

# 14299

by robert

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## General metrics

**9,809**

characters

**1,479**

words

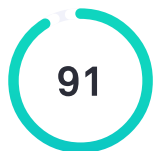
**77**

sentences

**5 min 54 sec**reading  
time**11 min 22 sec**speaking  
time

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## Score



This text scores better than 91%  
of all texts checked by Grammarly

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## Writing Issues

**45**

Issues left

**4**

Critical

**41**

Advanced

## Plagiarism

This text hasn't been checked for plagiarism

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## Writing Issues

<b>8</b>	<b>Correctness</b>	
1	Text inconsistencies	<div><div></div></div>
1	Faulty subject-verb agreement	<div><div></div></div>
2	Punctuation in compound/complex sentences	<div><div></div></div>
3	Misspelled words	<div><div></div></div>
1	Determiner use (a/an/the/this, etc.)	<div><div></div></div>
<b>5</b>	<b>Clarity</b>	
1	Hard-to-read text	<div><div></div></div>
4	Intricate text	<div><div></div></div>
<b>31</b>	<b>Engagement</b>	
31	Word choice	<div><div></div></div>
<b>1</b>	<b>Delivery</b>	
1	Inappropriate colloquialisms	<div><div></div></div>

## Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

**29%**

unique words

## Rare Words

**37%**

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

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rare words

## Word Length

**5.4**

Measures average word length

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characters per word

## Sentence Length

**19.2**

Measures average sentence length

words per sentence

# 14299

**McCulloch, G. (2002). <sup>1</sup>Disciplines contributing to education? Educational studies and the disciplines<sup>1</sup> *British Journal of Educational Studies*, 50/51, pp 100-119.**

The article examines the disciplinary approach to education studies in the past five decades while focusing majorly on the foundation disciplines like history, psychology, philosophy, and sociology. The scholars have argued that education is not a discipline, but it's<sup>1,2</sup> like a field of politics in which the application of driplines like history, sociology, philosophy, and psychology, can be witnessed (Oeres, 1963,1980) (p.100). In this regard, it is found that the British education system was established in two different senses. The one sense<sup>3</sup> is that the discrete disciplinary communities are developed separately in which it was considered the collection of disciplines of history and philosophy. In another sense<sup>5</sup>, the disciplines<sup>6</sup> were established collectively in which the combination of different experiences have been taken into account

(p.103).<sup>4</sup> The scholars like Kerr have contributed to the issue as the scholar argued that the separate disciplines could make it to the curriculum's<sup>1</sup> planning and development. However, it was also found that hard analytical work is needed rather than depending on separate<sup>7</sup> declines<sup>1</sup> education (p.109-110). On the contrary, scholars like Simon (1966/1980) have argued that the application of disciplines in education should be considered collectively, because it causes conscious cultivation and interactions at different levels. In this article, the descriptive and secondary sources of data are used as the research methodology. The data is collected from the already published sources published after authentication, though the weakness of getting outdated still persist in secondary data. As a result, the article has reached the conclusion that it has helped develop the education system separately and together for several years. Simultaneously, the section depends on the tutors, parents, and students<sup>1</sup> choices. The study is quite useful in the current scenario as well, which makes the strength as discipline-based education is still pursued in the 21st century. However, a major<sup>8</sup> limitation is that the primary

data is not collected from the specific source, while the sources<sup>9</sup> are dispersed, and context is a board of the article. Overall, the efforts in the article<sup>10</sup> have clarified the point by using different references. It should emphasize the importance of displaces in education, while the research could focus on different<sup>11</sup> factors like demographics and surroundings.

**Goodley, D., & Runswick-Cole, K. (2010). Emancipating play: Dis/abled children, development, and deconstruction. *Disability & Society*, 25(4), 499-512.**

In this article, the writer has developed a critical understanding of play's<sup>1</sup> meaning while considering the relation with disabled children and the experiences they go through. It has been discussed that the play<sup>12</sup> is understood as an alliance of the cognitive and social development in which the disabled children requires<sup>13</sup> professional therapeutic intervention. In this regard, the potion view from different scholars has been discussed. Vygotsky (1967) has argued that the surroundings and social understanding is a significant factor in children learning and play supports to create the context. While

