

## COURSE OUTLINE

### (1) GENERAL

|   |   |                              |                |
|---|---|------------------------------|----------------|
| <b>SCHOOL</b>   | School of Social Sciences   |                              |                |
| <b>ACADEMIC UNIT</b>  | Department of Sociology   |                              |                |
| <b>LEVEL OF STUDIES</b>   | Undergraduate   |                              |                |
| <b>COURSE CODE</b>  | <b>467</b>  | <b>SEMESTER</b>              | <b>D</b>       |
| <b>COURSE TITLE</b>   | Sociology of Education  |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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              |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>  |   |                              |                |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>  | Special background/ Mandatory   |                              |                |
| <b>PREREQUISITE COURSES:</b>  | None  |                              |                |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | Greek   |                              |                |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | Yes, through assignments  |                              |                |
| <b>COURSE WEBSITE (URL)</b>   | <a href="https://www.soc.aegean.gr/ext-files/pm/pps/2017-467-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2017-467-en.pdf</a> |                              |                |

### (2) LEARNING OUTCOMES

|  |   |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |
|--|---|---|--|-----------------------------------|--|------------------------|--|------------------------------|---|------------------|-------------------------------------|--|--|--|--------------|---|------------------|--|--------------|
| <p><b>Learning outcomes</b><br/> <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. Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>  |   |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |
| <p>By the end of the semester, it is expected that students:</p> <ol style="list-style-type: none"> <li>1. have a proven knowledge and understanding of the major theoretical approaches and basic concepts of the Sociology of Education</li> <li>2. use their acquired knowledge and understanding for a progressive introduction to ways of analysing the role of education and basic issues of educational reality.</li> <li>3. have the ability to assemble and interpret educational reality to make critical evaluations</li> </ol>   |   |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |
| <p><b>General Competences</b><br/> <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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>.....</i></td> </tr> </table> |   | <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> |
| <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>  |   |  |                                   |  |                        |  |                              |   |                  |                                     |  |  |  |              |   |                  |  |              |

*Decision-making*  
*Working independently*  
*Team work*  
*Production of free, creative and inductive thinking*

**(3) SYLLABUS**

**Content outline:**

The course attempts to highlight the sociological dimension of Education. The course seeks to analyse the most important issues of education in the light of sociological theories, as well as to examine "contemporary controversial issues in the field. The course addresses issues related to the main sociological paradigms of the Sociology of Education. The content of the course includes more specifically theoretical approaches (Functionalism, Structural Functionalism, Theories of Conflict, Micro-sociological approaches), basic concepts of the Sociology of Education, issues related to educational inequalities, school performance and learning behaviour of educational community members. Through the reasoning of the course, the multifactoriality of the phenomenon of education and its role as an ideological and cultural institution is highlighted. Finally, it includes a gradual introduction to the ways of analyzing the role of education and basic issues of educational reality.

The course includes the following topics:

- Theoretical perspectives used by sociology in the study of education: Functionalist, Conflict and Interactionist Theories
- Family and school. Bourdieu and cultural capital.
- . Educational inequalities.
- IQ and school achievement
- Greek educational system. Analysis of the school culture

**(4) TEACHING and LEARNING METHODS - EVALUATION**

|   |  |                          |
|---|--|--------------------------|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>   | <i>Face-to-face</i>  |                          |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | <i>Use of ICT in teaching</i>  |                          |
| <b>TEACHING METHODS</b><br><i>The manner and methods of teaching are described in detail.</i><br><i>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><br><br><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> | <b>Activity</b>  | <b>Semester workload</b> |
|   | <i>Lectures</i>  | 39h                      |
|   | <i>study and analysis of the bibliography</i>  | 60h                      |
|   | <i>Voluntary Assignments</i>   | 26h                      |
|   | <i>Exams</i>   | 55h                      |
|   | <i>Course total</i>  | <b>180</b>               |
| <b>STUDENT PERFORMANCE EVALUATION</b><br><i>Description of the evaluation procedure</i><br><br><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-</i>  | <i>Language of evaluation: Greek</i><br><br><i>Methods of evaluation: Final exams</i> <ul style="list-style-type: none"> <li>• Consolidating knowledge</li> <li>• Critical reconstruction of the information</li> <li>• Structure and text organization</li> </ul> |                          |

*answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

**(5) ATTACHED BIBLIOGRAPHY**

- (6) Γιαβρίμης, Π. (2022). *Κοινωνιολογία και Εκπαίδευση. Θεωρία και έρευνα*. Μπένος (Προτεινόμενο σύγγραμμα).
- (7) Νικολάου, Σ-Μ. (2009). *Θεωρητικά ζητήματα στην κοινωνιολογία της εκπαίδευσης*. Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε (Προτεινόμενο σύγγραμμα)..
- (8) Blackledge, D.& Hunt, B. (1995). *Κοινωνιολογία της Εκπαίδευσης*. Αθήνα: Μεταίχμιο Εκδοτική Α.Ε.
- (9) Λάμνιαν,Κ.(2002).*Κοινωνιολογική θεωρία και Εκπαίδευση*. Αθήνα: Μεταίχμιο.
- (10) Κελπανίδης, Μ. (2002). *Κοινωνιολογία της Εκπαίδευσης: Θεωρίες και πραγματικότητα*. Αθήνα: Ελληνικά Γράμματα.
- (11) Μυλωνάς, Θ.(1998). *Κοινωνιολογία της ελληνικής Εκπαίδευσης*. Αθήνα: Gutenberg.
- (12) Φραγκουδάκη, Α.(1985) *Κοινωνιολογία της εκπαίδευσης*, Παπαζήσης, Αθήνα