

## **The Uses of a Chronology: a guide for students**

**Dennis Hayes and Liz Browne**

### Abstract

Whatever topic or issue you wish to study there is only one way of starting – with a *chronology*. Once you draw up a chronology and reflect upon it, that mental block you may have will vanish. Simply look for differences and changes rather than similarities. When you have done this writing that essay, independent study, dissertation or thesis will be interesting and exciting. You will have something interesting to say.

This paper makes more widely available a piece of research undertaken by Professor Dennis Hayes, Professor Liz Browne (a professor at Oxford Brookes University and a Visiting Professor at the University of Derby) and colleagues. It provides an introduction and rationale for using chronologies as well as several examples that illustrate how they illuminate subjects for students to consider. The original research began with a cheeky question. There are many bestselling textbooks but do the students who buy them actually use them? Authors may not be troubled by this as the royalties still come in but there is more to writing than a cash nexus. The textbook that we used is now in its fifth edition - Armitage, A., Cogger, A., Evershed, J., Hayes, D., Lawes, S. and Renwick, M. (2016) *Teaching in Post-14 Education & Training*, Maidenhead: Open University Press. If you are studying or working in Post-14 education we recommend that you read Chapter 9 'Developments in Post-14 Education and Training' which brings the chronology up-to-date. But all students will find this guide useful whatever their particular subject specialism.

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## The Edited 2007 paper:

**An evaluation of the pedagogical uses and cognitive applications to subject specialism teaching in post-compulsory education of the 'chronological' approach described in the best-selling textbook *Teaching and Training in Post-Compulsory Education*.** Dennis Hayes (Canterbury Christ Church University), Liz Browne (Oxford Brookes University) and Jonathan Simmons, (University of the West of England)

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## Summary

The loss of historical memory, identified by historians and others, has socio-political origins that have philosophical and pedagogical consequences for teacher educators. This straightforward study shows the attractiveness of a pedagogical approach outlined in the standard textbook *Teaching and Training in Post-Compulsory Education*. This was devised to raise awareness of the loss of historical memory and its consequences for professional understanding in Post-Compulsory Education and Training (PCET). The authors of the textbook and of this study identified from the outset an intractable problem: the very loss of sensitivity to historical difference. However, the responses from participants across the disciplines were generally positive and many suggestions were made in order to improve and develop the chronological approach.

This report outlines the rationale for a chronological approach, the method used to introduce the technique to PCET groups, responses of tutors and students, some illustrative short chronologies, a brief outline of the impact of the study and a proposal for further work.

### Outcomes

- General enthusiasm for the chronological approach among PCET teachers
- Revisions to the chronological methodology
- Illustrative chronologies
- Substantial contributions to two books
- A proposal for a further research

## **The Era of the Text Book**

As external examiners on PCET Initial Teacher Training (ITT) courses in the UK we are familiar with reliance on basic text books as almost the sole sources of information from which trainees and students derive their accounts of theory. As well as experiential evidence there is some theoretical support for the assertion about the increasing importance of textbooks in ITT and that often they are the only books trainees and students read (Lawes 2004).

The dangers in this trend, encouraged by the whole process of 'meeting the standards' and by tutors writing and selling course textbooks to trainees and students, is that what students absorb in terms of the theory and professional understanding are second or even third hand accounts of original academic work, research and policy documents. A recent and worrying development with even more basic 'introductory' or 'survival' books is that they refer to other, older textbooks as sources of authority (for a discussion of these books see Hayes *et al* 1997, Chapter 8).

Textbooks encourage functional answers to questions for many reasons but mostly because the format requires dictionary-like brevity and authority. One way of avoiding this is not to provide answers but to raise questions and get trainees and students to think for themselves. This perspective characterises *Teaching and Training in Post-Compulsory Education* and partly explains its enduring success.

The origins of the book are explained in a booklet produced by Canterbury Christ Church University in 2004 to value the work undertaken by lecturers who published a range of best-selling practical books often based around school, college or ITT courses (Hayes 2004). The textbook arose as a result of a desire to put the best aspects of the Cert Ed course into a more public form. It is true, therefore, as Janice Malcolm pointed that there may be some element of a conflict between a 'course in a book' and a reference work. However, her suggestion that the book is best seen as a 'resource for tutors' is interesting as this project is in part intended to spur tutors to use the book as a resource as our experience is that it is too often used as a resource for trainees and students. (see Malcolm 2000: 282)

## **The origins and Purposes of a Chronology**

Responses from book reviewers to Chapter 9 and the chronology were similar to this example from Terry Hyland in the *Journal of Further and Higher Education*:

Historical and philosophical analyses are resumed in the concluding chapter which painstakingly examines contemporary developments in the PCE sector in order to encourage practitioners to consider issues broader than their domain specialisms. There is a well-formulated (hardly novel

though, like new acronym lists, always welcome in this fast-changing world!) chronology of PCE trends from 1563 to 1999, accompanied by some useful and sensible notes, explanatory models and key questions and tasks. What is novel is the inclusion of a (broadly similar) chronology of trends in vocational education in the USA (1862-19992) for purposes of comparison and reflection. The suggested exercises raise some fascinating questions and issues which repay close consideration by practitioners at all levels (Hyland 1999: 147).

