



Citizenship &  
Teacher Education

## Induction Pack for Tutors Of Citizenship Education

### Getting Published

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## Induction pack – Getting Published

### Writing

This pack is intended for tutors who are beginning to explore the possibilities of publishing their work. By the end of this pack it is intended that colleagues will have considered:

- the reasons for and against writing for publication
- the potential audiences for your writing
- the reactions that you are likely to receive and how to deal with them
- key stages in the writing process
- developing a book proposal

I think writing should be driven by both curiosity and a determination to do something worthwhile. I am not suggesting that we write to show the 'right' answers. We should still be curious about aspects of citizenship education when we finish an article or book. Further, I would not want to pretend that all writings have value (there is a wealth of evidence in many journals that suggests that we can publish rubbish) but writing that is driven by more than a need to respond to external assessment exercises is an essential part of what I see as our professional role. I am very keen not to claim that I know how to write for publication: I am definitely not happy with much of what I have written. This pack raises a few issues and gives a few suggestions about why and how to write and publish. But its most important message is to encourage you to write. You know a great deal – why keep it to yourself?

### Why publish?

Why bother with all of this? There are plenty of reasons (excuses?) for not publishing: 'no one reads it', 'no time', 'I'd rather spend my time on teaching', 'I've nothing to say' and so on. In my view most of the reasons that people put forward for not writing for publication cannot be justified.

Reason/excuse – 'no time'

Time is never the real reason why something is not done: it is always a question of establishing priorities. Many people work in contexts where sufficient time is not available for writing but that is (especially if that same institution is encouraging staff to write) something that could at least be discussed. Time itself is not the issue.

Reason/excuse – 'I'd rather spend my time on teaching'

Writing is a form of teaching. Almost all teachers use handouts. There is no difference in essence between a handout and an article published in an article. Differences might occur, however, in the quality of the handout and its suitability for a particular purpose. I would not want to push this point too far: there will, of course, be times when a brief summary that could never be published will be of use to students more than a full blown academic piece of writing. And yet, an article or book often allows for teaching that leads to real reflection. I believe that my teaching is better if I know what I am talking about and one way to do that is to show that I have really thought about issues and/or have some very relevant experience from which my ideas are derived. I feel that teachers to be fully rounded professionals should be involved in research (the ideals and justifications for the practitioner research movement are challenging but entirely persuasive to me). Research is intrinsically linked with writing. If this holds true for

school teaching then there is no reason why it should not also apply to those who work in higher education. Writing is not a substitute for face-to-face teaching but it is a very valuable part of the teaching process.

Reason/excuse – ‘I’ve nothing to say’

Following on from the above, I am tempted to say (too harshly) that if that is really the case then one should stop work altogether. I think people have an obligation to write in a new field such as citizenship education. By developing a research base through which we can highlight findings practice will be modified. Involvement solely as a user of others’ work is unacceptable (our professional and academic roles require more from us than this) and in real terms impossible (even the bluntest attempts to apply general ‘rules’ will always lead to the development of specific approaches in precise contexts). Now some will suggest that I am being too simplistic. It is true that some journals will only be read by a few people (and by no teachers who are engaged with education in the ‘real world’) and that there is plenty of evidence of dreadful jargon-ridden nonsense that is produced in so-called high prestige outlets. But we have choices about where to publish and what to write. If we do not like one outlet, there are plenty of others available. Whilst there is never likely to be a simple direct link between a publication and a significant effect we cannot pretend that actions do not have consequences. To do nothing allows others to take the lead. Surely, no one in the citizenship education community wants to make an argument against active participation? The real meaning of the excuse being discussed here is probably about confidence. This is a real issue and my aim is that by the end of this pack people can be brave enough to know that they should simply get on with it.