Piaget (1957) also argued that cognitive development and play go side-by-side, learning <sup>14</sup>and <sup>15</sup>development occur. The scholars like Bronfenbrenner (1979) have associated play wither culture in which the logical perspective is also considered. However, the criticism has been raised on the nature of <sup>16</sup>play because different types of <sup>17</sup>plays are like exploratory, symbolic, dramatic, socio-dramatic, etc. that can influence the <sup>1</sup>children's cognitive development (p.501). The experiments have been conducted in the context to know the meaning of the play, as the group of disabled children was engaged in play <sup>19</sup>under the assistance of a group of abled children. <sup>18</sup>It was found that the disabled children did not meet the play standards because there was a difference in the meaning to them (p.502). The <sup>20</sup>descriptve research method is used in this article in which the previous experiments and findings are sued to evaluate the emancipation of play. It is concluded that abled a disabled child has seen a positive response in development from <sup>21</sup>play. However, the meaning differs. It has been an intrusions value <sup>22</sup>for. Generally, <sup>1</sup>children's whitelist is proved to be an instrument for the disabled once in which the understanding of the <sup>1</sup>play's meaning is

necessary. The article's<sup>1</sup> strength is to include the historical theories of psychology to make the point while it does not support by the recent experimentation. Overall, the articles<sup>23</sup> create a clear understanding of understanding the meaning of play for the abled and disabled children because physical abilities greatly<sup>24</sup> impact the psychology of the children.

**R., Freathy & S, Parker, (2010). The necessity of historical inquiry in educational research: the case of religious education. *British Journal of Religious Education*, 32(3): 229-243.**

The article conducts the historical inquiry as a method of proving education and exposes its implication regarding religious education. The articles<sup>25</sup> have justified using the historical method<sup>26</sup> of research as it provides the documentary analysis and interpretation of the context. It shows the literature's<sup>1</sup> support to understand the education system in past,<sup>27</sup> present, and future (p.230). The English education system has been considered the context in which the historical study has identified the impact of different disciplines on philosophy, sociology,



and psychology. However, the scholars have criticized the impact of historical learning because teachers and students are spending more time on history other than the current education system and its implications.

(Callaghan 1976; McCulloch 1989, 24) (p. 231)<sup>28</sup>. It is also found by investigating the British Journal of Religious education that there is not much importance given to the historical inquiry. Rather scholars have stayed focused on the field study and theoretical research. It is also found that the historical inquiry<sup>29</sup> in religious education has been underutilized and undervalued. Though, the<sup>30</sup> historical inquiry<sup>31</sup> is helpful as it provides opportunities for creating interpretations of human experiences that help make an impact on the understanding (p.233). In England's<sup>1</sup> context, minimal researches have adopted the criteria, and it was found to be beneficial in the case (p.236). The article concludes as the historical method is underutilized while the studies used the approach have shown the essential contribution to the generation. Thus, the article's<sup>1</sup> major<sup>32</sup> strength is to demonstrate the utilization and importance of historical education as it presents the finds inflow from general to a specific

context. On the other<sup>33</sup> hand, there is a shortcoming of the articles, and it does not include the historical approach in the religious education of countries other than England, as the demographical context can also impact the process. Overall, the article is evaluated to be informative that has used the different research methodology.

Generally, the qualitative and quantitative approach is used with the primary and secondary data. However, this research is based on secondary data; documentary analysis has been majorly done from the historical point of view rather than considering literature only.

**Urban, M. (2012). Researching early childhood policy and practice. A critical ecology. “European Journal of Education, 47(4), p. 494-507.**

The article explores the question about early childhood research in constructing the knowledge and understanding of the role of research has been conducted. The European policy has been considered to understand the implication of education policy for early childhood (p.496). The article includes the European policy<sup>34</sup>, which has followed the Maastricht treaty (1993)

and sets the Lisbon strategy's<sup>1</sup> grounds. The EU had an aim to become the most competitive and dynamic knowledge-based economy in which the education policy for early childhood needs to be reviewed and revamped. The major<sup>35</sup> focus has been given to early childhood education in which smart, sustainable, and inclusive growth is added in the strategy (p.496). However, the researching complexity has been found in the case of early childhood education, and EU policy documents are also found to be effective. It is found<sup>36</sup> in the article tha<sup>37</sup> the world cannot be studied and interpreted with the concepts of certainty. Rather<sup>38</sup> it requires understanding the concepts of uncertainty required<sup>39</sup> to be indulged in the early childhood policy (Freire, 2004). Thus, the European policy<sup>40</sup> falls under two categories for childhood education, including international studies at a large scale and sample scale study that is mainly qualitative. However, the criticism has been made on the policy-making because the tips of data collected from one area do not have broader proximity and scale a distance. In this article, the documentary analysis has been used in the EU early childhood policy. It is concluded tha<sup>41</sup> the policy-

