



Durham
University

School of Education

B.A. (Hons) **Education Studies**

Information for Applicants
2012/13



Contents

Introduction	3
About the City and the University.....	4
About the School of Education	4
Course Structure and Rationale.....	5
Course Overview	7
Delivery of the Programme	7
Learning Resources	8
Assessment Methods	9
Student Feedback.....	9
The Other Departments	9
Student Support	9
Nursery Provision.....	10
The Durham Collegiate System	10
Career Options.....	11
Comments from Current and Past Students	13
How to Apply	13
Interviews, Visits and Open Days	14
Standard Offer	15
To Find Out More.....	15
Appendix 1: Education Studies Module Descriptors	16

Whilst every effort has been made to ensure the accuracy of information contained in these pages, errors and omission may occur from time to time. All information is subject to change and may be superseded. The School of Education does not accept liability for decisions made on the basis of unconfirmed information. Please refer to Department for latest information.

Introduction

The Bachelor of Arts (BA) Honours degree in Education Studies at Durham is an exciting and challenging course aimed at high-calibre students who have an intellectual curiosity and a desire to explore a range of issues including the philosophy, psychology, sociology, history and politics of education. The course links the School of Education, which has a high reputation for teaching and research at both undergraduate and postgraduate level, with several other distinguished departments within the University. The degree is a three-year single honours course. It is expected that most Education Studies students will have a strong interest in continuing one of their A-level subjects, but will also want to broaden their knowledge and understanding to include a new and stimulating field of study. Students will spend half their time in the School of Education and half in one of eight other departments: English Studies, Geography, History, Music, Philosophy, Psychology, Sociology or Theology.



The course at Durham is challenging and demanding. As a degree course, it aims to give students a broad, relevant and academically rigorous education. In today's world the pace of change in education is fast and exciting; and because education holds a pivotal position in society, this is an ideal opportunity to focus on a broad range of issues. It is a perfect preparation for those who intend to pursue a career in the classroom. Following the BA course it is expected that intending teachers will be able to apply for a place on a Post Graduate Certificate in Education Course (at Secondary or Primary level) and so receive Qualified Teacher Status.

However, the Educational Studies course also recognizes that education is not just about teaching in schools. Thus, for many graduates it will lead to a career in the public or private sector – including business, commerce, social and educational research. In this respect, a fundamental aim is to

ensure that students complete the course with skills which make them attractive to a wide range of employers.

Like the rest of the University, the School of Education operates a policy of equal opportunities and actively encourages applications from people from ethnic minorities. We are equally interested in sixth form, mature and international students.

About the City and the University

Durham is a beautiful medieval city with the largest Romanesque Cathedral in Europe. It is a *World Heritage Site*, situated at the centre of a triangle taking in Edinburgh to the North, York to the South and the Lake District to the West, whilst to the East is the largely unspoilt Northumbrian coastline. Durham is a small city with a well-integrated, friendly academic community, which helps students acclimatise to their new environment.

Durham University was founded in 1832 and is the oldest in England after Oxford and Cambridge. It is a collegiate university, with fifteen colleges. All full-time students are required to be a member of a College. Colleges can provide social facilities and the opportunity to mix with other students. Indeed, it is the membership of a College which makes the Durham experience unique.

About the School of Education



The School of Education is a thriving and exciting centre of professional development and research for teachers and others involved in education from early years to higher education. The School aims to foster internationally excellent research and teaching; our research is recognised for its world-class and international

quality (85% in 2008 Research Assessment Exercise). Furthermore, a visit by Ofsted in 2011 graded our courses in initial teacher training as ‘outstanding’ in all aspects.

The School today has the versatility made possible by the resources of a large department with full-time academic staff of fifty and a student body of well over a thousand full-time and part-time students. The School is responsible for courses in educational studies, initial teacher education and for diverse full-time and part-time programmes leading to post-graduate qualifications at Certificate, Masters and Doctoral levels.

The main building of the School occupies a magnificent site, in spacious and well laid out grounds, on a south-facing slope above the River Wear, with superb views of the Cathedral and Castle. The buildings include special provision for information technology, art and design, music, science and physical education. The School of Education has links with several institutions in Europe, North America, South America and Asia and participates in student and staff exchanges. Many of the academic staff have earned international reputations for their teaching and research.