What then are the reasons for writing? Wellington (2003) reports the following that have been mentioned by his students (some of which I agree with and others I feel less happy about):

- career enhancement, improving the CV
- getting promotion
- sharing, communicating, disseminating
- filling a gap
- vanity
- pressures of the research assessment exercise
- responsibility, accountability
- making an impact, making a difference
- financial reward
- dissemination of findings is an ethical responsibility
- keeping issues alive
- setting up a dialogue
- satisfaction
- personal development
- fun
- earning a reputation
- challenging a published viewpoint
- getting to conferences

Wellington adds the following:

- to clarify your own thinking
- as part of the process of reflection

- as a way of interacting with others
- to earn respect or credibility
- to have the stamp of authority or legitimation placed on your work
- to enhance your standing/position in your profession
- to increase your visibility
- to promote your department and enhance its profile.

### **What sort of audiences could I write for?**

There are now so many outlets available that becoming a published author is not difficult. There are thousands of magazines, journals, web sites etc. In this somewhat democratic approach to publishing (or, perhaps a mad scramble to make use of the possibilities associated with new technology) you have the right of choice.

I think a good way to get started (although this is certainly not just for beginning writers) is to produce book reviews. Journal and magazine editors are normally keen (desperate?) to recruit reviewers, you receive a free book in your area of expertise, it is not a big job and you are allowed to let others know what you think. Publication of what you write is not guaranteed but it is not difficult to achieve. I like book reviewing (it certainly makes me read the books in my area more closely than I would otherwise) and I recommend it as a useful way of developing a good working knowledge of how journals operate.

Beyond the production of brief reviews we can consider different types of outlet. Murray (2005, p. 38) refers to Blaxter's work to suggest that there are six types: popular, professional, applied, academic, multi-disciplinary and electronic. I think in reality these categories are not distinct. I would not like to think, for example, that something that appeared in a professional journal did not have academic worth. But the categories are, generally, useful insofar as they might suggest outlets to target. It is worth thinking carefully about what you really want to do and need to do. There have been times when I have weighed up the possibilities of publishing in professional as opposed to academic journals. An institution will often value (sometimes unjustifiably) academic journals most highly but it may be easier given your material (and quicker) to write in a style suitable for a professional outlet. Blaxter's category of 'popular' may suggest that it is fairly straightforward to achieve publication but often commercial rules apply and the competition to write in popular outlets is strong. For 'popular' publishing perhaps only those who have already established a reputation elsewhere (e.g. in writing academic pieces or in being a noted public figure) or have the knack of writing concisely, to a tight deadline and with the right sort of engaging but ultimately harmless provocation, will achieve success. This should, however, not stop people writing for the media including sources such as the Times Education Supplement where it is possible to bring new ideas to a mass professional audience.

If you wish to produce work that will be recognised as part of a research assessment exercise it is useful to keep abreast of the latest definition of research. At the time of writing the following is in use:

Research, for the purpose of the RAE, is to be understood as original investigation undertaken in order to gain knowledge and understanding.

It includes:

- work of direct relevance to the needs of commerce and industry and to the public and voluntary sectors
- scholarship\*

- the invention and generation of ideas, images, performances and artefacts including design, where these lead to new or substantially improved insights;
- the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction.

It excludes routine testing and routine analysis of materials, components and processes such as for the maintenance of national standards, as distinct from the development of new analytical techniques. It also excludes the development of teaching materials that do not embody original research.

*\* Scholarship for the RAE is defined as the creation, development and maintenance of the intellectual infrastructure of subjects and disciplines, in forms such as dictionaries, scholarly editions, catalogues and contributions to major research databases.*

In the research community some journals are regarded as being more significant than others. Often the social science index is taken as a measure of what counts. That index contains approximately 100 journals but many of them are not relevant to citizenship education. The index can be seen at <http://sunweb.isinet.com/cgi-bin/jrn1st/jlresults.cgi?PC=J&SC=HA>

I think the following categories could be considered when choosing a journal:

general journals – Oxford Review of Education, Cambridge Journal of Education etc take articles on all aspects of education so citizenship is not excluded

general journals but which tend to exclude empirical studies – e.g. Journal of Philosophy of Education, British Journal of Educational Studies.

