

Educational Policy

Code: 101159
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OT	4	0

Contact

Name: Antoni Verger Planells
Email: Antoni.Verger@uab.cat

Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Preferably, students should have a background on education (in subjects such as sociology of education, education sciences or economics of education).

Objectives and Contextualisation

1. Introduce a variety of theoretical and methodological perspectives that can be used to examine education policy reform, processes, contents and outcomes.
2. Provide an international perspective to education policy change (focus on international organizations, international case studies and international data-bases) and develop a global governance approach to policy analysis.
3. Develop an understanding of the power, but also the limits of policy, as a lever for improving educational organizations.
4. Apply these perspectives in a range of education levels (basic education, higher education) and impact dimensions (education equity, efficiency, learning, etc.).
5. Assist the students to apply the course content in individual and group assignments on education policy analysis related topics.
5. Stimulate interest in further study of education policy and awareness of the complex, interdisciplinary and, at times, controversial nature of education policy analysis.

Content

1. The sociological analysis of education policy.

- 1.1. The political sociology of education.
- 1.2. Theories on the role of the state in education.
- 1.3. The formation of education systems.

- 1.4. The governance paradigm: the role of non-state actors and collective action in education.
- 1.5. Sociological approaches to the evaluation of education policies (realistic evaluation, multiple-perspectives approach).
- 1.6. The enactment of educational policies and the micro-politics of schooling

2. Globalization and education policy

- 2.1. Theoretical approaches to the globalization and education relationship and global mechanisms and education policy influence.
- 2.2. The role of international organizations: OECD (e.g. PISA), World Bank, UNESCO, WTO, and EU (e.g. the Bologna Process).
- 2.3. The emerging private authority in education policy: transnational civil society, private foundations and transnational corporations.

3. Policies and programmatic ideas in education reform

- 3.1. Autonomy, decentralization and municipalization.
- 3.2. Privatization and quasi-markets in education: exogenous and endogenous privatization; educational public-private partnerships; vouchers and charters.
- 3.3. School choice and zonification.
- 3.4. New public management reforms: autonomy and accountability.
- 3.5. External standardized test: national and international large-scale assessments.

4. Impact dimensions of education policy

- 4.1. The educational chain: funding, processes, outcomes, and outputs.
- 4.2. Funding and efficiency.
- 4.3. Pedagogical processes: ability grouping, repetition, innovation.
- 4.4. School segregation and diversification.
- 4.5. Equity and inequalities (social class, gender, ethnic and migration, territorial).
- 4.6. Educational quality and students' achievement: outcomes and outputs.
- 4.7. School organization and management.
- 4.8. Teachers labour and professionalism.

Methodology

The subject is structured according to four type of activities that will follow very different methodological principles:

1. Theoretical classes organized around the lecturer presentation but that will be open to the intervention and participation of students.
2. Practical sessions (debates around the readings, documentaries and other multimedia materials, and practical exercises to solve problems).
3. Tutorial meetings to provide feed-back and guidance individually and/or in small groups.

4. Autonomous activities by the students (both individual and in group) such as reading the course texts or writing the assignments.

Evaluation

The final mark will be formed by:

1. Final exam (40%)
2. Group assignment (30%)
3. Case study class presentation (20%)
4. Participation in class and reading (10%)

Students with an average mark below 5 will be able to do a recovery exam.