A full staff list is available on the School of Education website:

<http://www.dur.ac.uk/education/staff/>

Course Structure and Rationale

The Education Studies programme comprises eight different routes, as follows:

- Education Studies – English Studies
- Education Studies – Geography
- Education Studies – History
- Education Studies - Music
- Education Studies – Philosophy
- Education Studies – Psychology
- Education Studies – Sociology
- Education Studies – Theology

Each route is made up of 50% Education Studies (3 modules in each year), and 50% study in the subject department (3 modules in each year).

Throughout the course students will add to their existing knowledge base; and by the end of the course they will be able to demonstrate an understanding of what kind of *subject* Education is, particularly in comparison to other academic disciplines. Included in this will be issues of similarity and contrast between the nature of knowledge and research

methodologies in Education and in the students' other chosen areas of study. This will involve a consideration of the complex interactions between education and its contexts; the processes of learning and diversity of learners; formal and informal contexts for learning; as well as the social and political contexts in which *education* takes place.

Not only will the course enable students to deepen their subject knowledge, there will also be the opportunity to develop a series of subject-specific skills. By the end of the course students should be able to demonstrate an ability to reflect on their own value systems and development; to question concepts and theories encountered in their studies; and to interrogate the assumptions underpinning theory and research.



In addition to subject specific skills, the course will also enable students to develop a range of transferable key skills. Included in these will be the ability to think critically and independently; to analyse, synthesise, evaluate and identify problems and solutions; acquire complex information in a structured and systematic way, and use this to construct and sustain a reasoned argument. Students will improve their own learning and performance; develop general and specific study and research skills, including a capacity to plan and manage learning; as well as the ability to reflect

on their own learning; collaborate and plan as part of a team; and work to deadlines.

Such skills, including the ability to use information technology and to communicate effectively, both orally and in writing, will prove attractive to future employers, whether inside or outside the classroom.

Course Overview

The course is centred on the belief that the study of education is vital to the well-being of the nation. Education is a mark of civilization; and the course seeks to understand the nature and value of education and the ways in which society influences, and is in turn influenced by, the manner in which a country seeks to educate its members.

The course aims to recruit students with high potential from a variety of backgrounds; and to provide high-quality teaching and so enable learning in a flourishing and productive research environment. Further details of the Education Studies modules are to be found in the appendix at the end of this on-line booklet.

Delivery of the Programme

Lectures provide the supporting framework to structure students' learning. Staff identify core themes and select the most relevant and up-to-date material from the literature. Theories and concepts are introduced and explained. In this way, through analysis and critical evaluation, attention is drawn to key points.

Through group work (workshops, seminars and tutorials) staff use set tasks to stimulate peer-assisted learning in focused discussion and debate. Such sessions also afford the opportunity for interaction between lecturers and individual or groups of students.

Directed study fosters the students' ability to work independently. This serves to consolidate knowledge and understanding, as well as developing the capacity for critical analysis, reflection and evaluation.

As appropriate, students will be required to practice their presentational skills in contributions to seminar sessions. The above demands the presentation of written and oral arguments and requires the use of library and IT resources.

Individual supervision is used for Year 3 dissertations and the Education Placement module in Year 2. Applying their previous learning, and under guidance through individual tutorials, students develop the ability to plan, implement and evaluate a research project. Not only does this develop a student's capacity for independent study, a skill highly valued by

employers, it also enhances the ability to interpret research data. Indeed, it may involve the collection, analysis and evaluation of a student's own data.

Learning Resources

The Education Library, situated in the School of Education itself, consists of over 60,000 items – books, pamphlets, theses, research reports, official government publications and reference works. In addition, some 200 journal titles are currently taken, with extensive back sets. The teaching resource collection contains about 25,000 items and consists of fiction and picture books, information books, textbooks, curriculum schemes of work and reading schemes.



Also available are non-book learning and teaching materials, such as DVDs, CDs, posters and ‘real objects’,

Staff are happy to provide help in using the library catalogue and in finding material. The catalogue is networked and contains records of items in all parts of the University Library. Students can borrow from any section of the Library, including Queen’s Campus at Stockton, which also contains Education and teaching resource collections. Further information about the library can be found at www.dur.ac.uk/library.

PC facilities are available to students from a range of networked PCs in open access classrooms and the Library. The local network provides word-processing, typing tuition, databases, spreadsheets, statistical analysis and much more.

All PCs also have internet access. Many of the Colleges have PCs which are connected to the network and which provide identical software to the facilities in the School of Education.