general journals that tend to emphasise empirical studies – e.g. British Education Research Journal, Evaluation and Research in Education.

general journals that have a tradition of specialising in matters related to citizenship education – I think Educational Review is the clearest example.

journals with a curriculum focus - e.g. the Curriculum Journal

journals with a policy focus – e.g. Journal of Education Policy

teacher education journals – e.g. Teaching and Teacher Education

citizenship journals (different specialisms apply so check for the precise focus, for example whether there is a political science or pedagogical focus) - e.g. Citizenship; Citizenship, Education and Social Justice; International Journal of Citizenship and Teacher Education; Citizenship Studies.

Professional journals – see especially Teaching Citizenship. This is the journal produced by the Association for Citizenship Teaching (ACT) and has a wide, and increasing readership. It is an ideal outlet for thinking pieces that emerge from professional and academic experience.

I would (of course) also recommend electronically based sources such as the citized site ([www.citized.info](http://www.citized.info)) for publishing opportunities.

### **What reaction will I receive?**

The most important thing is to look for practical value in the comments and not be put off by unhelpful reactions. Some referees are excellent; others hopeless. At times reviews leave authors feeling surprised that the person has actually read the piece. Some journal referees hide behind the anonymity that is supposed to allow for objective comment to fire off some thoughtless insults. Be prepared to be subjected to withering, patronising jibes by someone who may think of him/herself as enjoying a great deal of status and insisting on 'rigour' (normally when the word 'rigour' is used we are witnessing the last refuge of the scoundrel). Responses from named business people (e.g. commissioning editors who deal with book proposals) are often much more encouraging. But be careful. Remember that they need to sell books and they do not want to offend people who might be able to recommend large numbers of students buy books from that company. These business people are at times relentlessly encouraging and positive in the interests only of keeping a possible project 'warm'. The rather relaxed timescales that apply to academic journals and the frenetic pace of the book trade (once a deal has finally been agreed) should not distract you from what you want to do and the circumstances you need to produce a good piece of work. (But do be realistic. Don't be like the Hollywood scriptwriter who was surprised to the answer to his question: 'Do you want it good or do you want it Thursday?' Quality does matter but the deadline in commercial operations is often regarded as having a near sacred status).

Most journals have a standard proforma that is used by referees. The one shown below is that used by International Journal of Citizenship Education and is not untypical of that used by others:

*International Journal of Citizenship and Teacher Education.*  
The Journal of the Citized Project.

The Journal is published at: <http://www.citized.info>

The editor, Dr. Ian Davies (Department of Educational Studies, University of York, UK) can be contacted at: [id5@york.ac.uk](mailto:id5@york.ac.uk)

Enquiries about administrative matters should be directed in the first instance to Roma Woodward (Canterbury Christ Church University College, UK) at: [rlw8@cant.ac.uk](mailto:rlw8@cant.ac.uk)

### **Referee's comments (confidential and not passed to author)**

Date:

Name of referee:

Title of article:

Please complete the tick list and then, in the case of a recommendation to reconsider or reject, please explain your view.

Recommendations

please tick as appropriate

**Publish**

Publish unaltered

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Minor changes (e.g. presentation)

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**Reconsider**

Some revision required (e.g. in argument, analysis)

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Major revision required (e.g. structural reorganisation)

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**Reject**

Low quality or not relevant

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Satisfactory

Unsatisfactory

Title

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Abstract

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Use of literature

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Research methods (if used)

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Focussed discussion of issues

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Conclusions

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Referencing

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Readability

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Length

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Organisation

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Relevance to readership of IJCTE

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The above gives a clear indication of what referees will refer to when accepting or rejecting an article. Woods (1999) reviews more generally what referees write when they are rejecting articles:

- inadequate methods or explanation of them
- limited data or misused data
- inadequate theory
- wrong journal (i.e. article does not in the journal's remit)
- poor presentation and style
- unacknowledged bias
- limited analysis and/or discussion
- dubious ethics

In my experience most articles that are rejected are simply unclear. Any slippage between title and the substance of the piece or use of overly generalised and inappropriately value laden comments will often lead to rejection.

