



# HANDBOOK OF EDUCATIONAL IDEAS AND PRACTICES

GENERAL EDITOR **NOEL ENTWISTLE**

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# PREFACE BY THE GENERAL EDITOR

## BACKGROUND AND PURPOSE

This *Handbook of Educational Ideas and Practices* is addressed to practitioners and students in the field of education and related services. It has been compiled by authors who, with the exception of the contributors to a section on comparative education, are mainly working in Britain. The topics have, however, been treated in a way intended to appeal to educationists of whatever nationality. Although there are major differences in educational systems, the issues that have to be faced in developing effective practices, and in reaching high standards of attainment, have considerable commonality. In the research literature there is a common language being used to describe organizations, teaching and learning, which has developed through an interplay between the contributory disciplines and practitioners. This language is increasingly international and so it makes sense for the contributors to this *Handbook* to draw on ideas from the whole international community, and to address their conclusions to an equally wide audience. Inevitably, readers will find illustrations drawn predominantly from Britain, but the principles and practices described have wide currency.

Faced with a book of this size, the reader may wonder what can justify such a large set of chapters – 101 to be precise. Education in Britain and across the world is again facing a period of reappraisal. There are discussions about both its purposes and its effectiveness. Yet the debates on such important issues often fail to take account of the most recent ideas and practices. It is extremely difficult for politicians, administrators, school management teams, teachers, and students to discover what is currently being said and done in education: its scope is too vast and the literature is extensive, diverse and scattered. At school level, increasingly, teachers are being involved in working groups to consider the implementation of new approaches to management, to the curriculum, to teaching methods, and to ways of encouraging more meaningful learning among the students. This *Handbook* is intended to make avail-

able for practitioners, summaries of the most recent thinking, research findings, and innovatory practices in the belief that crucial decisions about the future of education should be informed by the most up-to-date knowledge in the field. Providing an adequate survey of the main educational ideas and practices necessitated the large number of chapters included, and even then there are gaps created by limitations of space.

The term 'handbook' was chosen to differentiate it from 'encyclopaedia'. A handbook does not claim to cover all possible topics, rather it samples a restricted number of important topics and deals with them in more depth than will be found in an encyclopaedia. In this *Handbook* each topic has been discussed by an acknowledged expert, writing in sufficient detail to avoid trivialization. To reach the audience we had in mind, it was essential to use a minimum of jargon, but technical terms could not, of course, be avoided when describing research findings or current theories. Some of the chapters will inevitably prove demanding to readers without any background in the subject, but it is envisaged that the information will be accessible to most people prepared to engage the ideas with interest and concern.

## STRUCTURE AND RATIONALE

There could be no consensus of what should be included in a survey of educational ideas and practices, even with 101 chapters to work on. The first problem was to provide a mapping of the whole area which would make it relatively easy for the reader to locate areas of particular interest. Of course, with a handbook of this size, the Index provides the most obvious starting point, but it was hoped that readers would also browse through chapters. It was thus decided to group the chapters within sections which had sufficient coherence to form readable entities in their own right.

It was also necessary to create an overall structure which would justify the order in which the sections were introduced. The framework selected allows the *Handbook* to start from a broad view of education, as a product of historical development through the interplay of economic, political, and social forces over time, and also influenced by characteristically different philosophical views about the nature and function of education (Section 1). The historical element is not at the forefront of these early chapters: the main focus is on the social, political, and economic forces at work in recent times. Particularly revealing aspects of the resulting educational systems are used to illustrate this process within several contrasting societies (Section 2).

Although the *Handbook* does cover most forms of education, it was decided to pay most attention to formal education over the period of compulsory schooling. However, to ensure that a complete picture was presented, a separate section has been included which discusses education beyond school – pre-

school level, post-secondary, and the burgeoning area of adult and continuing education (Section 3). There are also individual chapters in other sections dealing with aspects of organization, curriculum, and teaching in various forms of tertiary education.

From the initial broad view of educational systems and sectors, the *Handbook* then progressively narrows its focus to look next at the organization and management of institutions, first in general terms and then in relation to particular types of educational institution (Section 4). Restrictions on the overall size of the book have prevented there being any extensive treatment of developments in the curriculum or teaching within each individual school subject. More general discussions are provided, together with some illustrative examples of teaching and learning in certain subjects and at different age-levels. Narrowing the focus again we are led to a series of important curriculum issues facing administrators and teachers which are discussed in Section 5. From the curriculum we move into the classroom itself, with the results of recent research and development work relating to learning and teaching being introduced in Section 6, first in general terms and then in relation to a selection of specific subject areas. Teaching methods designed to improve the quality of learning using various innovatory techniques are then described and evaluated (Section 7).

The final stage in narrowing the focus, or in the level of analysis, is reached in the remaining two sections. By now we have reached the individual learner. Section 8 draws on recent research to describe important facets of variations among learners in their capabilities and development. In the final section, the ways in which education can help to satisfy the special needs of children with specific forms of handicap or disadvantage are discussed (Section 9).