However in another review of the first edition of *Teaching and Training in Post-Compulsory Education*, in the *Journal of Education and Work*, Martin Bloomer thought that Chapter 9 set out to 'provide the reader with a historical perspective on post compulsory education' and though accepting the fact that political, social, economic and moral perspectives were 'crucially important' he doubted the helpfulness of the chronology:

I am not convinced that a 19-page listing of the major acts and facts to bear on post compulsory education since the Statute of Artificers in 1563 is the most inspiring or useful way to go about it (Bloomer 2000: 132).

To understand what is important about the Chronology and why Hyland's assessment is nearer the mark it is worth discussing some reasons behind the inclusion of a chronological approach that supplement and clarify those that are given in the book (see below).

## **1) Pedagogical**

There were three 'pedagogical' reasons why a chronology was included in the book. The first is that many trainees and students on PCET programmes simply did not know basic dates, events or periods. If they did they often could not relate them to broader economic or political developments.

The second is that when they were asked to produce a paper on philosophical or policy issues, the result was often a chronological approach, each going through acts and facts in an uninteresting way to set the scene for some general comments. The idea of producing a chronology was to avoid this drafting stage, though this was not always successful as sometimes sections were just copied out of the chronology and presented without even a minimum of explanation.

The third is that, unless trainees and students have some knowledge of basic dates, facts and events and serious thinking about issues is impossible. Part of the chronological approach is not to approach a chronology as a passive list but a first step in understanding. The trouble with many 'time lines', such as those available freely on

web sites, is that as there is so little thought and selection gone into them that it is difficult to make use of them other than as a date checks.

These 'pedagogical' reasons come out of the experience of teaching students for over a decade.

## **Timelines**

There exist numerous date lines and chronologies in books and on the web. Here are three of those **available on-line (all updated 1 May 2017):**

### **Timeline of Britain (British Library)**

This chronology gives a brief selection of significant political and cultural events and emphasises interesting books, magazines and special collections held by the Library and associated with the year in question. There are cover images and quotations from books published in particular years and sound recordings of a selection of key events. (N.B. This web site has been updated):

<http://www.bl.uk/timeline> (accessed 1 May 2017)

### **Timeline: a History of Education**

The Times Educational Supplement has produced a useful chronology:

<https://www.tes.com/news/school-news/breaking-news/timeline-a-history-education>  
(accessed 1 May 2017)

### **Timeline of American Education**

A very useful timeline has been produced by Emeritus Professor Edmond Sass (College of St Benedict/St John's University). The hyperlinks are regularly checked:

<http://www.eds-resources.com/educationhistorytimeline.html> (accessed 1 May 2017)

A 'capsule' history of federal education legislation and other data on education can be found on the US Department of Education website:

<https://www2.ed.gov/policy/gen/leg/edpicks.jhtml> (accessed 1 May 2017)

## 2) Philosophical

Conventional or essentialist thinking tends to look at historical or other events and look for similarities, what is common to all. This may be useful but it is often more interesting when trainees and students try to identify what is different between then and now. It is in trying to encourage either sort of thinking that the authors of the textbook saw that there was a particular problem for conventional and radical or creative thought in this period which is characterised by a loss of historical memory rather than just knowledge of historical facts. It is the understanding of this loss of historical memory that was the philosophical foundation of the chronological approach. In opposition to Bloomer's list of things that might be 'crucially important' this one is fundamental. Without a sense of history people lose their sense of the possibility of change and of human progress.

### The Loss of the Historical Memory

Eric Hobsbawm, in the opening pages of the *The Age of Anxiety: The Short Twentieth Century 1914-1991*, argues that the loss of the historical memory has come about because of the collapse of 'social mechanisms', such as the labour movement and trade unions, that linked people's experience to that of previous generations. It is not an educational loss of memory such as an ignorance of historical facts. It is societal and as such not really remediable by educational activities. It requires the establishment of new social institutions. In a striking sentence he characterises this societal collapse as meaning that:

Most young men and women at the century's end grow up in a sort of permanent present lacking any organic relation to the public past of the times they live in (Hobsbawm 1994: 3).

In *Teaching and Training in Post-Compulsory Education* it is claimed that 'in part, producing a chronology is an attempt to overcome this absence of a historical memory'. This is too ambitious. At most it can provide an awareness of the failure of the historical memory. Of course that very failure means that the approach may seem purely academic like a PCET history lesson or may be seen as irrelevant to people who live in a 'permanent present'. The methodological challenge is to provide at least one example of the need for an historical approach as a hook for further thinking. The example given in the text is the then topical one of the politics of the 'third way'.

## Project Methodology

### The Sample of Trainees and Students

Three groups were chosen in each participating university consortium, making nine in total. These groups had actual, not enrolled numbers, of 13-20 trainees or students in each group. This meant that over the period of the project 145 students were exposed to the chronological methodology. The choice was made simply on the willingness of a PCET tutor to teach the subject or to allow a member of the research partners to present the chronology to a group. The groups included Certificate in Education, PGCE trainees and B.Ed students.