But many referees do provide very useful comments. There can be an opportunity, at times, to resubmit to the same journal once revisions have been made. Or, it is possible gradually to make an article better by revising and submission to another journal. Perhaps, of course, it is better to short circuit some of this work by establishing a writing group among close colleagues in which frank but constructive comments can be made. One needs a strong degree of trust and a very thick skin for this sort of work (and it does not guarantee that the editors of your target journal will necessarily agree with the advice of your colleagues) but it can be very fruitful.

### **What is the writing process?**

There are amusing (and some quite useful) accounts of what writers do to produce their work. A few years ago I attended a very interesting talk given by Philip Pullman who modelled how he worked (chewing his pencil, swinging on his chair and staring out of a window). Alan Bennett (2005) has recently published a piece about his writing process titled 'staring out of the window' suggesting that there may be something to this seemingly idle activity. More seriously, I think the following are important:

- preparation

This may take many forms. I think there is often much value in simply writing up what has happened in a teaching session. Much of the preparation for teaching is in this context exactly the same as preparing to write. Alternatively writing up a research project in the form of a report for a funder obviously leads to an opportunity (should the research contract allow for it) to write an article for publication. Other less formal methods exist. I find chatting with colleagues and others about contemporary issues in education very useful for making me clarify my ideas (but, perhaps too selfishly, I want those conversations to be focussed on particular things). This can lead to joint writing which can be very satisfying as well as quite easy (general discussion – meeting to decide a broad structure – one person volunteers to produce a first draft – the other finishes the piece off and submits to a journal).

- personal factors

There will be places and times (with or without background noise, other people nearby or far away and so on) that suit you and not others. Some guides about writing spend what seems to

me an unnecessary amount of space to these matters. Find a spot that suits you and get on with it.

- knowing the target

The section above on audience gives an indication of the outlets available and how you might make choices. Your article may be rejected by your chosen journal but you should write each time for a specific target. This applies to the relevance to the journal of your topic, referencing style, word length, clean copy (not simply re-sending the pages that have been rejected by someone else), and, very important, explicit references to articles that have been published in that journal (the editors like to imagine that their devoted readership likes to follow continuing discussions – this makes them feel as if they are contributing to coherent academic discourse). You might want to contact an editor to ask if your chosen topic will be positively received. This can have pros and cons. At times editors do not like to say ‘no’ and will prefer to increase the amount of submitted material and then send it to referees who will provide the (anonymous) rationale for rejection. But some editors are very responsible and caring who do not wish to see people wasting their time. I think in the field of citizenship education which is very diverse it is worth checking in broad terms. For example it could be useful to check whether an article on political education may be of interest to an editor who seems to be responsible for a journal that deals with economics education.

- having a good ‘hook’

editors need to be convinced that there is a ‘story to tell’. Why should anyone care about a piece that seems to state the obvious or, even worse, is something that seems to re-state issues from well trodden ground. If you are claiming you have a new approach (e.g. to assessing citizenship education), or raising questions (e.g. about the place of education for sustainable development in citizenship) then say so. Do not let the reader do too much work. At times if you develop a very strong argument your ‘hook’ may look like a ‘hatchet’. There is nothing wrong with a piece that attempts to knock down the work of others (in fact this is a very good way of getting your work noticed) but editors do not want something that is too inflammatory. I think we need to be careful to achieve the right sort of balance: people are, rightly, passionate about education and there are things that need to be said strongly. But we need to avoid (of course) simply being offensive. We also should avoid petulantly looking for what Simon Schama refers to as the ‘Buggins-Juggins-Muggins’ approach to writing. ‘Buggins (date) argued ....; this was refined by Juggins (date) who asserts ... I (Muggins) claim that .....’. This normally leads to an ever more precise and increasingly pointless assertions in a desperate attempt to get published as opposed to adding something worthwhile.

