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Author(s): Robbins, Derek

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Pedagogical Practices.

The sociology of **education** took a specifically practical turn in the 1960s and 1970s in relating to the problems of the science of pedagogy – the science of the communication of knowledge content. Whereas the political sociologist H.D. Lasswell had developed a theory of mass communication, arguing for distinct kinds of control, content, audience, and effect analyses, the work of **Marshall McLuhan** destroyed this neat categorisation, claiming that the ‘medium is the message’. The transmission of knowledge raised questions about the *a priori* status of curriculum content as well as about the status of **language** as a medium of transmission. These issues related to those highlighted by **poststructuralism**. The work of **Pierre Bourdieu** at this time focused more on the epistemological dimension of pedagogy whilst the work of **Basil Bernstein** was part of the contemporary **linguistic turn** of analysis. These forms of sociological pedagogy defied the attempts made to absorb it into the science of **sociolinguistics** or, by **Jürgen Habermas**, to generate a theory of autonomous communicative action. The most systematic attempt to produce a sociological pedagogy was made by Bourdieu and J.-C. Passeron in *Reproduction in Education, Society and Culture* (1970 [trans.1977]). They defined pedagogic action (PA), pedagogic authority (PAu), pedagogic work (PW), school authority (SAu), educational system (ES) and the work of schooling (WSg) in order to present a framework within which the functioning of pedagogical practices can be understood, both within the confines of institutionalised education and in relation to more general processes of cultural communication within society.

251 words.

Derek Robbins.