making is required for the inclusive growth of the region in which education policy has been focusing on the European <sup>42</sup>region. The <sup>1</sup>article's <sup>43</sup>major point is to provide documentary analysis while it has the <sup>44</sup>major weakness of not conducting the comparative <sup>45</sup>analysis, which makes the implication quite narrowed. Overall the articles have provided an understanding of the policy-making for early childhood education as it helps develop the knowledge-based economy. In contrast, it can have improved by including more documents and policies from other regions like the USA, Asia, and even the third world countries.

1.	<i>‘; disciplines’; it’s; curriculum’s; declines’; students’; play’s; children’s; article’s; literature’s; England’s; “; strategy’s</i>	Text inconsistencies	Correctness
2.	<del>, but it’s</del> → . Still, it’s	Hard-to-read text	Clarity
3.	<del>sense</del> → reason, purpose, definition, meaning	Word choice	Engagement
4.	<i>In another sense, the disciplines were established collectively in which the combination of different experiences have been taken into account (p. 103).</i>	Intricate text	Clarity
5.	<del>sense</del> → reason, mind	Word choice	Engagement
6.	<del>disciplines</del> → fields, penalties, sentences, domains	Word choice	Engagement
7.	<del>separate</del> → different, independent, respective, particular	Word choice	Engagement
8.	<del>major</del> → significant	Word choice	Engagement
9.	<del>sources</del> → seeds, authorities, heads, bases	Word choice	Engagement
10.	<del>article</del> → report	Word choice	Engagement
11.	<del>different</del> → other, various	Word choice	Engagement
12.	<del>play</del> → game, space, freedom	Word choice	Engagement
13.	<del>requires</del> → require	Faulty subject-verb agreement	Correctness
14.	, and	Punctuation in compound/complex sentences	Correctness
15.	<del>development</del> → growth	Word choice	Engagement

16.	<del>play</del> → space, game	Word choice	Engagement
17.	<del>plays</del> → games, sports, spaces, stretches	Word choice	Engagement
18.	<i>The experiments have been conducted in the context to know the meaning of the play, as the group of disabled children was engaged in play under the assistance of a group of abled children.</i>	Intricate text	Clarity
19.	<del>play</del> → game	Word choice	Engagement
20.	<del>descriptiv</del> e → descriptive, description	Misspelled words	Correctness
21.	<del>play</del> → game, space	Word choice	Engagement
22.	for	Inappropriate colloquialisms	Delivery
23.	<del>articles</del> → pieces, items, essays	Word choice	Engagement
24.	<del>greatly</del> → significantly	Word choice	Engagement
25.	<del>articles</del> → items, pieces, reports, papers	Word choice	Engagement
26.	<del>method</del> → process, practice	Word choice	Engagement
27.	<del>in past</del> → in the past	Determiner use (a/an/the/this, etc.)	Correctness
28.	, 231	Punctuation in compound/complex sentences	Correctness
29.	<del>inquiry</del> → investigations, investigation	Word choice	Engagement
30.	<del>Though, the</del> → ¶ Though, the	Intricate text	Clarity
31.	<del>inquiry</del> → investigation	Word choice	Engagement
32.	<del>major</del> → primary	Word choice	Engagement

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33.	<del>On the other</del> → ¶ On the other	Intricate text	Clarity
34.	<del>policy</del> → system, approach	Word choice	Engagement
35.	<del>major</del> → primary, central	Word choice	Engagement
36.	<del>found</del> → located	Word choice	Engagement
37.	<del>tha</del> → that	Misspelled words	Correctness
38.	<del>Rather</del> → Instead	Word choice	Engagement
39.	<del>required</del> → needed	Word choice	Engagement
40.	<del>policy</del> → system	Word choice	Engagement
41.	<del>tha</del> → that	Misspelled words	Correctness
42.	<del>region</del> → area, part	Word choice	Engagement
43.	<del>major</del> → central, primary	Word choice	Engagement
44.	<del>major</del> → significant	Word choice	Engagement
45.	<del>analysis</del> → research	Word choice	Engagement

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