

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	467	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	Sociology of Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory / Special background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.soc.aegean.gr/ext-files/pm/pps/2017-467-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2017-467-en.pdf</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The main aim of the course is to provide students with theoretical and practical competence, so that they can independently explore the relationship between education and society, with emphasis on the interrelationship among politico-economical and cultural

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

### (3) SYLLABUS

Content outline (13 weeks): <ul style="list-style-type: none"> <li>•Week 1-8. Theoretical perspectives used by sociology in the study of education: Functionalist, Conflict and Interactionist Theories.</li> <li>•Week 9. Family and school. Bourdieu and cultural capital.</li> <li>•Week 10. Educational inequalities.</li> <li>•Week 11. IQ and school achievement.</li> <li>•Week 12. Greek educational system. Analysis of the school culture</li> <li>•Week 13. Globalization, ICT and education.</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
<b>TEACHING METHODS</b> <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</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	study and analysis of bibliography	52 hours
	Assignments	26 hours
	Exams	33 hours

<i>writing, artistic creativity, etc.</i>  <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>		
	Course total	150 hours
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final exams (75% of final Grade) •Consolidating knowledge •Critical reconstruction of the information •Structure and text organization Assignments (25% of final Grade) •Bibliography consultation •Structure and organization of work	

#### (5) ATTACHED BIBLIOGRAPHY

<p>-Suggested bibliography:</p> <p>Ballantine, J. &amp; Hammack, F. (2013). <i>Κοινωνιολογία της Εκπαίδευσης</i>. Επίκεντρο, Αθήνα.</p> <p>Νικολάου, Σ-Μ. (2009). <i>Θεωρητικά ζητήματα στην κοινωνιολογία της εκπαίδευσης</i>. Δαρδανός, Αθήνα.</p> <p>Apple, M. (1986). <i>Ιδεολογία και Αναλυτικά Προγράμματα</i>. Θεσσαλονίκη: Παρατηρητής.</p> <p>Archer, M. (1979). <i>Social Origins of Educational Systems</i>. London: Sage Publications.</p> <p>Blackledge, D. &amp; Hunt, B. (1995). <i>Κοινωνιολογία της Εκπαίδευσης</i>. Αθήνα: Μεταίχμιο Εκδοτική Α.Ε.</p> <p>Bourdieu, P. (1995). <i>Κοινωνιολογία της εκπαίδευσης</i>, Καρδαμίτσας, Αθήνα, 1995.</p> <p>Bourdieu, P. and Passeron, J. C. (1976). <i>Reproduction in education, society and culture</i>. London: Sage.</p> <p>Bowles, S. and Gintis, H. (1976). <i>Schooling in capitalistic America. Educational reform and the contradictions of economic life</i>. New York: Basics.</p> <p>Γιαβρίμης, Π. (2015). <i>Εισαγωγή στην Κοινωνιολογία της Εκπαίδευσης</i>. Αυτοέκδοση.</p> <p>Γιαβρίμης, Π., Παπάνης, Ε. &amp; Ρουμελιώτου, Μ. (2007). <i>Θέματα Κοινωνιολογίας της Εκπαίδευσης</i>. Μυτιλήνη: Δούκας &amp; ΣΙΑ ΟΒΕΕ.</p> <p>Husen, T. (1992). <i>Η αμφισβήτηση του σχολείου</i>. Αθήνα: Προτάσεις.</p> <p>Κελπανίδης, Μ. (2002). <i>Κοινωνιολογία της Εκπαίδευσης: Θεωρίες και πραγματικότητα</i>. Αθήνα: Ελληνικά Γράμματα.</p>
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Λάμνιαν,Κ.(2002).Κοινωνιολογική θεωρία και Εκπαίδευση. Αθήνα: Μεταίχμιο.  
Μυλωνάς, Θ. (1998). Κοινωνιολογία της ελληνικής Εκπαίδευσης. Αθήνα: Gutenberg.  
Νόβα-Καλτσούνη, Χρ. (2010). Κοινωνιολογία της Εκπαίδευσης. Αθήνα: Gutenberg.  
Φραγκουδάκη, Α.(1985) Κοινωνιολογία της εκπαίδευσης, Παπαζήσης, Αθήνα.