

**Module Outline**

Part 1- as validated

1.	<b>Title</b>	<b>Education &amp; Social Justice</b>
2.	<b>Level *</b>	<b>6</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200</b> <b>Contact hours: 36 hrs</b> <b>Independent study: 164 hrs</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

Being a highly topical and emotive subject all sectors of education are striving to address all forms of inequality within the field of education. The purpose of this module is to raise student's awareness of some of these issues so that when they enter into an educational related career can be part of the solution and have an awareness of the impact of inequality on individuals.

This module aims to consider the role that education plays in pursuing social justice both for the individual and groups, taking into account early years and lifelong learning across the generations. Students will be encouraged to explore the extent to which education may reduce inequalities in society or exacerbate them.

A range of theories will be examined to enable students to engage in critical discourse regarding a variety of social issues that may intersect and impact on educational experiences.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

- |    |  |
|----|--|
| 1. | Critically evaluate how education may promote or hinder the experience of social justice.      |
| 2. | Critically analyse wider socio-cultural factors that impact on social justice.                 |
| 3. | Identify with clarity educational policies and legislation that aim to promote social justice. |

**Generic Learning Outcomes**

- |    |  |
|----|--|
| 4. | Demonstrate a systematic understanding of key areas of research current in their area of academic interest.  |
| 5. | Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions arising from that analysis. |

**7. Assessment**

**Pass on aggregate or Pass all components**  
*(modules can only be pass all components if this is a PSRB requirement)*

**N.A (as single assessment)**

**Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Manifesto	100%	Yes	3,500 or equivalent	All	Students create a manifesto based on the issues of education and social justice. Any medium of presentation is encouraged e.g. art work, film or essay.

**Further Details of Assessment Proposals**

Give brief explanation of each assessment activity listed

The manifesto should concern itself with a **single current issue in education** that you feel strongly about. It should articulate what you would like to say, do or change about a particular state of affairs education.

**The structure:**

Often a manifesto draws from a broad range of experiences and knowledge that has been acquired through life and university. References to: 1) life experiences 2) social and political events, 3) cultural expressions displayed in art, photography, performance, music, theatre and films, 4) ideas discovered in essays, novels, poetry and manifestos including those covered in this module may be useful in illustrating what your manifesto stands for and against.

There is no correct form so the way you structure your manifesto for this assignment is up to you.

**The writing:** Writing in a new genre is invariably a challenge and can be very rewarding. But it usually takes longer than writing in a familiar genre where you're used to the format and conventions. So make sure that you leave plenty of time for this assignment. The manifesto can be composed of different parts rather than one continuous piece of text. A manifesto, for example, may have an enumerated series of propositions or arguments and also a text justifying it or indicating why it is necessary.

**Most importantly,** a manifesto needs to be a piece of writing that attempts to convince, persuade, cajole or move readers in one or many directions. Its success stands or falls on its ability to make an impact on readers. The power of a manifesto often lies in the strength of the convictions it contains

**8. Summary of Pre and / or Co Requisite Requirements**

None

**9. For use on following programmes**

BA (Hons) in Education

1.	<b>Module Leader</b>	TBA
----	----------------------	-----

2.	<b>Indicative Content</b>
<ol style="list-style-type: none"> <li>1. Meaning of social justice</li> <li>2. Theories of social justice</li> <li>3. Key debates in social justice</li> <li>4. Economic and human capital</li> <li>5. Education as a vehicle to challenge and change inequality or maintain it</li> <li>6. Lifelong learning and widening participation</li> <li>7. Voice of the learner</li> <li>8. Education policy and legislation</li> <li>9. Inclusion, diversity and equality of individuals and groups</li> <li>10. Social justice and patterns of educational achievement</li> <li>11. Teaching, learning, assessing and activism</li> <li>12. Early interventions and new approaches to teaching and learning.</li> </ol>	

<b>3. Delivery Method</b> (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					
If the Delivery Method is <b>Classroom Based</b> please complete the following table:					
	<b>Activity</b> (lecture, seminar, tutorial, workshop)	<b>Activity Duration - Hrs</b>	<b>Comments</b>	<b>Learning Outcomes</b>	
1	Lecture	36	Taught contact time	1-5	
2	Self-Study	164	Self-study	1-5	
	<b>Total Hours</b>	<b>200</b>			
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery			2 x 20 minutes academic tutorials per student.		

<b>4. Learning Resources</b>
<i>To include contextualised Reading List.</i>
<b>Highly Recommended:</b>
Braidotti, R., Bozalek, V., Shefer, T. and Zembylas, M. (2018) <i>Socially Just Pedagogies: Posthumanist, Feminist and Materialist Perspectives in Higher Education</i> . London: Bloomsbury Publishing Plc
Duggan, S., Gray, E., Kelly, P., Finn, K., and Gagnon, J. (Eds) (2019) <i>Social justice in times of crisis and hope: Young people, wellbeing and the politics of education: young people, well-being and the politics of education</i> . New York: Peter Lang
Smith, E. (2018) <i>Key issues in education and social justice (Education studies, key issues)</i> , London: SAGE.
<b>Recommended:</b>
Cole, M. (2017) <i>Education, Equality and Human Rights</i> . Abingdon: Routledge.

Hart, C. (2013) *Aspirations, Education and Social Justice. Applying Sen and Bourdieu*. London: Bloomsbury.

Parker, L., Deyhle, D., and Villenas, S. (2018) *Race is... race isn't: Critical race theory and qualitative studies in education*. London: New York, New York: Routledge.

Sutherland, R. (2013) *Education and Social Justice in a Digital Age*, Bristol: Policy Press

Thompson, R. (2019) *Education, Inequality and Social Class*, London: Routledge.

**Journals:**

Education, Citizenship and Social Justice

Journal of Education Policy