The trainees and students who responded to the chronology reflected the eclectic mix found in many PCET classrooms teaching subjects including the following: Aromatherapy, Art, Aircraft Lubrication, Business Studies, Economics, English, First Aid, Health and Social Care, History, Key Skills, Mathematics, Performing Arts, Policing, Psychology, Research Methods, Sociology, Special Educational Needs, and Theatre Studies.

### Teaching Methodology

The teaching methodology for the research was built around the principle of simply using the chronology with PCET students as part of their normal coursework. This meant that tutors had to use the textbook and introduce the chronological approach. The impact of the approach would then be assessed by immediate responses and any further comments made in normal coursework. The box below, extracted from the textbook outlines the approach.

#### Introduction to the Chronological Approach – From *Teaching and Training in Post-Compulsory Education* (3<sup>rd</sup> Edition)

There are pedagogical, professional and theoretical reasons why a chronology is both important and necessary and it may be useful to elaborate these at the outset to avoid any misunderstanding.

In pedagogical terms, a chronology provides a useful starting point for someone new to the study of education or of any subject. It is a pedagogical device. Whatever the reason you want to understand a subject or topic, the essential first step is to develop a chronology of key events. Without this the process of serious study cannot begin. We

would argue that if teachers do not have even a familiarity with the barest outline of the history of education they have no real understanding of the subject. If you are a post-compulsory teacher, whatever your academic or vocational background, you should have such a basic knowledge of post-compulsory educational history and also of significant developments in compulsory and higher education. Trainee teachers in PCE and other sectors often see a chronology as just knowing dates and are uninterested. For very specific historical reasons a certain philistinism is now commonplace about historical events. Eric Hobsbawm has argued that this is because of the collapse of 'social mechanisms', such as the labour movement and trade unions, that linked people's experience to that of previous generations. The result of this collapse is that 'Most young men and women at the century's end grow up in a sort of permanent present lacking any organic relation to the public past of the times they live in' (Hobsbawm 1994: 3). In part, producing a chronology is an attempt to overcome this absence of a historical memory.

In professional terms, teachers sometimes like to think that their academic subject or their vocation is in some way independent of outside influences or broader trends in society. Nothing could be further from the truth. Any consideration of the nature of education or its translation into the sphere of policy is the result of a much more complex set of relations in society. This does not have to be a one-way street from broader social trends to education policy, nor is it a process devoid of contradiction. Serious thinking and passionately held beliefs about education will themselves have an impact on the way that society thinks about itself and there will often be a gap between intention and outcome. Nevertheless the way education is viewed will say a great deal about the society as a whole. This is because it is in the very nature of education that it will be emblematic of how society both would like itself to be and how it hopes and aspires to get there. In general then, it should be no surprise that discussion about education often preoccupies discussion about issues as apparently wide-ranging as economic performance and moral rectitude. The significance of the discussion for us is not at this level of generality but in the specific combination of political consensus and conflict, the identification of new problems and challenges and the shifts in policy that characterize the recent development of PCE in Britain.

We would argue that any professional practitioner must have this 'historical' knowledge if they are to be purposeful and active participants in their own professional development and the development of their profession. Otherwise those that do have that knowledge will merely direct them without them having the benefit of the informed discussion and debate that is essential to the practice of education. Part of the rationale for this chronology is that we recognize that many post-compulsory teachers will not have the background in educational history, social policy or related studies to give them a sufficient knowledge base to make a conscious contribution to debate. If approached studiously the chronology can, along with the associated activities, present opposing views and interpretations that, we believe, uncover the issues at the heart of contemporary debates and will provide clear critical guidelines for further discussion.

As far as theory is concerned, we can illustrate the possibilities of chronological

thinking and show its importance by reference to the concept of the 'third way'. This new political idea has general application as well as a specific application to PCE. It is fashionable to talk of the 'third way' but hardly anyone asks what was the 'second way' or, indeed, the 'first way'? If we do not know the answer, the 'third way' is a meaningless label. Broadly, we can characterize the 'first way' as the period of political consensus after the Second World War that resulted in the welfare state. The 'second way' is the relatively short period of Thatcherism that undid this consensus as Thatcher set out to destroy what she saw as 'socialism', a process that was entirely negative in social terms. The 'third way' is an attempt to produce policies which do not return to the welfare state or the market-place but allow government to have an impact through their policies on the global market to which 'there is no alternative' (TINA). There are various characterizations, of course, but most see the 'third way' as an attempt to find an alternative between the 'neoliberalism' of the Thatcherite sort and the 'social capitalism' adopted by those European governments that maintain a strong centralized welfare state (see Blair 1998; Giddens 1998; Hodgson and Spours 1999; Hayes and Hudson 2001). The 'third way' in PCE as in all policy-making arenas is a contested road and all that can be predicted is frequent policy changes. One assessment of New Labour's first term in office concluded: 'Every day without a new education headline was regarded as a day wasted . . .' (Smithers 2001: 425).

