



Social Change in the History of British Education

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This work provides an overall review and analysis of the history of education and of its key research priorities in the British context. It investigates the extent to which education has contributed historically to social change in Britain, how it has itself been moulded by society, and the needs and opportunities that remain for further research in this general area. Contributors review the strengths and limitations of the historical literature on social change in British education over the past forty years, ascertain what this literature tells us about the relationship between education and social change, and map areas and themes for future historical research. They consider both formal and informal education, different levels and stages of the education system, the process and experience of education, and regional and national perspectives. They also engage with broader discussions about theory and methodology. The collection covers a large amount of historical territory, from the sixteenth century to the present, including the emergence of the learned professions, the relationship between society and the economy, the role of higher technological education, the historical experiences of Ireland, Scotland and Wales, the social significance of teaching and learning, and the importance of social class, gender, ethnicity, and disability. It involves personal biography no less than broad national and international movements in its considerations. This book will be a major contribution to research as well as a general resource in the history and historiography of education in Britain.

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