travel and tourism *Learning Outcomes, Academic Credit and Student Mobility* Christine Arnold, Mary Wilson, Jean Bridge, Mary Catherine Lennon, 2020-10-30 There is increasing interest in the use of learning outcomes in postsecondary education and deliberations have surfaced with regard to their potential to serve as a tool for advancing credit transfer Learning Outcomes Academic Credit and Student Mobility assesses the conceptual foundations assumptions and implications of using learning outcomes for the purposes of postsecondary credit transfer and student mobility Through a critical review of current approaches to the use of learning outcomes across national and international jurisdictions scholars and practitioners in postsecondary education provide a multivalent examination of their potential impacts in the unique context of Ontario and recommend future directions for the system The collected works are the culmination of a multi year study entitled Learning Outcomes for Transfer funded by the Ontario Council on Articulation and Transfer Contributions are authored by prominent international scholars across countries with significant outcomes based experience and education reforms South Africa the United States Australia Europe and the United Kingdom and an Ontario research consortium comprising college and university experts working to advance student pathways **Knowledge and Identity** Gabrielle Ivinson, Brian Davies, John Fitz, 2010-11-23 What in the digital era is knowledge Who has knowledge and whose knowledge has value Drawing on aspects of Bernstein s work that have attracted an international following for many years the international contributors to this book raise questions about knowledge production and subjectivity in times dominated by market forces privatisation and new forms of state regulation

Practice-Based Education Joy Higgs, Ronald Barnett, Stephen Billett, Maggie Hutchings, Franziska Trede, 2013-02-11 Practice Based Education Perspectives and Strategies This book draws on the collective vision research scholarship and experience of leading academics in the field of practice based and professional education It presents multiple perspectives and critical appraisals on this significant trend in higher education and examines strategies for implementing this challenging and inspiring mode of learning teaching and curriculum development Eighteen chapters are presented across three sections of the book Contesting and Contextualising Practice Based Education Practice Based Education Pedagogy and Strategies The Future of Practice Based Education **Knowledge, Curriculum, and Preparation for Work** Stephanie Allais, Yael Shalem, 2018-04-16 In Knowledge Curriculum and Preparation for Work the editors offer a timely collection of chapters approaching debates on economic and social change and employment within different types of economies Considering questions of knowledge and curriculum these works interrogate ways of thinking about relationships between different forms of work and education The focus is both on the curriculum the ways in which different types of knowledge affect the quality and organization of curricula that are intended to prepare for work and the factors influencing and

constraining what education can do to prepare for work as well as how these factors shape and limit the role of educational preparation for work

The Learning Challenge of the Knowledge Economy David Guile, 2010-01-01 This book introduces a new perspective on the knowledge economy and the learning challenge it presents for individuals communities and societies It demonstrates that the debate about the role of knowledge in the economy has been framed in terms of Cartesian notions of objective and subjective knowledge and human capital notions that the aim of learning is to support people to adapt to a pre given economic reality The book argues that these framings rest on questionable assumptions about knowledge and learning and in the process deflect us from asking questions about our future economic political and social direction Taking ideas from Cultural Historical Activity Theory CHAT Social Theory and the Philosophy of Mind as its starting point the book rethinks the relation between knowledge learning and human activity It explores this rethinking through the form of learning Professional Vocational and Workplace most closely associated with the use of knowledge for economic political and social purposes

Workers' Education in the Global South Linda Cooper, 2020-03-31 Workers Education in the Global South explores the historical development of radical workers education in South Africa as one particular strand within the broader tradition of radical adult education Drawing on the theoretical resources of Activity Theory Gramsci Freire and others it investigates the key features of workers education as a form of pedagogy with a unique history and logic of practice and explores how it has been shaped by its location within labour and other social movements as well as its southern location within the global political economy Successive chapters explore its counter hegemonic but contested purposes its knowledge practices that seek to overcome the historical divide between intellectual and manual labour and a pedagogy which often assumes didactic forms but which retains a democratic character through its embeddedness in working class experience It illustrates the rich processes of experiential learning that happen through day to day organising in workers cultural activity as well as through mass action It argues that this tradition of workers education currently stands at a crossroads as global neoliberal market policies and post apartheid education and training policies threaten to undermine its radical social vision and concludes by offering ideas on how this tradition of radical workers education might be renewed

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