

Title

Education Research Search

Time

1 hour for research, 1 hour for debriefing

Preparation

The materials need to be printed / photocopied so that each group of 4 has a complete pack of materials.

Materials

Copies of the pre-printed sheets on Grammar, Secondary Modern, Comprehensive and Independent Schools

Prior Knowledge

It would be helpful for students to have a basic understanding of post-war educational development, covering basic information on things like the tri-partite system, the development of Comprehensives and the relationship between State and Independent schooling.

Objective

This exercise serves three basic purposes:

Firstly, it is designed to make students do some basic, library-based, research that involves finding information from a variety of sources.

Secondly, it is a co-operative exercise designed to encourage students to share information with each other.

Thirdly, it is designed to help students develop a basic understanding of the arguments surrounding educational development and policy in post-war Britain. In this respect, it can lead into classroom debates about educational policy (for example, should private schools be abolished?); by providing all students with some basic information about the issues and arguments surrounding educational policy and development such debates are more-inclusive and less likely to result in the simple airing of individual prejudices.

Divide the class into groups of 4 and give each a pack of materials (Arguments For and Against: Grammar, Secondary Modern, Comprehensive and Independent Schools).

The groups are then taken to the LRC and given 45 minutes to research the information on each sheet (how they organise their time and work is up to them), using whatever resources are available (books, study packs, Internet, etc.). The information they discover should be recorded as neatly as possible on the sheets.

The Exercise

If the LRC is not available, this exercise can be classroom based, but clearly you will have to provide the students with a range of materials to use.

You should encourage the students to share information within and between groups. You should also encourage them to make connections between different sheets (for example, arguments against Independent Schools may also be arguments for Comprehensive schools).

Debriefing: This can be conducted in a number of ways. For example, each group could present their findings to the class or a question-and-answer session could be used to distil all the relevant information into a set of basic class (and revision) notes.

Follow-up work for this exercise could involve:

- Asking student to compare and contrast different types of schooling.
- Using the information provided by the exercise to consider the structural aspects of educational development.
- Discussion of the role of education in society (including the possibility of alternatives to traditional forms of school curriculum, organisation and so forth).

You should note that it is possible to use this basic idea as the template for a wide range of “Research Search” activities across the A-level syllabus.

A. Identify and clearly explain at least 5 arguments in favour of Grammar Schools.

1.

2.

3.

4.

5.

B. Identify and clearly explain at least 5 arguments against Grammar Schools.

1.

2.

3.

4.

5.

C. Identify and clearly explain at least 5 arguments in favour of Secondary Modern Schools.

1.

2.

3.

4.

5.

D. Identify and clearly explain at least 5 arguments against Secondary Modern Schools.

1.

2.

3.

4.

5.

E. Identify and clearly explain at least 5 arguments in favour of Comprehensive Schools.

1.

2.

3.

4.

5.

F. Identify and clearly explain at least 5 arguments against Comprehensive Schools.

1.

2.

3.

4.

5.

G. Identify and clearly explain at least 5 arguments in favour of Independent (Private/Fee-paying) Schools.

1.

2.

3.

4.

5.

H. Identify and clearly explain at least 5 arguments against Independent (Private/Fee-paying) Schools.

1.

2.

3.

4.

5.