- what could be written about?

The need for specific pieces of work changes over time. It is possible that by the time this is being read things will have moved on dramatically. But in my opinion at the time of writing (January 2006), the citizenship education community needs many more accounts of and discussions that relate to the following (the categories shown below are not exclusive or exhaustive):

What does citizenship/citizenship education mean?

This is, now we are in the process of implementing citizenship education, less discussed than it once was but the curriculum will be revised in the future and we do need to keep asking about the fundamental purpose of what we are doing. Some interesting work can be done in comparing ideas in different aspects of citizenship education (what is happening in moral education when compared with development education, for example). It is also not difficult to

obtain and then analyse curriculum policy documents from different countries or from the same country at different dates and comment on trends and omissions.

What is going on in classrooms?

Many conceptual and/or empirical pieces could be produced about subject knowledge (what do students and teachers need to know?), assessing citizenship education (what can be done, when, by whom, for what purpose?), teaching styles (what do most teachers do, why and what impact does it have?) The most interesting pieces are, in my view, those that have a reasonably precise focus (e.g. not just teaching style but, perhaps the details of what is needed to generate and recognise a good small group discussion) and make clear what you are claiming that could be used by others. This is the area that I think needs the most writing.

What is citizenship education in different phases of education?

Pieces can be generated (separately or comparatively) about work taking place in primary, secondary schools and FE and HE. This can be developed for articles about teacher education (initial or continuing).

What is citizenship education in different contexts?

This can relate to various settings. Certainly comparative work across countries can be very important (if citizenship education is compared it has international status as well as greater clarity and better insight into what might work). Probably the most significant context at the moment is the 'community'. At times 'community' is something of a slogan rather than a meaningful concept or context and this provides the motivation to write about it. The connections between school and the communities it contains and relates to beyond its walls are currently little understood and, I suspect, underdeveloped.

- clear structure

I think the following are important:

an informative abstract – look at six or seven abstracts from reputable journals and identify their main features. They should give a very clear idea of the central topic, the literature or debates within which the piece is located, the methods used (if it is an empirically based piece), the findings (or argument) and conclusions. A longer (and revealing) task is to read a few articles in supposedly good journals, write an abstract for one or more of them and compare with the published versions. Many abstracts omit key features of the article and at times are significantly misleading.

a clear introduction – I think that academic and professional writing (at times, unfortunately) is the opposite of the thriller. I do not mean that our work is not thrilling. I do mean that all the 'answers' should be declared very clearly and very simply at a very early stage. I think that most pieces should begin: 'In this article I argue that....' There is then no danger of misleading the reader. My personal view is that those pieces that begin with some rather enigmatic quotation that shows the author's attempt to display some gravitas are weak. I do not wish to be told 'only connect' (or some other fatuous remark) and then be subject to a slow self-indulgent revelation of the argument. I wish to avoid something similar to what a colleague of mine used to refer to as 'OHP striptease' as a piece of paper is gradually pulled away from a list of emerging bullet points with the final flourish showing the argument. Just tell people what you want to say. My personal preference in this vein extends to wanting never to see another article with a supposed profound few words followed by a colon and a supposedly light hearted ending (my 'favourite' –

although I admit to having changed it slightly to avoid embarrassment - being ‘Getting the most out of the National Literacy Strategy: condensed milk from a sacred cow’).

clear style – Much of what I have to say here follows on from my comments about the need for a clear introduction. Of course, it seems obvious to suggest that readers need to know what you are arguing. This is my strong preference. This means avoiding jargon, not using technical terms without need or without explanation, providing clear references to the literature or other source of authority for your argument, not using value laden terms without explanation, being precise about the claims that are being made (and definitely not generalising unnecessarily). It also means avoiding ‘sandbagging’ (i.e. providing long lists of references for stating the obvious. But it also seems to me that many journals confuse academic value with the use of obscure vocabulary. Some journals will relish a few anecdotes from a teacher together with an obscurely worded paragraph about habitus and a passing but ‘meaningful’ nod in the direction of Foucault. I would not wish to publish anything in those journals.

sensible conclusion – simply summarise what it is that you have argued and perhaps suggest one or more areas which need attention in light of your work.

