

UNIVERSITY OF IOANNINA**DEPARTMENT OF PRIMARY EDUCATION****Postgraduate Program Course Outlines****COURSE OUTLINE****(1) GENERAL**

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Post - graduate		
COURSE CODE		SEMESTER	B
COURSE TITLE	Forms of Social Inequality in 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	10	
<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>	Scientific area, special background, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(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*

It is expected that upon completion of the course, postgraduate students will be able to:

- a) to know the theories of educational inequality
- b) to indulge in research to alleviate educational inequalities in education
- c) critically examine texts on school dropout, "read" research, know the consequences of school dropout for the individual and society, and develop arguments against dropping out of compulsory education
- d) be able to explore and address issues of students' cultural backwardness
- e) to critically approach the social role of education
- e) to understand the gender differences observed in modern society
- f) recognize forms of inequality that result from the introduction of new technologies in everyday life (digital gap and digital inequalities).

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 aim of the course is to connect postgraduate students with the issue of inequality in education, as well as to explore ways and policies to prevent and address premature school dropout.

- Search, analyze and compose research data and information using the

necessary technologies

- Adaptation to new situations
- Autonomous work and group work
- Work on issues of inequality in education and democratization of education
- Respect for human rights
- Demonstration of social, professional and moral responsibility and sensitivity on gender issues
- Production of new research ideas
- Criticism of educational policies and the Greek education system
- Promoting free, creative and inductive thinking

(3) SYLLABUS

The course includes a short presentation - introduction by the teacher on the topic of social inequalities, study of bibliographic sources and research, activities such as lectures, exercises and presentations. During the lectures will be presented the theoretical dimensions of the course that compose the theory of inequalities in education, the research conducted and the consequences of educational failure (educational and social exclusion), the digital divide and digital inequalities and their effects in relation to social exclusion. In the exercises, the theories are applied in practical and empirical data with discussion, while the deliverables will be discussed with the help of social media in order to better understand the material that the course deals with.

TEACHING UNITS

Social inequalities in school and society. Mechanisms of reproduction of social inequalities

Social background and school performance: research

School failure - abandonment - leakage

Educational and social exclusion

Digital inequalities and digital divide

Critical approach to the social role of education

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<p>Use of ICT in teaching</p> <p>The library's HEAL-LINK system is also used for access to the international literature, in special journals of the subject</p> <p>The WIKI program is used for communication (interaction, work) between students and the teacher</p> <p>The MS-TEAMS platform is used</p> <p>Contact via e-mail</p>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <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> <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>	Activity	Semester workload
	Teacher lectures and student presentations	60
	Study and bibliography analysis	92
	Essay writing	65
	Preparation of presentations of Group and Individual projects	30
	Examination	3
	Course total	250
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of</i>	<p>Short report in each section (10%)</p> <p>Final written research paper (80% of the total grade evaluated):</p>	

<p><i>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>	<ul style="list-style-type: none"> - Knowledge consolidation (30%) - Critical information retrieval (30%) - Structure and organization of study-research-teaching (20%) <p>Presentation of research data in the Social Sciences Laboratory (10%)</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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- Related academic journals:

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2. Fearn, H. (2008). *Grappling with the digital divide*. *Times Higher Education*, 14, 37-9.
3. Kelpandis, M., (2002), *Sociology of Education, Theories and reality*, Ed. Greek Letters, Athens
4. Kyridis, A. (2003), *Inequality in Greek Education and University Access (1955-1985)*, Athens: Gutenberg
5. Nikolaou, S.-M. (2009), *Socialization in school. Research in school textbooks of the language class of the 6th grade of primary school*, Athens: Gutenberg
6. OECD (2001-01-01), "Understanding the Digital Divide", *OECD Digital Economy Papers*, no. 49, OECD Publishing, Paris. [<http://dx.doi.org/10.1787/236405667766>]
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