

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION STUDIES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEE021	SEMESTER	5 th (AUTUMN)
COURSE TITLE	SOCIOLOGY OF EDUCATION II		
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	
Lectures	3	4	
<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 field, special background, skills development		
PREREQUISITE COURSES:	Sociology of Education I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=506		

(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*

Upon successful completion of this course, students are expected to:

1. conceive the narrow relation of education with society, economic growth and policy
2. know the basic institutions and bodies of European Educational Policy
3. improve their knowledge regarding the necessity of civic education (through the teaching of the subject in elementary school) which aims to develop critical thinking, analytical dexterities and behaviours, in order to promote the active participation in school and society
4. know the institutions of political socialization of student
5. know the impact of social inequalities in education
6. be able to comprehend with gender differentiations that observed in

modern society and

7. know the consequences of school dropout for the individual and society, as well as how to troubleshoot the problem.

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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The course aims to acquaint students with the EU Policy on Education and the issue of citizenship, as well as exploring ways and policies to prevent and confront early school abandonment.

- Search, analysis and synthesis of data and information, using the essential technologies
- Adapting to new situations
- Autonomous work and Teamwork
- Working with subjects of European education policy
- Demonstrate social, professional and ethical responsibility and sensitivity on gender issues
- Respect for diversity and multiculturalism
- Respect for Human Rights
- Generate new research ideas
- Criticism of educational policies and Greek educational system
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course includes topics related to a) the relationship between education and society, economic growth, policy and democracy b) the formation of the world and European citizen c) civic and political socialization of students and d) social inequalities and their impact on education. In thematic of educational inequalities, emphasis is placed upon gender equality in education, educational and social choices and also on dropout and abandonment of compulsory and upper secondary education.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face teaching	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the ICT in teaching, Use asynchronous learning system, e-course, for sharing notes and communication with students</p> <p>Communication via e-mails</p>	
<p style="text-align: center;">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>	Activity	Semester workload
	Lectures, seminars and laboratory practice	(3x13)=39
	Research, study and analysis of bibliography	17
	Study of the use of ICT – Projects for social and political education	27
	Essay writing	10
	Prepare presentation of common and individual work	4
	Examination	3
	Course total	100
<p style="text-align: center;">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>	<p>Written exams</p> <p>Final written work (90% of the overall grade assessment)</p> <ul style="list-style-type: none"> • Embedding knowledge (35%) • Critical recomposition of Information (35%) • Structure and organization of the study • • Presentation of the work in the class (10%) 	

(5) ATTACHED BIBLIOGRAPHY

MAIN BIBLIOGRAPHY (From Eudoxus)

Sousanna-Mar;ia Nikolaou, Theodoros Elefterakis, Evaggelia Kalerante, Panagiotis Giavrimis, Gerasimos Koustourakis (2018), (epim.), Nees prokliseis stin ekapideysi kai tin demokratia, eis. A. Kyridis, Athina: Gutenberg

Lela Gogou (2010), I katanoisi ton koinonikon fenomenon kai I prooptikes tis

kinonikis erefnas, Athina:Grigori
Sianou-Kyrgioy E (2010), Apo to panepistimio stin agora ergasias, Athina:
Metaixmio
Sousanna-Maria Nikolaou (2008), I politikes tis EU gia tin ekpedefsi kai I
energies tis Elladas (2000-2008), Athina: Gutenberg

SUGGESTED BIBLIOGRAPHY:

D.G. Tsaousis (2007), I ekpedeftiki politiki ton diethnon organisomon.
Pagkosmies evropaiques diastasis, Athina: Gutenberg
A.Kyridis (1997), I anisotita stin elliniki ekpedefsi kai I prosvasi stio
penepistimio, Athina: Gutenberg
V. Koulaidis & A. Tsatsaroni (epim.) (2010), Paidagogikes praktikes kai
ekpedeftiki politiki, Athina: Metaichmio
S. Gewirtz & A. Gribb (2010), Katanoontas tin ekpedefsi. Mia koinoniologiki
theorisis, mtr. E. Panagou, Athina: Metaichmio
D. Karakatsani (2003), Ekpedefsi kai politiki diapaidagogisis. Gnoseis, axes,
praktikes, Athina: Metaichmio