As well as being important as a vehicle for developing our understanding, it is also true that a chronology is a very useful work of reference for PCE teachers.

Tutors working on the project focussed on introducing the session as suggested by working with the idea of the 'third way' and posing the question 'If they (New Labour) represent the politics of the third way, what was the second way and what was the first way?' However, this approach was not overly prescriptive and individuals could adapt the chronological approach to their own styles and interests. The short chronology below illustrates both the 'three ways' analysis but the discussion of the possibility of a 'fourth way' arose directly from a clever move made by several PCET trainees and students who took the analysis forward rather than backwards.

### **A Chronology of the Three Ways**

#### **First Way**

1945-1979

The post Second World War consensus; the welfare state; comprehensive education

(1976 – The year of Jim Callaghan’s Ruskin College speech on education could be said to be the start of the second way, as it invited business to influence the direction of education)

### **Second Way**

1979-1997

Thatcherism; destruction of the post war consensus, privatisation, marketisation

1993 – John Major’s ‘Charter initiatives – such as the Charter for FE, in many ways mark the beginning of the third way.

### **Third Way**

1993 – Present

No going back to consensus but a rejection of the free market. The result is a plethora of initiatives and new policies, all of which prove fragile.

### **A Fourth Way?**

Can these fragile initiatives develop into a more stable approach? The possibility is there in the therapeutic state.

(For a discussion of the third way and professionalism see Hayes 2003; Hayes 2006; for the therapeutic turn see Hayes *et al.* 2007)

One project tutor supplemented this political account with an example drawn from education, using the changes they had noted in the historical development of the idea of ‘study skills’. Taking the 1940s and 1960s together the last three periods in the historical account of study skills broadly parallels the chronology of the ‘three ways’.

## **A Short Chronology of Study Skills**

### **Early 20th Century: The self and study**

‘Great People’ the language of physical and mental discipline - Flagellation Language

### **1940s The Socialisation of Study**

Industrialisation of Study: American Military funding and develops techniques such as SQ3R

### **1960s Study of Study**

The 1960s saw some serious research into studying, for example at Cornell University

### **1980s Self Study**

In the 'Thatcherite' period students were forced to study on their own as a result of cut backs in staffing.

### **1997/2000 Study of the Self**

In the most recent period study skills began to focus on attitudes to learning and 'learning to learn'

## **Hidden From History – Corruption in FE**

One consequence of the project came out of the discussions of the history of FE in two of the groups. Several younger staff did not know that FE colleges had ever been under local authority control and knew nothing about the corruption in FE during the 1990s once this control ended. This was a topic raised with passion by some of the more experienced lecturers who had experiences of this during previous appointments. Examining text books, rather than academic papers, it was clear that the corruption in this period was not merely subject to the normal loss of historical memory but had been written from history. This discussion provided the impetus for a section in a companion book to *Teaching and Training in Post-Compulsory Education* book which would be the first textbook to deal with such matters (see Hayes *et al.* 2007).

### **A Chronology of Corruption in FE**

1994 Wilmorton College, Derby. Many allegations about a bullying management style, and dubious financial arrangements, brought about an official inquiry.

1997 Stoke on Trent College. A long running series of scandals, at what was Britain's second largest college, led to a cash crisis of £8 million and the dismissal of the Principal.

1997 Gwent Tertiary College. This college in South Wales had a deficit of £7 million which led to a crisis that saw the Principal suspended.

1997 Doncaster College. The College sacked whistleblower and Natfhe Branch Secretary, John Giddins. The subsequent furore inspired Paul Foot to produce *Private Eye's* column 'High Principals'. An Employment Tribunal found Giddins to be unfairly dismissed.

1998 'Rogergate'. The Chief Executive of the CEF/ AoC resigns after a tangle of claims about financial irregularities and his relationship with the ELS

1998 Cricklade College. At one stage the police were investigation trading arrangements. An inquiry into the running of the college by the FEFC found mismanagement and recommended better training and regular evaluation for college governors.

1998 Halton College. The Principal and Vice-Principal were suspended pending investigations into the college's finances.

1999 Bilston Community College. The college was forced to close after the worst inspection report in college history. The Principal resigned. Accumulated debts, due to heavy reliance on franchising and subsidiary companies, are said to be £10 million. Unravelling the finances of this crisis was estimated to cost £1 million.

This timeline is adapted from that used to document corruption as part of the discussion in *A Lecturer's Guide to Further Education* (2007: 59-62)

## **Trainee and Student Responses**

The immediate responses to the chronology were very positive and enthusiastic. One student even exclaimed that the chronological method was the 'answer to all my dreams' about how to approach teaching. Another that it showed 'new insights and connections' and that it was 'a good way of dealing with dry material' and to 'the history was interesting for the entire group, being unacquainted with the details'. Some comments were more muted.

'The value of placing a subject within a context was discussed and of using chronology as one method for doing this. In terms of both the reading of the chronology and the exercises, I stated to suffer from an information overload quite quickly. But although much of the detail eluded me, I find that I have retained some of the trends that were suggested'.

