

The University of Edinburgh



The Moray House School of Education

**Programme and Course Information Management (PCIM) and Approval Process
for The Anthropology of Education and Learning (new proposal)
Reference document: Programme and Course Approval and Management Policy (Sept
2016)**

CONSULTATION

| | Recommendations | Action completed date |
|---|---|------------------------------|
| DUGS/ DPGS academic consultation Consideration of equality issues | | |
| Hol Consultation on Resource Implications/ Risk for new course/ programme proposals or closures | My time and other resource implications approved by Hol. | 7/9/16 |

SCHOOL UNDERGRADUATE/ POSTGRADUATE STUDIES COMMITTEE

Required Documents

| MAJOR COURSE AMENDMENT | |
|---|--|
| Course amendment proforma | |
| Existing CCAM record or New CCAM record if required | |

| NEW COURSE CREATION | |
|----------------------------|---|
| Rationale | ✓ |
| New CCAM record created | ✓ |

| PROGRAMME AMENDMENT | |
|------------------------------|--|
| Programme Amendment proforma | |
| before and after DPTs | |

| NEW PROGRAMME PROPOSAL | |
|--------------------------------|--|
| Degree programme specification | |
| CHASS programme proposal | |
| Enhanced course descriptors | |

| | |
|---|--|
| PROGRAMME CLOSURE | |
| Rationale for Closure | |
| Arrangements to support existing students | |

Actions required by SUGSC/ SPGSC meeting on (date)_____

| | |
|----------------------|-----------|
| | Completed |
| Review and Approval. | |
| | |
| | |

SCHOOL POLICY AND RESOURCES COMMITTEE (SP&RC)

Required Documents

| | |
|----------------------------------|--|
| Financial modelling and costings | |
| | |

Actions required by SP&RC meeting on (date)_____

| | |
|----------------------|-----------|
| | Completed |
| Review and Approval. | |
| | |

SCHOOL BOARD OF STUDIES

Actions required by Board of Studies on (date) _____

| | |
|-----------------------------|-----------|
| | Completed |
| Review and Approval. | |
| | |

The University of Edinburgh

The Moray House School of Education

School Postgraduate Studies Committee

2nd February 2017

Course Proposal: The Anthropology of Education and Learning

Brief description of the paper

This paper sets out a description for a new course called The Anthropology of Education and Learning which is to be part of the newly revised MSc Education (now approved by College). It will be a compulsory component of the Comparative Education and International Development Pathway. The paper contains a rationale, course description, objectives, assessment details and indicative reading.

Action requested

That the committee review, comment on and consider approval of this course in time for the 2017-18 academic year.

Resource implications

Does the paper have resource implications? **Yes.**

If 'Yes', in which section(s) of the paper are they described? **See Appendix I.**

Risk assessment

Does the paper include a risk analysis? **Yes.**

If 'Yes', in which section(s) of the paper is it set out? **See Appendix II.**

Equality and diversity

Have due considerations been given to the equality impact of this paper? **Yes. See Appendix III.**

Freedom of information

Can this paper be included in open business? **Yes**

If no, please indicate why the paper must be withheld, and for how long (eg until decision is publicly announced):

| | | | |
|--|--|--|--|
| Its disclosure would substantially prejudice a programme of research | | Its disclosure would substantially prejudice the effective conduct of public affairs | |
| Its disclosure would substantially | | Its disclosure would constitute a | |

| | | | |
|---|--|--|--|
| prejudice the commercial interests of any person or organisation | | breach of confidence actionable in court | |
| Its disclosure would constitute a breach of the Data Protection Act | | Other (please give further details) | |

Any other relevant information

Shari Sabeti will attend for discussion of this paper.

Originator of the paper

Shari Sabeti, Chancellor's Fellow and Pathway Co-ordinator for MSc Education (Comparative Education and International Development).