### **Developing a book proposal**

There are several publishers that are particularly significant (although of course there are many more significant publishers than the few that I have included below as examples):

Details about Continuum can be seen at:

[http://www.continuumbooks.com/\(zidzam45wqicerrs3kjpmv45\)/ContinuumHome.aspx](http://www.continuumbooks.com/(zidzam45wqicerrs3kjpmv45)/ContinuumHome.aspx)

Details about David Fulton can be seen at:

David Fulton <http://www.fultonpublishers.co.uk/>

I think it is particularly useful to review the details that some publishers make available for authors. The details for RoutledgeFalmer can be seen at:

RoutledgeFalmer <http://www.routledgefalmer.com/>

Author proposals are outlined for sage at:

Sage <http://www.sagepub.com/>

I show below an example of the first draft of a book proposal. The proposal went through a number of modifications before a contract was signed. The book was published by Continuum in 2002 as ‘Key debates in education’. I remember that the (very positive and helpful) discussions with the publisher focussed on ensuring that potential readers could understand easily what the book would offer. Understandably they wanted a good product that would be attractive to as many people as possible. But they did not want a ‘scattergun’ approach that would mean that it would supposedly appeal to a lot of people but in practice would have no real niche.

## **Controversial Debates and Dilemmas in Education**

Ian Davies, Ian Gregory, Nicholas McGuinn

### **Summary**

The book would raise key issues about education for undergraduate students reading educational studies at UK universities.

### **Market**

The book we propose to write targets, principally, the undergraduate market (students and their tutors) in educational studies in UK institutions of higher education. Subsidiary markets would be found in graduate courses in educational studies both in the UK and overseas. The book would remain up to date for at least 5 years. It would be relatively straightforward to undertake rewriting for future editions.

### **Genre**

The book would be written deliberately with the aim of becoming the major textbook used on undergraduate courses in educational studies. As such it would be written in a style that would be appreciated by undergraduates. A structure will be used which allows for the development of a debate between the authors and which stimulates the reader into finding or refining his or her own position on key issues about educational studies. It will include a clear focus on key questions, suggestions for relevant reading and suggested activities and essay titles.

### **Contents**

There will be an introduction, five key chapters and a conclusion. Each of the main chapters will cover one of the key themes although links will also be made between chapters and between the main chapters and the introduction and conclusion.

### **Introduction (ID)**

This will explain the purpose of the book to the reader and an explanation of how the main themes were chosen. There will be four main parts to the introduction:

- a focus on how the key themes were chosen by emphasising the nature of undergraduate courses in educational studies (showing that this book is essential reading).
- an explanation that these issues are indeed those that really matter beyond the 'mere' need to cover certain issues for the purposes of satisfying tutors and examiners.
- a description and explanation of the format of the book. That format allows for a debate between authors and between authors and readers. Each main chapter will begin with 6000 words as a statement/overview of the key issues. That statement will be written by one of the three authors. The authorship of each of the chapters is shown below by the use of initials against the chapter heading. This introductory statement will be soundly based on the latest academic thinking and empirical research. It will be written in a manner suitable for academic and professional audiences. However, it will also be written forthrightly in a way

that honestly reflects the seriousness of the issues and the beliefs of the individual author. 3000 words will be written as a rejoinder to the main statement by the other two authors. A final 1000 words will be supplied by the author of the main statement in the form of suggested reading, activities to aid reflection including extracts from key classic and contemporary texts with questions requiring a variety of short and essay-length answers.