Outright hostility to the approach was rarely apparent but the 'body language' of one or two trainees and students suggested some discomfort or disinterest, which on some

occasions took the form of questioning the need to 'know all these dates' (see criticisms below). A period of reflection is often necessary after the activity rather than an immediate 'evaluation' or response as this account from a project tutor shows.

### **After 'History'**

After the presentation and discussion of the chronological approach, I stayed behind during the following session which was a workshop with the students working in pairs or threes to prepare their ideas for an essay they had to write on inclusion and equality. Two trainees asked if a ready-made chronology was available for their subject otherwise the topic – as perhaps happens to so much of what we teach seemed to have no real impact. Eavesdropping for some time on conversations none of the discussions approached the topics they were considering in a chronological way. This left me feeling that my entertaining and insightful performance was just that, an entertainment to be enjoyed and forgotten. More interesting that my personal sense of frustration was the frustration of the trainees who were floundering about what they could say simply because they did not know where to start and how to frame their thinking.

One group in a consortium was set a formal exercise to reflect on one of the teaching activities that they had experienced on the course so far. This provided positive comments on the chronological approach from over twenty students, a sample from which appears below. Often the comments repeat or expand elements of the arguments and comments used in presenting the chronology, but it is clear that it has been well-received.

'A chronology is a key pedagogical device essential to identifying key events in the absence of historical memory. Chronology allows you to identify continuity and change. 'It aims to open up contemporary debates from an historical perspective which is essential to professional identity, e.g. in order to understand the 'third way' you need to know what the 'first' and 'second' ways were'. This is absent in the internet learning culture of today where students gain 'snippets' of information but no historical context.

Left wondering: How well served is a vocational subject taught as an academic one? Should we keep academic and vocational subjects separate and clearly defined? Does this lead to class distinction?'

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'I was really excited by the idea of using a chronological approach with art history. I am greatly influenced by a superb teacher I had, who taught Art History. He literally brought the subject alive by linking the art movements to a time frame related to cultural world events. Putting a subject in context is so important. I really want to create a 'time line' for my students. So many of them gain 'snippets of information' from the internet and never get the bigger picture'.

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'A chronology can be used effectively in teaching methods, history by its very nature can use this well but other subjects can benefit also. Photography for instance could base a lesson on technical development, a time line of photographers and the related styles of photographic process/capture, or fashion photography'.

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'A considerable amount was learned about the history of education, and about how just how many changes there have been in the structure of FE education (perhaps the changes in the FE sector will continue to accelerate as industry changes more rapidly and people need to be retrained more often)'.

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'The importance of a historical chronological framework in teaching any subject: it gives a framework of important dates and events around which discussions and debates can be based, and then concepts, theories constructed; a good example of surface learning followed by more in depth learning'.

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'Using a chronology in my subject would also show that new theories did not come out of a vacuum, they built on what went before. The process of learning can be helped if students understand why old theories had to change; perhaps they had been discovered to be wrong, incomplete or approximate'.

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'A chronology could be utilised in a learning context. How socio/economic/political factors have influenced PCET in different historical periods'.

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'A chronology could be a useful device in teaching, enabling discussion of continuity and change and the reasons for these. Chronology also enables the discussion of the wider

context of a subject and the discussion of contemporary debates for change and continuity’.

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‘That there are certain issues and debates that surround the role of Post Compulsory Education that have come up consistently from the beginning. What is the role of Post Compulsory Education in society? - self-development or skills for employment? What role should the state play in education? There is often a conflict between government rhetoric and actual experience. How should we weight academic and vocational considerations within this sector?’

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‘I gained a sense of education throughout the last 150 years – began to see the political and economic influences’.

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‘One thing I had not appreciated prior to this course was the political and economic agendas that have shaped and influenced education and training, and indeed just how much they have evolved over time. They have been accompanied by major shifts in the individual and societal views. It is hard to imagine that as little as a century ago the average British citizen expected no more than to learn how to read, write and count a little. Besides the elite, very few people enjoyed education for its own sake. Most post-compulsory education was vocational, and restricted by gender as well as class’.

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‘that the changes in education and PCE mirror many of the changes in society and that they are historically, culturally and politically specific; that my own education clouds my perspective on education.’

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‘the causes and consequences in the chronological events gives us an understanding of the way in which the education system, as we know it, has evolved into the standardised and regulated profession it is today. Their understanding and interpretation of the past shapes people’s actions and values. The British education system has gone through a process of change and transformation, which has been brought about by political and economic influences’.

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'By listening to my peers' responses to the tasks, I was able to gauge my level of historical knowledge. This has led me to think about my prospective students and how I could pitch the level of sessions to incorporate the less erudite ones'.

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'The analysis of a chronology as a teaching method was inspiring too. Understanding how and why post compulsory education has come about has given me a greater appreciation of the subject. In addition, I feel that it has provided me with a tool to aid in my awareness of where the sector is going in the future. It has been a concern of mine that today's newcomers to IT will not fully grasp the subject, from not understanding the many evolutionary steps that have resulted in where we are today. I can see that the use of a chronology in parts of my teaching could not only help in their general knowledge and appreciation, but also better place them to 'see' where IT is now going: a valuable asset for those interested in a fulfilling career in IT'.

