



STUDYDADDY

Get Homework Help From Expert Tutor

[Get Help](#)

Record: 1

Title: How do students' accounts of sociology change over the course of their undergraduate degrees?

Authors: Ashwin, Paul¹ *p.ashwin@lancaster.ac.uk*
Abbas, Andrea²
McLean, Monica³

Source: Higher Education. Feb2014, Vol. 67 Issue 2, p219-234. 16p. 4 Charts.

Document Type: Article

Subject Terms: *SOCIOLOGY students
*RESEARCH
*SOCIOLOGY education (Higher)
*PHENOMENOGRAPHY
*THEORY of knowledge
*HIGHER education
ATTITUDES

Author-Supplied Keywords: Conceptions
Knowledge
Phenomenography
Sociology
Students

Abstract: In this article we examine how students' accounts of the discipline of sociology change over the course of their undergraduate degrees. Based on a phenomenographic analysis of 86 interviews with 32 sociology and criminology students over the course of their undergraduate degrees, we constituted five different ways of accounting for sociology. These ranged from describing sociology as a form of personal development focused on developing the students' opinion to describing sociology as a partial way of studying the relations between people and society. The majority of students expressed more inclusive accounts of sociology over the course of their degrees. However, some students' accounts suggested they had become disengaged with sociology. We argue that the differences in the ways that students were disengaged were not captured by our phenomenographic categories. In conclusion, we argue that our analysis illustrates the crucial role that students' relations to knowledge play in understanding the transformative nature of higher education. [ABSTRACT FROM

AUTHOR]

Copyright of Higher Education is the property of Springer Science & Business Media B.V. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

Author Affiliations: ¹Department of Educational Research, Centre for Higher Education Research and Evaluation, Lancaster University, County South Lancaster LA1 4YD UK

²Centre for Educational Research and Development, University of Lincoln, Lincoln UK

³School of Education, University of Nottingham, Nottingham UK

ISSN: 0018-1560

DOI: 10.1007/s10734-013-9659-z

Accession Number: 94379745

Database: Academic Search Complete



STUDYDADDY

**Get Homework Help
From Expert Tutor**

Get Help