DUO (Durham University Online) is a web-based learning environment modelled on the *Blackboard* software. It allows students to view course documentation; correspond with module tutors and other students through

chat-rooms; submit assignments; even participate in real-time online tutorials. Students will be expected to log on regularly to find out the latest information about the course.

Assessment Methods

Assessment will be through formal written examinations, assignments and an 8,000 word dissertation. Overall, depending on the module choices students select, approximately half the course will be assessed by written work, and half by examination.

Student Feedback

All students will be asked to give their views on the course in writing at regular intervals, and through Staff Student Committees which meet once per term. These are then fed into the course monitoring and review process. Great attention is paid to students' views and they have helped the course to improve and develop steadily over successive years.

Education Studies is a course that our students rate very highly. In the last three National Student Satisfaction Surveys, Education Studies students gave the course 96%, 100% and 98% satisfaction ratings.

The Other Departments

It is impossible to do justice to the other partner departments in a booklet such as this. Visit their web-sites (accessible through the main University gateway, www.dur.ac.uk) to get a flavour of what they have to offer. Like the School of Education, all are welcoming departments of international renown in both teaching and research.

Student Support

Students are supported throughout the course and will be advised on how to make the most of their time in the School of Education. To support the integrated aspect of the degree there will be subject seminar groups with specialist tutors from the School of Education. In addition, guidance on academic matters will be given in course and module handbooks and through DUO.

Nursery Provision

The Durham University Nursery provides a professional service primarily for University students and staff. It is located next to the School of Education in a newly refurbished building. Places are available for babies and toddlers up to school age. It is open from 8.00 a.m. until 6.00 p.m. Monday to Friday throughout the year, including the May Bank holidays.

Further information can be obtained on 0191 334 8153



The Durham Collegiate System

In many ways it is the collegiate system that makes the Durham experience different from other universities. The colleges provide the key support mechanisms for students, including accommodation, dining facilities, bars and many recreational outlets through their clubs and societies.

Applications to the University are considered by the Colleges and the School of Education, and you should indicate your choice of College on your UCAS form. You are encouraged to apply to the Colleges for their prospectuses, or visit their web-sites, to find out more about their facilities and character.

Please note, that as Education Studies is based on the Durham site, the list below includes only those Colleges situated in Durham City.

St Aidan's College

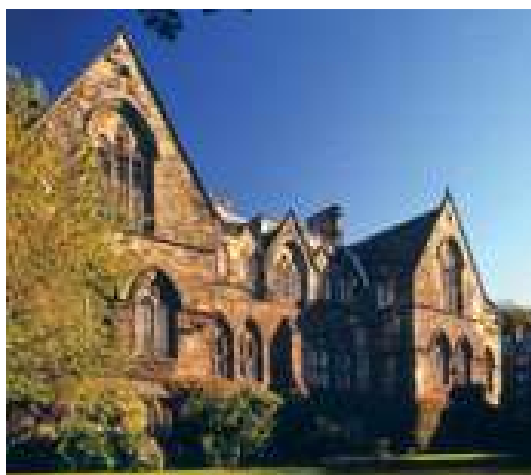
0191 334 5769

St Chad's College

0191 334 3358

Collingwood College

0191 334 5000



St Cuthbert's Society

0191 334 3300

Grey College

0191 334 5900

Hatfield College

0191 334 2633

Josephine Butler College

0191 334 7260

St Hild & St Bede

0191 334 8300

St John's College

0191 334 3500

St Mary's College

0191 334 5719

Trevelyan College

0191 334 7000

University College

0191 334 4099

Van Mildert College

0191 334 7100



Colleges website <http://www.dur.ac.uk/colleges/>

Career Options

For those with a strong interest in one of their A-level subjects but wanting to broaden their studies, this course offers access to a new and stimulating field of study whilst keeping their career options open.

Recent studies show that Durham has an excellent graduate employment record. It is important to emphasize that Education Studies aims to prepare students for employment in a range of careers.

Thus, the course opens up routes into teaching, but also qualifies students for careers outside the classroom in education-related fields, as well as management in a commercial environment, the public sector, or further professional training and research.

Teaching

For those wishing to teach, the Education Studies course is an ideal preparation for a career in the classroom. Although the course does not itself confer Qualified Teacher Status, it is structured in such a way that most students will have adequate subject knowledge in a national curriculum subject to apply for the Post Graduate Certificate in Education course at either Primary or Secondary level. Indeed, students may apply for the Durham PGCE course, and if successful, have the opportunity to take advantage of our status as a first class provider and our innovative MA with QTS course.¹

Other Careers

It is important to stress that you are not expected to teach after graduation! Whilst equipping its graduates to go on to do a PGCE, the programme makes no assumptions, and will develop skills of critical and independent thought, analysis and communication which will be of value to a range of employers.