Although several students indicated what they had learned in reflective pieces and thought that the chronology was useful there were few detailed accounts of the application of a chronology. However one student provided a full account of how he had applied the chronological approach in his teaching and how others had taken it up:

#### **Example of a student's account of his adoption of the chronological approach**

Used at the start of term in January with his two year group  
Dutch economy and economy: Five one hour lessons

Tried something new in each session:

Chronology was the opener for the first ½ hour. The students read through the whole document. Their task was to pick out the most important date in the development of the Dutch economy and society. Each student was to give an answer and if possible a reason. The activity was intended to get the students to prioritise.

One group found it easy to pick a date and to justify it. Other groups found it difficult even to pick a date. However it did generate useful and relevant debate within both groups from what he could hear of their discussions.

It was good for basic information and made the dates memorable. There were two separate activities, choosing a date and giving a reason.

They used the information in a subsequent essay, some paraphrased the answers from the class, some extended the answers given in class. More of the information from this exercise came back in the essay than other sources such as articles.

It helped discussion in class and set the tone for the subsequent sessions.

Compared to a discussion exercise it worked well. In the discussion exercise he split the class into groups and got each group to adopt a stance in relation to a topic, e.g. whether USSR was at fault, USA at fault or both at fault. It didn't work very well.

This could have lowered his expectations for the chronology exercise.

He has used the chronology in groups where it didn't work, e.g. the rise of the labour party in 1930s. This could have been because of the topic, the timing of the lesson. He's not sure. But it did help some dates stick in some students' minds as was evident from the essay follow up work.

Colleagues at his placement picked up this idea and adapted it for their own purposes. They considered it a good tool for generating debate. It could be used at the start or at the end of a course. It was considered useful as a gestalt overview of a period.

These individualistic approaches showed both the strengths and the weaknesses of the project methodology. By replicating the teaching normally found on PCET courses there was little attempt to systematise the adoption of the chronological approach. There were, of course, financial and technical reasons for this. There was a small amount of money and a fair amount of good will to engage in a project that met no clear 'standard' or 'competence' and that ran against the grain of contemporary thinking not just in PCET but in wider society. In our conclusion a proposal is made to repeat the exercise with a more systematic and formal impact assessment.

### **PCET and Professional Chronologies**

Trainees from three Cert. Ed groups voluntarily worked with a project tutor to develop and extend existing chronologies in special educational needs, adult education and policing. The final chronologies, reworked by the project director appear here as examples of a possible bank of chronologies that could be a very useful resource for PCET tutors, trainees and students.

## A Short Chronology of Special Education

1870 *Education Act*

1899 *Defective and Epileptic Children's Act* - the label 'mentally defective' is used

1904 *Royal Commission on the Care and Control of the Feeble-minded* -the commission sought 'suitable institutions' and 'segregation and control' of the feeble-minded.

1907 Eugenics Education Society founded

1913 *Mental Health Act* - this act covers idiots, imbeciles, the feeble-minded and 'moral defectives'.

1944 *Education Act* - appropriate education

1945 *Handicapped Pupils and School Health Service Regulations* - introduces the category 'educationally subnormal'.

1953 *Ministry of Education Regulations* – sanctioned the use of an IQ band 50-55/70-75 in identifying retardation. Pupils who 'because of limited ability or other condition resulting in educational retardation, require some specialised form of education, wholly or partly in substitution for the education given in ordinary schools'.

1951 NCCL *50,000 Outside the Law* - their plight of the retarded was 'one of the greatest social scandals of the twentieth century'

1959 *Mental Health Act*

1966 *Plowden Report* - introduces the concept of a 'slow learner' to replace 'educationally subnormal'.

1970 *Education (Handicapped Children) Act* - brought SSN children under educational provision

1971 White Paper - *Better Services for the Mentally Handicapped* -suggested a reduction in the numbers of long stay hospitals. Care in the community - little integration.

1976 *Education Act* (Section 10)

**1978 Warnock Report: *Special Educational Needs: the Report of the Committee of enquiry into the education of handicapped children and young people*** - abolition of the 11 categories of handicap and introduces the concept of 'special educational needs'. 2%

of SEN pupils may be in special schools but constitute 20% in the school population as a whole. Three priority areas: teacher education, the under 5s, the 16-19 age group.

1978 The Jay Report (*Report of the committee of Inquiry into Mental Handicap Nursing and Care*) A new non-medical caring profession to support care in the community.

1981 *Education Act* - legal definition of 'special educational need'. Having 'special need' is related to 'learning difficulty' and a child has a learning difficulty if he/she has 'significantly greater difficulties in learning than the majority of children of his/her age' - introduced the process that lead to a **statement** of special educational needs.

1981 *Care in the Community* – consultative document (DHSS)

1982 Centre for Studies on Inclusive Education (CSIE) launched

1987 *A Special Professionalism* (DES)

1988 *Education Reform Act* – SEN pupils are often exempted (e.g. Section 18 covers students with statements).

