Sociological Knowledges for Alternative Futures

A thriving education sector is acknowledged as an essential element of human society. Existing inequalities and restrictions in education have been exacerbated by the advent of the global Covid-19 pandemic from late 2019 onwards. The enormous toll which these restrictions have taken, (personally, politically, economically and socially) requires a re-imagining of the future of human endeavour in all its forms. For sociologists of education, the restrictions have meant enormous changes in our understanding of the role and future of education within society. We invite abstracts (250 words max) which consider the state of education in these changed circumstances and seek to construct alternative means of engaging with and understanding education. Submissions may consider the relationship between the current global uncertainties and changes and educational research and practice in some of the following fields:

Aspiration, Choice and Selection,
Contextual factors in Education,
Social Resources and Supports in Education,
ICT in Education,
Vocational Education and Training,
Gender and Education,
Grade Retention and Drop-out,
Segregation Choice and Enrolment,
Teacher Turn-over, Life-long Learning, Education and Migration,
Curriculum Design and Development,
Perceptions, Beliefs and Constructions of Vulnerability,
Social Inequality, Inclusion, Participation and Internationalisation.

In addition, as part of ESA15 Sociological Knowledges for Alternative Futures, we will take part in a Joint Session with RN09 Economic Sociology.

Title: Consequences of school lockdown on education during the COVID-19 pandemic.

Chairs: Dr. Nicola Pensiero (RN09) and Dr. Bernadette Brereton (RN10)