If you are interested in a career in education outside the classroom, it provides an ideal preparation for employment in educational administration, publishing and management. Other careers which involve education include youth work, education welfare work, careers advisory work and educational psychology.²

Educational Studies will also prove attractive for those who wish to pursue careers in non-education fields, such as accountancy; law; public relations; advertising; human resources; and retailing. Indeed, many of the careers which Durham graduates have entered in recent years.

Graduates will also be in a strong position to undertake further study: for example, a taught MA, or MA in Research Methods (Education); and so to progress to EdD or PhD.

Overall, Educational Studies is an ideal course for keeping your options open.

¹ Students wishing to apply for a teaching qualification following the Education Studies course are strongly advised to consult with their chosen institution for full details of their admissions criteria and bursary schemes.

² Note that for some careers, additional qualifications might be necessary. Furthermore, for those wishing to work in educational psychology students must follow a named route and take specific psychology modules.

Comments from Current and Past Students

"The Education Studies course has given me the opportunity to not only study education, but also to pursue my great passion for English Literature."

"I've always been interested in geography; and education is very topical – now I can do both."

"Durham's a beautiful city. I used to visit it as a child. Now I'm here every day."

"Being right next to the Cathedral is a real inspiration." (Education Studies - Music student)

"Education Studies covers a range of issues and perspectives on something we all take for granted."

"College provides a new opportunity to develop a strong bond with a group of diverse individuals – some of whom will be friends for life."

"Everyone has an opinion on it; if you study it here you can make sure that what you say is right!!"

"I live in a great College in a great University; and I'm on a great course. What else can I say?!"

"If you think that education is just about becoming a teacher, think again."

"Everyone worries that the work at Durham will be overwhelming, but there's always plenty of help at hand – and there's also the bar!"

How to Apply

All applications for the BA should be made through:
UCAS (Universities and Colleges Admissions Service),
Rosehill,
New Barn Lane,
Cheltenham, Glos.
GL52 3LZ,
Telephone: 0871 4680468
(www.ucas.com)

Course Codes

Education Studies with:

English Studies: **X1Q3**

Geography: **X1F8**

History: **X1V1**

Music: **X1W3**

Philosophy: **XV35**

Psychology: **X1C8**

Sociology: **XL33**

Theology: **XV36**

Interviews, Visits and Open Days

When the UCAS applications arrive at the University they are graded according to suitability. Those candidates who, from their personal statement, reference and predicted A-level or equivalent grades, appear fitted for the course will be offered conditional places. Those who have already obtained their A-levels of suitable grade or equivalent entry qualifications will be offered unconditional places to join the course. Some people may be invited to attend for an interview, prior to selection, to talk critically about their chosen disciplines, as well as discussing broader educational issues.

The School of Education takes part in University-wide open days and these are published on our website. The School also welcomes requests for individual visits from applicants who want to look around and meet the staff and students as the daily working life of the School is in progress. In this case you must make an appointment by telephone in order to be able to ensure that there is someone available to meet you on arrival with a warm welcome.

Open days and individual visits will allow you to see the University, your college and the beautiful City of Durham - a good thing as you intend to spend three or more years here!

Standard Offer

The standard offer is based on candidates achieving AAA at Advanced Level, or its equivalent.^{3 4}

To Find Out More

General enquiries for further information should be directed to
The Undergraduate Admissions Tutor
School of Education,
Durham University,
Leazes Road,
Durham
DH1 1TA.

Email: ed.admissions@durham.ac.uk

Tel: +44 (0)191 334 8370

Although this *Information for Applicants* booklet contains much that prospective students need to know about the course, there is also information in the University's general prospectus, including **Fees and Finance** and the **Durham Grant Scheme**.

For a copy write to:
Student Admissions,
Durham University,
University Offices,
Old Elvet,
Durham,
DH1 3HP;
Tel. 0191 334 2000 or 0191 334 46128
Email: admissions@durham.ac.uk

You may also order or view the prospectus and information about student finances on-line at www.dur.ac.uk/studying/prospectus

³ Note that English and History students are required to have studied their subject at Advanced Level. This information is subject to change, so please check with our partner departments.