Course Proposal: The Anthropology of Education and Learning

MSc Education, Moray House School of Education

20 Credit Course, SCQF Level 11

Course Rationale:

This course would sit within the revised MSc Education (now approved by College) and constitute a compulsory course within the Comparative Education and International Development Pathway. The expectation is that all pathways will recruit at least 10 students; otherwise they will not run. Initial competition analysis carried out by the marketing team has suggested that this pathway may well be popular.

1. At the moment this pathway only has one core course from within the school – all other pathways have at least two. Should this course be approved, it would bring it into line with the rest in terms of the number of pathway courses required of students.
2. In terms of course content, it addresses several gaps in the school's provision at the moment. We currently provide no course which explores the relevance of anthropological concepts to the theory and practice of education, nor do we provide any input on ethnographic methods and how ethnographies of education can contribute to our understanding of the culturally situated context of education.
3. The course complements the core course on the pathway (Comparative Education and International Development, which is run by Jingyi Lin) which provides a broader and more historical study of education and development. While Jingyi's course covers a top-down approach to comparative education, this one would offer a bottom-up one, using more in-depth ethnographies to flesh out nuanced and sensitive understandings of education, culture, learning and personhood from the perspective of peoples' lived experiences of education.
4. It will also help forge strong links with other schools and departments, most notably Social Anthropology and SSPS, and the Global Development Academy.

Course description:

This course explores how the insights and concepts gained through the discipline of social anthropology, including the ethnographic methodology that underlies it, can add to our understandings of educational theory and practice. At the same time it also aims to show how a detailed examination of teaching and learning processes in different cultural contexts might add to knowledge about the relationship between personhood, learning and culture. The course will pay attention to classic categories such as 'gender', 'class', 'race', 'kinship', 'religion' and 'nation', at the same time as acknowledging the complex intersectionality of these with respect to contemporary human experiences of migration. Study will be structured around cross-cultural comparisons of themes such as literacy, violence, citizenship, discipline, ritual, language and copying. Aspects of education and learning throughout the life course will be covered, as well as both formal (institutional) and informal practices of learning. In examining such processes in detail using ethnographic studies of education from around the world (regional foci will include India, China, the Pacific, the U.S., Europe, the Middle East and Latin America), this course aims to encourage students to think critically about both the potentials and problems of applying Western

discourses, models and systems of education as a form of 'development'. It aims therefore to give students a confident, and culturally sensitive, grounding from which to make comparisons of teaching and learning in a global context.

Summary of Intended Learning Outcomes:

On completion of this course students will be able to:

- Critically evaluate the relevance of anthropological concepts to theories and practices of education.
- Demonstrate a critical understanding of how education can both reproduce and challenge culture and society around the world.
- Confidently and sensitively employ cross-cultural comparisons of education and learning.
- Critically discuss and analyse full-length ethnographic approaches to the study of education.
- Apply critical awareness and reflexivity in when exploring the relationship between education and international development.

Assessment Information:

There will be 2 summative assessments:

1. Task 1 (70%) Continuous Assessment of Reflective Journal.

The journal will be composed of 4 entries : Entries 1 and 2 (**1500 words**) to be submitted together 4 weeks into the course; entries 3 and 4 (**1500 words**) submitted 8 weeks into the course. These word counts do not include the bibliography.

The journal is a critical, reflective exploration of the reading and learning on the course. The content of the journal entry will be supported by: lectures, and reading for each seminar (2 to 3 articles) followed by the completion of a structured individual worksheet which is then shared with a group of peers and forms the basis of a group task. Tutor will provide formative feedback on all of these during seminars which should feed into the reflective journal. Additional readings will also be suggested each week which students may wish to follow up. The reflective journal will help to continuously build the critical reading skills of the students and feed forward into the Group Presentation task.

Please note: a new set of criteria for how the reflective journal is marked will be provided, as will examples of journal entries.