## WRITING AND EDITING

Given the wide range of topics reflected in this *Handbook*, it was essential to leave specialist Associate Editors with the task of defining the individual sections and inviting appropriate authors to contribute to them. The editing process then involved extensive discussions with the individual authors, first to define the scope of the topic, and then through successive drafts to produce a typescript which fitted the particular requirements of this *Handbook*. This procedure proved to be very time-consuming but it has significantly improved the consistency of writing, and the coherence of each section.

Each section contains an introduction written by the editor responsible, which presents an overview of the area showing how the individual chapters contribute to thinking about education at that particular level of analysis. The introductions seek to demonstrate the rationale for the choice of topics within the section, and to draw together the different aspects represented in the

contributory chapters. Given the range of topics even within each section, the task of providing coherent overviews was challenging, but it is hoped that readers will appreciate the guidance provided.

The editors as a whole are particularly grateful for the time and effort put into the writing of the individual chapters, and for the toleration and patience with which individual authors met our comments and requests for modifications. The value of the *Handbook* as a whole depends, inevitably, on the quality of these contributions. We believe that readers will be impressed by what has been achieved.

## INDEXING AND REFERENCING

A detailed index has been prepared to enable readers to identify topics of special interest. The index was derived from a 'conceptual index' provided by the authors in the form of sets of keywords describing their chapters, supplemented by additional detailed references identified by the publishers. The authors were also asked to provide either references or further reading, within a limit of about twelve. The references chosen are intended to be a guide into the literature, rather than to provide detailed evidence in support of the arguments being developed in the chapters. Many of the references will thus point to influential books which, in turn, will lead on to specific articles for those with sufficient interest in the topic.

Finally, there must be a word of thanks to the editorial staff at Routledge. Jonathan Price set the whole endeavour in train and nurtured the idea through its various stages. In the end, the editorial staff were faced with a daunting pile of typescript, much of which contained extensive hand-written additions or deletions as a result of the negotiations between authors and editors. The final production reflects their efforts, and in particular those of the desk editor, Alison Barr.

Noel Entwistle  
Edinburgh, April, 1989

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# ABBREVIATIONS

ABC	<i>A Basis for Choice</i>
ABE	adult basic education
ACACE	Advisory Council for Adult and Continuing Education
ACC	Association of County Councils
ACE	Advisory Centre for Education
ACSET	Advisory Council on the Supply and Education of Teachers
AEI	Adult Education Institutes
AFE	advanced further education
AIDS	acquired immune deficiency syndrome
AIT	Access to Information Technology
ALBSU	Adult Literacy and Basic Skills Unit
A level	Advanced level
AMA	Association of Metropolitan Authorities
AMMA	Assistant Masters and Mistresses Association
AO level	Alternative Ordinary level
AS level	} Additional Supplementary level
A/S level	
ASSB	<i>'A Study of School Building'</i>
ATS	Adult Training Strategy
BA	Bachelor of Arts
BBC	British Broadcasting Corporation
BEd	Bachelor of Education
BIM	British Institute of Management
BSc	Bachelor of Science
BTEC	} Business and Technician Education Council
B/TEC	
CA	chronological age
C and G	City and Guilds
CARE	Centre for Applied Research in Education
CASE	Campaign for the Advancement of State Education
CATs	Colleges of Advanced Technology
CATE	Council for the Accreditation of Teacher-Educators



## ABBREVIATIONS

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CBI	Confederation of British Industry
CD	Christian Democrat
CEE	Certificate of Extended Education
CGLI	City and Guilds of London Institute
CIPFA	Chartered Institute of Public Finance and Accountancy
CLEA	Council for Local Education Authorities
CNAA	Council for National Academic Awards
CNE	Christian National Education
COTU	Coventry Open Tech Unit
CPVE	Certificate of Pre-Vocational Education
CR	criterion referenced
CSE	Certificate of Secondary Education
CVCP	Committee of Vice-Chancellors and Principals
DEA	Data Envelopment Analysis
DES	Department of Education and Science
DETA	Department of Employment Training Agency (previously Manpower Services Commission)
DHSS	Department of Health and Social Security
Dip Tech	Diploma in Technology
DISTAR	Direct Instructional System for Teaching and Remediation
DIY	do it yourself
DTI	Department of Trade and Industry
EBD	emotional and behavioural difficulties
EDY	Education of the Developmentally Young
EEC	European Economic Community
EITB	Engineering Industry Training Board
EOC	Equal Opportunities Commission
EPQ	Eysenck Personality Questionnaire
ESG	education support grant
ESL	English as a second language
ESN	educationally sub-normal
FE	further education
FEMIS	Further Education Management Information System
FESC	Further Education Staff College
FEU	Further Education Unit (previously Further Education Curriculum Review and Development Unit)
FHE	further and/or higher education
F/HE	