

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	YB0001	SEMESTER	5
COURSE TITLE	SOCIOLOGY OF EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In terms of knowledge, students will be able to:</p> <ul style="list-style-type: none"> - understand the social characteristics of education - distinguish the historical and political dimensions of the educational process - familiarize yourself with the theories developed on the sociological dimension of Education - manage social inequality in school
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- have a modern speech and role in school and in society.

In terms of skills and handling, students will be trained in:

- the methodological investigation of the social presence of Education
- understanding educational systems as social
- the Familiarity of Candidate Teachers with the Social Characteristics of Education
- the educational integration of social theories.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- The course aims to gain the understanding of Education as a social process.
- The course attempts to highlight the necessity of studying Education in an interdisciplinary environment.
- The course seeks to function as a starting point for studying Education through Sociological Critical Thinking.

(3) SYLLABUS

The contents of the course are as follows:

1. Description of the relationship between Sociology and Sociology of Education.
2. Historical starting points, theoretical approaches and modern perspectives.
3. State, Institutions and Education.
4. Social theories about school and its structure.
5. Basic social functions of education.
6. School as a "bureaucratic" institution of power.
7. Inequality and social discrimination in school.
8. Social Inclusion and Legitimacy.
9. Teachers and their modern role
10. School stress and social inclusion.
11. Vocational orientation and education systems.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes																	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 412 1029 448">Activity</th> <th data-bbox="1034 412 1358 448">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 454 1029 490">Lectures</td> <td data-bbox="1034 454 1358 490">40 hours</td> </tr> <tr> <td data-bbox="699 497 1029 560">Study and analysis of bibliography</td> <td data-bbox="1034 497 1358 560">30 hours</td> </tr> <tr> <td data-bbox="699 566 1029 602">Essay writing</td> <td data-bbox="1034 566 1358 602">30 hours</td> </tr> <tr> <td data-bbox="699 609 1029 645">Interactive teaching</td> <td data-bbox="1034 609 1358 645">25 hours</td> </tr> <tr> <td data-bbox="699 651 1029 687"></td> <td data-bbox="1034 651 1358 687"></td> </tr> <tr> <td data-bbox="699 694 1029 730"></td> <td data-bbox="1034 694 1358 730"></td> </tr> <tr> <td data-bbox="699 736 1029 772">Course total</td> <td data-bbox="1034 736 1358 772">125 hours</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	40 hours	Study and analysis of bibliography	30 hours	Essay writing	30 hours	Interactive teaching	25 hours					Course total	125 hours
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<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Method of evaluation: oral examination.																	

(5) ATTACHED BIBLIOGRAPHY

<p>Greek language</p> <p>Ballantine J. & Hammack F. (2014). <i>Κοινωνιολογία της Εκπαίδευσης – Μια Συστηματική Προσέγγιση</i>, Επίκεντρο.</p> <p>Banks, O. (1987). <i>Η Κοινωνιολογία της Εκπαίδευσης</i>. Θεσσαλονίκη Παρατηρητής.</p>
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Blackledge, D. (2000). *Κοινωνιολογία της Εκπαίδευσης*, Εκδόσεις Μεταίχμιο.

De Queiroz, J.-M. (2000). *Το σχολείο και οι κοινωνιολογίες του*. Αθήνα Gutenberg.

Νόβα, Χ. (2010). *Κοινωνιολογία της Εκπαίδευσης*, Gutenberg, 2010.

Φραγκουδάκη, Α. (1985). *Κοινωνιολογία της Εκπαίδευσης - Θεωρίες για την Κοινωνική Ανισότητα στο Σχολείο*. Αθήνα: Παπαζήσης