1989 *The Children Act* – came into force in October 1991  
Children with disabilities and special needs have the same rights as others.

1992 *Further and Higher Education Act* - New Schedule 2 funding is vocationally related. Suitable or adequate provision must be provided by the FEFC for students with learning difficulties.

1994 Code of Practice - Identification and assessment of Special Educational Needs – Individual Education Plans (IEPs)

1995 *Disability Discrimination Act* - limited addressing of institutional discrimination

1996 The *SENCo Handbook* is published

1996 Tomlinson Committee Report *Inclusive Learning* (FEFC)  
All staff must be responsible for meeting every individual student's needs.

1996 Regulations (Disability Statements for FE institutions) SI No 1664  
An annual statement on policy and practice must be published.

1997/1998 *Excellence for All Children: Meeting Special Educational Needs* (DfEE) raising standards and target setting – literacy and numeracy -new entry Level Awards at 16+

2000 *The Index for Inclusion: developing learning and participation in schools*, by Tony Booth and Mel Ainscow, is published – a revised edition appeared in 2002.

2005 Baroness Mary Warnock's pamphlet ***Special Educational Needs: A New Look*** – launched in June – pointed to the 'disastrous legacy' of an 'inclusiveness' that has taken pupils out of special schools and into the mainstream.

2005 A new *Disability Discrimination Act* extends the provisions of the 1995 act.

### **A Chronology of Adult Education**

1895 University extension classes and night schools

1899 Ruskin Hall founded as the first residential adult college

1905 Workers' Educational Association (founded as the Association for the Higher Education of Working Men in 1903)

1907 Ruskin Hall becomes Ruskin College

1919 Adult Education Committee (Smith Report) which argues that:

Adult education should cater for the varied needs and tastes of people and include Citizenship studies, science music and languages, literature and drama and craftsmanship

A liberal education for adult to be a normal and necessary function of universities

1921 British Institute of Adult Education (BIAE) founded

1943 Educational Reconstruction report emphasises the benefits of adult education for democratic citizenship

1944 Butler Education Act required local authorities to secure adequate provision for the further education of adults

1948 National Institute for Adult education founded when BIAE amalgamates with the National Foundation for Adult Education (becomes NIACE in 1984)

1973 Adult Education: A plan for development (Russell Report)

1963 Harold Wilson calls for a 'university of the air'

1971 the Open University enrolls its first students

1975 On the Move – BBC TV programme – promotes adult literacy – Adult Literacy Resource Agency (ALRA) established

1976 Advisory Council for Adult and Continuing Education (ACACE) established

1978 Adult Literacy Unit replaces ALRA

1980 Adult Literacy and Basic Skills Unit (ALBSU) replaces the ALU

1984 NIACE - National Institute of Adult Continuing Education formed

1992 First Adult Learners' Week

1995 Basic Skills Agency (replaces ALBSU)

1996 European Year of Lifelong Learning

1998 *The Learning Age* white paper calls for a broad and inclusive approach to adult education

2000 Learning and Skills Act prioritises provision for 16-18 year-olds. The emphasis is on suitable provision for young people between 16 and 18 but only 'reasonable' provision for those 19 and over.

2001 NFER Survey argues that literacy classes have failed adult learners with only 13 per cent attaining functional literacy.

2003 Adult Education enrolments said to have dropped by 190,000

2005 Cuts in funding for adult education courses of 3 per cent mean that 200,000 courses, from A Level English to Painting and Decorating will go.

### **Broad Periods identified**

1995 – 1973 Promotion of liberal or higher education

1973- 1997 Literacy and employment related initiatives

1998 – Present Collapse of Adult Education due to cuts

### **A Chronology of Policing and Public Order**

1785 Police Bill (Pitt) (Gordon Riots, French Revolution)

1824 Vagrancy Act

1829 Metropolitan Police Act (Peel)

1839 Metropolitan Police Act (Chartism)

1856 County and Borough Police Act

1887 Police Officers enfranchised

1913 Police Unions Formed (Membership only 5,000 out of 53,000)

1918-1919 Police Strikes

1919-20 Police Federation Formed

1936 Public Order Act

1947 Police Act (Chuter Ede) Amalgamation of Forces

1950 *The Blue Lamp* introduces PC George Dixon – of the later *Dixon of Dock Green* TV series (1955)

1956 Reith's Nine Principles emphasise consensus and authority over power... 'the police are the public and the public are the police'

1962 Royal Commission on the Police – 81-85 per cent of the population had 'great respect' for the police – Z Cars

1968 Student Protests – 27 October 1968 Grosvenor Square anti-Vietnam war demonstration  
1969 Corruption in the Met – *Times* report on 29 November

1972 Robert Mark appointed as Commissioner of the Met. 500 officers sacked

1977-1978 Police Examined: The Fall of Scotland Yard (Penguin Special) Bunyan's *The Political Police in Britain*, Clark's *Policing the Police*, Reiners's *The Blue Coated Worker*