⁴ Students who offer non-Advanced Level qualifications – such as Access students or International students, are advised to contact the School of Education, or visit <http://www.dur.ac.uk/undergraduate/apply/entry-reqs/qualifications/>, for additional information.

Appendix 1: Education Studies Module Descriptors

Please note that the modules described are those that are currently offered, but due to our commitment to a continuous process of review, in consultation with current students and curriculum developments, these may be subject to amendment.

Year 1 (all compulsory)

Learning and Teaching

This module is designed to introduce students to some key conceptions, theories and ideas in relation to learning and teaching and to explore the influence of these theories on learners' behaviour. The theories and ideas considered include Behaviourism, progressive Education, communities of practice, and a variety of constructivist explanations of learning and teaching.

We will consider just how learning is conceptualised and how these different conceptualisations give rise to different accounts of how learning actually happens.

The module encourages you to engage with ideas about learning and teaching on a broad level whilst at the same time it invites you to reflect on yourself as a learner and what part you play in your own learning.

the module is taught in fortnightly workshops with group and independent learning and reading tasks to be completed between each workshop.

History of Education

This module will focus on the history of education, and the underlying ideas and principles which provide the background to and inform current educational policy. How have we moved from government indifference to obsessive interference?

The content will reflect a number of key themes, including: the myth of the public school; the growth of universities; the influence of the state on education; and the curious development of girls' education. There will also be an investigation centred on changes in religious education in the twentieth century.

Numerous sources for the history of education, from poetry to portraits, will be used to consider the elusive notions of ethos and character formation over two centuries. Interactive seminars will supplement the lecture programme.

Students will have the opportunity, if they so wish, to deepen their knowledge and understanding of some of the issues raised in this module in the second and third years by opting for Identity, Culture and Education and Citizenship Education – details of which are given below.

The Context of Education

Education does not take place in a political or social vacuum. It is not an ethically neutral practice. It has always both influenced and responded to the wider world around it, and in recent years its rôle in national culture and economic success has been increasingly emphasised.

Every context of education requires us to think ethically and philosophically – about what is educationally worthwhile, about what is fair and just, and about what, in the end, education is *for*.

In this module, students will learn about the political, social and institutional contexts in which education is located and by which education as a practice is shaped; and they will study and question what kinds of education and educational practices are ethically justifiable.

Year 2

Compulsory module:

Educational Research Methods

The Research Methods module will develop your awareness of how to use and collect educational research. It takes place during the second year of your degree. You will learn how to undertake literature reviews and use them to inform your opinions regarding education. You will also learn how to collect research data and have practical workshops to develop data collection skills. Finally, the module will help you understand how to develop effective research plans. This will feed forwards into your dissertation module that takes place in the final year of your degree.

Optional modules:

(two must be taken)

Learning in the Early Years

This module is designed to allow students to gain a detailed knowledge of child development and learning in the early years. It will introduce students to the major theories of child development and learning that have been proposed. It considers both the theories and their epistemological context, considering the ways in which the theories themselves may have been influenced by their historical timeframe.

The module also introduces students to key areas of child development which relate to cognitive and social development.

Higher Education: Issues of Exclusion and Inclusion

This module is designed to introduce students to the issues and debates that are pertinent to widening participation within the UK's higher education context.

As such it focuses on groups within the population who have traditionally been excluded from higher education and considers the possible explanations for this exclusion. The module also considers changes in UK legislation that have attempted to facilitate wider participation in higher education by these groups.

Identity, Culture and Education

This module explores issues considered in the first year module History of Education.

The education system influences and is influenced by the society in which it operates, and is inextricably linked to notions of identity and culture, both personal and collective. Identity and culture are themselves impossible to disentangle, and both are constantly evolving. This module will explore the ways in which the nation's identity has evolved and been influenced by education. Furthermore, it will consider the tensions which are inherent in an increasingly pluralistic, multi-cultural and multi-ethnic society.

A wide range of sources will be used to illuminate the key themes of the module, including literature, painting and music. As ever, students will be expected to play a full and active part in tutorials and to seek out and present obscure and esoteric evidence!

Harry Potter and the Age of Illusion

This module places the Harry Potter novels of J.K. Rowling in their wider social and cultural context. Following the Sorting, a number of themes will be explored, including: Harry Potter and Britishness; the world of uniforms, gowns and rituals; Gryffindor and Slytherin – prejudice and intolerance; the recovery of enchantment – magic, reason and reality; the power of the peer group – bullying, friendship and solidarity; ideals of manhood – courage, friendship, loyalty and duty; Harry Potter and the good citizen; the moral universe of the school – the legacy of the school story; forgiveness, atonement and redemption; girls on top – gender in the Potterverse; and, of course, the Age of Illusion.