### **Chapter one: Aims and purposes of education (IG)**

This chapter will explore key issues to do with aims and purposes of education. The inevitability and desirability of engaging in such discussions will be emphasised. It will be suggested that the very possibility of rational debate about educational matters demands attention to such issues. The tensions between the different ends (individual and social, academic and vocational etc.) we look to education to help us achieve will be highlighted. The essentially contested nature of the relevant debates will emerge. Factors affecting the ability of schools to fulfil their educational role will be looked at in considerable detail.

### **Chapter two: Teaching, learning and assessing (NM)**

This chapter will explore fundamental concerns relating to teaching, learning and assessment, locating them within a social, philosophical and pedagogical context. Asking basic questions about 'why' and 'how', the chapter will examine a range of issues which will include, for example: the tensions between 'transmissive' and 'dialogic' approaches to teaching; differences of learning style and ideas about 'multiple intelligences'; the nature and purpose of 'formative', 'summative' and 'ipsitive' assessment.

### **Chapter three: Policy making (IG)**

This chapter will explore the great changes of the last 20 years to our educational system. It will highlight the role of law in effecting such changes. Efforts will be made to highlight the ideological nature of those changes and to demonstrate how the changes are of a piece with the desire of successive governments to make schools more accountable. The story of these changes, apart from its local interest, is designed to be illustrative of some of the key issues of the chapter. The gap between the ambitions of policy and what actually transpires will be emphasised. How and why such a gap comes about will be explored. Issues and problems arising from the role of the state in shaping educational provision will receive close attention. It is hoped to encourage an appreciation of the complexity of the issues informing the shaping of educational policy in the contemporary world.

### **Chapter four: Alternatives (NM)**

The term 'alternatives' will be approached in two ways. Taking the broadest sense of the word first, the chapter will consider alternatives to conventional educational systems and procedures. (In this context, close links will be made with issues raised in Chapter Two). On a more specific level, the chapter will explore the tensions which arise when a state attempts to construct, mediate and supervise the education of its citizens.

## **Chapter five: Education as a moral enterprise (ID)**

This chapter will make about education as being worthwhile only insofar as it has potential to enable the improvement of people's lives. Some account will be made of the argument that well-educated individuals are better able to secure a better standard of living and to offer more to society. But the principal line of argument will relate to various initiatives that have been developed about what can broadly be described as social 'projects'. A few of those examples could include multicultural education, citizenship education, and peace education. The aims and methods of such educational work will be analysed.

### Conclusion (ID)

This section of the book will draw the main threads of the arguments together and reflect upon the implications of all those positions. There will be three main areas covered:

- broad reflections on the nature of education will be made, interweaving many of the key features of the arguments presented throughout the book
- predictions about the likely possible future issues in education based on trends identified in the book
- speculation about the current and likely future development of educational studies as it evolves from an area of study into an accepted academic discipline.

### Length of Book

The total number of words will be approximately 60000.

Introduction: 4000 words

Chapters 1-5: 6000 word statement + 3000 word response + 1000 word activity guide for students

Conclusion: 4000 words.

### Intended Markets

The text has been designed to have the widest appeal. In Britain there are over 60 institutions offering at undergraduate level courses to which this text would be relevant. Nearly 30 institutions offer single honours degree courses in Educational Studies. Another 35 or so offer 4 year BA/Bed courses with a significant professional studies element. This text would have wide appeal in respect of both kinds of programmes. A careful analysis of course offerings (via documentation and the internet) demonstrates that, even allowing for the diversity of provision over such a range of programmes, very few, if any, of those programmes do not have courses concerning themselves with the themes and materials of our proposed chapters. A similar survey of both the North American and Australasian markets reveals a similar story. There are very large numbers of institutions running Masters programmes in education having courses of

a piece with the content of the book proposal. There is every reason to suppose that the proposed text will be as relevant to other markets as it will be to the national market.