2. Task 2 (30%). Group Presentation: Critical Review of an Ethnographic Monograph in Weeks 9 or 10.

Students will be placed into groups depending on the choice they make between 5 or 6 ethnographic monographs (available as e-books). Students will be given responsibility to read the monograph during the semester with their group, to organize bi-weekly 'book group' meetings to discuss and make notes on this. They should prepare a group presentation on their chosen monograph for the seminar group. Group presentations will be videoed and a new set of marking criteria developed. In addition, students will be asked to express, in their reflective diaries, what their contribution to bi-weekly book group meetings and the group presentation was, and to highlight aspects of self and peer involvement that they think are important. The latter is to ensure that discrepancies in contribution or issues are brought to the attention of the tutor.

Please note: students will be writing a 3000 word critical essay for the other compulsory course on this pathway.

ADDITIONAL INFORMATION

Transferable Skills: group presentation skills, collaborative working, critical and analytical skills applied to reading and writing, discussion skills.

Study Pattern: 20 contact hours combining lectures, seminars, group project work and self-study.

Keywords: anthropology, ethnography, comparative education, literacy, kinship, gender, class, religion, nationhood.

READING LIST

Indicative Reading for this course includes:

Boyle, H. 2006. Memorization and Learning in Islamic Schools. *Comparative Education Review*, 50:3, 478-495.

Evans, G. 2006. *Educational Failure and Working Class White Children in Britain*. London: Palgrave Macmillan.

Fong, V. 2005. *Only Hope: Coming of Age Under China's One-child Policy*. Stanford: Stanford University Press.

Froerer, P. 2007. 'Disciplining the Saffron Way: Moral Education and the Hindu Rashtra'. *Modern Asian Studies*, Vol. 41:5, 1033-1071.

Lave, J. 1982. 'A Comparative Approach to Educational Forms and Learning Processes.' *Anthropology and Education Quarterly*, 13:2, 181-187.

Lareau, A. 2011. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley and Los Angeles: University of California Press.

Levinson, B. A. U., K. M. Borman, & M. Eisenhart (Eds) 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. New York: SUNY Press.

Nb. Contains a collection of core readings for the course.

Stambach, A. 2000. *Lessons from Mount Kilimanjaro: Schooling, Community and Gender in East Africa*. London: Routledge.

Torren, C. 2011. 'The stuff of imagination: what we can learn from Fijian children's ideas about their lives as adults'. *Social Analysis*, Vol. 55, 23-47.

APPENDIX:

I.

Resource Implications.

Staff Time: My time in developing, teaching and marking on this course has been approved by my Head of Institute, Yvonne Foley. Should further staff be required the MSc Education team have requested a number of buy in staff, particularly for more popular courses.

New Texts:

- weekly readings will all be taken from journals available through the University of Edinburgh library.
- a small selection (c.8) of ethnographic monographs will need to be purchased as e-books so that students are able to read simultaneously in their assigned groups.
- there will be two set texts for the course and several copies will be requested for the library.

II.

Risk Analysis.

The main risk is that the course will not recruit. This has been taken into account in the following ways:

- competition analysis and market research as referred to above;
- making the course a compulsory element of the pathway;
- opening the course to students from across the College, particularly in the School of Political and Social Science, **if there are spaces available after Moray House students have been prioritized.** There are strong indications from Social Anthropology and colleagues working in MSc International Development that there is interest amongst their students for a course focused on Education.

III.

Equality and Diversity.

Students: this course is specifically designed to explore issues of culture, ethnicity, gender and class. It is hoped that it will appeal to a range of students because of this. The assessments have been designed to be multimodal and to appeal to a range of ways in which students may wish to express themselves and their learning e.g. verbal or visual reflections (in their journals) and presentations. It offers a range of individual and group activities, offering continuous feed forward from the tutor and peer support throughout.

Resources: the texts and reading on this course has been chosen to reflect a range of cultures from around the world. There is an even mix of authors from different genders.