1979 150<sup>th</sup> Anniversary of the founding of the Met. Winter of Discontent – Blair Peach Dies (23 April)

1981 Brixton Riots – Scarman Report

1984 Police and Criminal Evidence Act (PACE)

1984-5 Miner's Strike

1985 Broadwater Farm

1989 Mori Poll 43 per cent of those surveyed have a great deal of respect for the police

1990 Poll Tax Riots

1991 Estate Riots

1993 Sheehy Report into *Police Responsibilities and Rewards*  
White Paper on Police Reform 'The main job of the police is to catch criminals'

1994 Criminal Justice and Public Order Act; Ryan Report on Police Training

1995 Brightlingsea Animal Rights Protest

1996 Road Protests

1997 New Labour: Jack Straw becomes home secretary

1999 Crime and Disorder Act

2001 The RUC became the Police Service of Northern Ireland (PSNI) at midnight on Saturday 3 November 2001

2004 The Met celebrates 175 years of policing in London. (A Metropolitan Police Time Line is available: <http://www.met.police.uk/history/timeline1990-2000.htm> (accessed 1 May 2017))

## **Criticisms and Comments on the Chronological Approach**

There were five clear criticisms of the chronological approach which we take up here.

### **1. Why is there so much emphasis put on knowing dates?**

There is no real emphasis on just knowing dates. The very production of a chronology might be taken as an example of the need not to know dates. They are there for reference.

But these dates are not obscure but the ones that anyone with a basic knowledge of history should have, and as one of the students commented: 'It gives a framework of important dates and events around which discussions and debates can be based, and then concepts, theories constructed; a good example of surface learning followed by more in depth learning.'

### **2. The list is biased in its choice of events to highlight and in some of the ways the events are characterised**

This is true to the extent that the chronology is a pedagogical device to get people with no historical knowledge to discuss different periods and events. It is certainly selective but a complete chronology would be a meaningless timeline. Although it may be selective it is less likely to be a biased account than seemingly objective ones. This is because of the chronology is based on historical facts and events. The writing out of the history of corruption in FE shows that the discussion of a chronology is more likely to uncover bias than produce it. May a thousand chronologies bloom!

### **3. Does the approach apply to vocational subjects?**

Trainees and students generally thought it was useful for any subject. However, the major take up was with either academic subjects such as history and education. Vocational subjects, such as policing, also link to more academic socio-economic chronologies. Students in subjects such as hairdressing and aromatherapy did produce short chronologies, often focussed on the development of professional status and formal qualifications. We are certain that it can usefully apply to all professions and one

trainee who taught 'aircraft lubrication' thought it an important way of approaching 'past and current thinking' in his craft.

#### **4. The chronology as it stands is dull**

Although it may appear dull, it does provide a very quick reference work, particularly, and this may give credence to Janice Malcolm's point about the book being useful for tutors, for people needing a quick overview of PCET. It is however, not meant to be read but referred to. An example of this shortly after the completion of the project was its use by the editors of *A Lecturer's Guide to Further Education* to identify key moments of change. Looking through it we were reminded that it was *A Basis for Choice* (ABC) published in 1979 by the Further Education Unit that began the shift in the orientation of FE from training for a job to preparing the inner person for a job.

#### **5. The comparative chronology with the USA does not seem relevant**

When the comparative chronology was included in the textbook it seemed to the authors that developments in education in the USA should be monitored as policy makers in the UK tended to learn from and replicate them. The clear connections between the policy framework of *No Child Left Behind* and that of *Every Child Matters* are a case in point. During the course of this project it became clear that because of the 'third way' policy churn developments were happening in the UK in more systematic and fundamental ways than in the USA because of direct governmental involvement, even if it is mediated by the quangocracy. Because of this and other consideration the comparative chronology no longer appears in the book.

#### **Conclusion: the limits of the classroom in reviving the historical memory**

It is clear that such a small project could have little impact on the intellectual consequences of the decline of social institutions and the collapse of the historical memory. What it does show is that there is the potential in the chronological approach to begin debate and discussion about historical continuity and difference in education and in all professional and vocational subjects. This debate and discussion is one step towards the influencing the reconstruction of social institutions and the approach needs to be more universally adopted not only in PCET but in all sectors of education.

#### **Project Outcomes**

There is impressionistic evidence that the chronology is well-received by PCET trainees and students. It is seen as informative and as a creative teaching methodology, but also as something that encourages broader thinking and reflection on PCE.

The project resulted in revisions and one major change to the chronology as presented in the 3<sup>rd</sup> Edition of *Teaching and Training in Post-Compulsory Education*. The major change was the replacement of the comparative chronology with the USA, although the task suggesting the possible significance of this and other comparative studies remained.

In *A Lecturer's Guide to Further Education* - a companion guide to *Teaching and Training in Post-Compulsory Education* chronologies were required from the authors of every chapter. The book includes a chronology of the development of PCET teacher training.

After the dissemination of this report it is hoped to extend the project either by repeating it with the original and other interested PCET consortia or extending it across the UK, whether on a voluntary basis or with further funding.

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