More detailed evidence for the existence of a market can be easily shown. In the UK institutions such as Warwick, Homerton, Cardiff, York all offer undergraduate degree programmes which typify in their central concerns the content of the proposed book and in this they are representative of almost all the remaining 60 or so institutions at which education can be studied as an undergraduate subject. What is true of the UK is also true of both Australasia and North America. A quick perusal of the undergraduate programmes offered by, for example, the universities of Canberra, Charles Sturt, Deakin, Melbourne, Queensland University of Technology, South Queensland, Sydney reveals that they all offer 3 or 4 year educational studies programmes very much geared to a series of modules on core issues in education. They all encourage a study of these issues under the chapter headings of our book. There is an emphasis upon the aims and purposes of education, issues to do with understanding teaching and learning, the importance of understanding the shaping of policy, developing a sense of the range of responsibilities falling to education and so on. North American universities also offer very many courses (graduate and undergraduate) for which our book would find a ready market. Representative examples can be seen in the programmes for Michigan State University, University of Connecticut (Neag School of Education), Louisiana State University and, in particular, Harvard School of Education.

### **The Competition**

There is some rather limited competition. There are rather dated, almost classic, texts on the study of education (e.g. Tibble *The Study of Education*). There are some recently published books which attempt to respond to the development of the undergraduate educational studies market (e.g. Matheson and Grosvenor: *An Introduction to the Study of Education*). But most of the books currently used by undergraduates are either specialist titles developed initially for the graduate research student and academic market, or are targeted at those students following courses of initial or continuing teacher education. The growth of the undergraduate market is partly a very positive development of the growth of understanding of education as a result of research and the increased profile of educational policy making. It is also, however, a response to the changes in teacher education courses as a result of such initiatives as DES circular 9/92 and the new emphasis on professionally based courses within the context of a dramatic increase in the number of university students. In other words, staff within University departments of education have turned to new undergraduate courses in educational studies as a new line of business. This activity is currently of such recent origin as there is evidence only of a few published books that aim deliberately to meet demand. The book proposed here will meet that demand in a uniquely attractive way. The representation of debates in edited collections do not normally demonstrate the sort of coherence that is necessary for discussion of important matters; the development of arguments by a single author does not reflect the genuine differences between individual and group perspectives. This book's real claim to uniqueness is in its offer of a debate that is focussed, controlled and targeted on a new and expanding market.

## **The Authors**

All authors are very familiar with undergraduate studies in education. They have a strong track record of writing for publication. Davies is Director of undergraduate studies in education at the University of York. Gregory and McGuinn teach and examine work in undergraduate educational studies. All three authors have experience of the York BA in Educational Studies and have a good knowledge of similar programmes offered at UK and other universities. Gregory's knowledge of education law makes him an excellent person to provide an authoritative account of policy making. His main university teaching experience as a philosopher will ensure that the chapter on aims and purposes of education are rigorously written. McGuinn as a former National Curriculum Council professional officer for English as well as a very experienced teacher and researcher mean that he is capable of producing an excellent account of teaching, learning, assessing and the alternatives to mainstream education. Davies has experience of a number of research and development projects relating to education as a moral enterprise. The three authors work well together and can deliver projects on schedule.

## **Submission of Manuscript**

A provisional schedule for our work would be as follows (alterations would be needed to this outline depending upon the point at which agreement to publish was reached):

End of September 2000: main body of each chapter written by single authors named above

End of December 2000: rejoinders to each main part of chapters co-written by the other two authors

End of January 2001: 'activity guides' written individually by authors of the principal parts of the chapters

End of April 2001: introduction and conclusion completed

15 May 2001: manuscript submitted.

## **Illustrations**

The book would not require illustrations although it is estimated that approximately 6 tables would be required and there would be a number of features such as boxed quotations in the interests of making the text attractive to the undergraduate reader.

## **A Summary of the Benefits the Book Offers to the Reader**

This book would clarify key issues in education for undergraduate students mainly at UK universities. The authors aim to produce a text that quickly becomes the market leader. It would be written in a way that would allow for some other markets to be

developed (overseas and graduate). The book adds to a developing list of books that are aiming at the undergraduate student of educational studies but is formulated in such a way as to have an innovative structure that will be extremely attractive.

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