As with History of Education, ICE and Citizenship, expect tutorials to be eclectic and interactive!

Education Placement

This module is about students taking control of their own learning. It provides the opportunity for students to propose a placement, either in this country or another, which can be undertaken either serially during term time or in a block during vacation time.

Placement proposals will be carefully scrutinised, and will need to demonstrate clearly how the practical placement and academic study inform one another and promote a clearer understanding of an educational issue.

Support provided will be in the form of tutorials and seminars. The assessment will include a demonstration of the facility to plan a programme of study to satisfy specific academic objectives.

The Philosophy of Social Science

The module aims to help students develop an understanding of the nature and procedures of the social sciences, including education, and of some of the chief movements and schools of thought in this discipline, particularly as it has developed during the twentieth century. One theme of the module is the way that social science has come to repudiate identification with ‘hard science’ and to reject the idea that there is any one method that social scientists should adopt.

Topics include: the idea of the self. Do we have a ‘real self’ or many selves? Can we really understand other people, including children, and other cultures, or are we trapped in our own cultures and perspectives? Is

there any such thing as ‘mental illness’? Life as narrative and story.
Might depression, ADHD or anti-social behaviour be ‘in the genes’?
Multiculturalism: social science, education, and the celebration of cultural
and social difference.

Year 3

Compulsory module:

Dissertation in Education Studies

This independent study is supported by individual supervision, which allows appropriate guidance to be given. It develops a student's ability to understand theoretical knowledge and research evidence in a chosen topic within Education Studies; and the ability to construct and sustain a reasoned argument about an educational issue in a clear, lucid and coherent manner.

The assessment is by submission of an 8,000 word dissertation.

Optional Modules

(one or two must be taken)⁵

The Limits of Educational Assessment

This module will offer students knowledge and critical understanding of issues relating to educational, psychological and clinical assessment. It will highlight the problematic nature of assessment as a process and examine the implications of this for subsequent intervention and evaluation.

Drawing upon the disciplines of both psychology and philosophy, a range of key concepts and debates concerning assessment, evaluation and the nature of knowledge will be explored.

The Political Sociology of Education

This module introduces the fields of sociology of education and education policy study, critically examining the ways in which social class and education are linked and how education policy and reform shape these links. Key topics are social mobility, meritocracy, globalisation and educational imperialism as well as large-scale international educational studies. Throughout, a critical sociological focus is applied to these topics.

⁵ Final year students are allowed to take one module from Year Two if they so wish.

Responding to Special Needs in Education

This module will examine the social and psychological background to special educational needs in children and adults and the way that those needs are responded to within a so called inclusive culture.

Different models of special needs will be considered and the influence of these for policy and practice will be discussed. An important area for consideration will be how special educational needs are researched and portrayed in a range of settings.

Students will have the opportunity to visit a special school as part of the module.

Citizenship Education

This module explores issues considered in the first and second year modules History of Education, and Identity, Culture and Education.

Schools have always sought to socialize the young and persuade them to accept the norms of society – whatever these norms may be. Citizenship education is one way of doing this.

In 2002 Citizenship Education was made compulsory in all secondary schools in England. The module explores the reasons why this was thought necessary; and the ways in which schools have come to grips with the Government's wishes.

Citizenship education has a long history which the module will seek to uncover; and in so doing place it on a scale ranging from indoctrination to benevolent paternalism – from the nanny state gone mad to a panacea for the ills of a society perceived to be on the edge of an abyss.

New Directions in Social Science

We live in strange times, which some people call 'postmodernity'. This module investigates our 'postmodern condition', in which – in education especially – performance indicators seem to be more important than what they are supposed to indicate, all manner of human qualities and capacities are reduced to 'skills', and everything valuable becomes turned into a commodity, to be bought and sold (not least university education). Themes of the module include: a heightened awareness of the ways that power is implicated in knowledge; the challenge to the idea that 'truth' consists in correspondence to 'reality'; scepticism towards linear notions of development and progress; the replacement of the ideal of 'knowledge'

by that of ‘conversation’; the challenge to the picture of the individual who enjoys self-knowledge, a picture with implications for notions central to the social sciences and to education in particular, such as rationality and autonomy.