

SOCIOLOGY OF EDUCATION, BACHELOR DEGREE IN PRIMARY/CHILD EDUCATION

Description and contextualization of the subject

This subject belongs to the basic training module of the Bachelor Degree in Primary/Child Education. The objective of that module is to make the student aware of the profession which he/she will access and of the environments in which he/she will work. Special attention will be devoted to the origin of the school as a social institution, its functions, its present and its future, as well as to the location of the teacher profession in the social environment. Furthermore, students will be expected to acquire knowledge and tools for analyzing, interpreting and understanding present-day society, and to be able to place the school in its historical, social and cultural context.

In order to do that, within the Sociology of education subject the following topics will be addressed: social institutions and structures; the socialization process; the education system as a social subsystem; social change affecting education; the sociology of classroom interaction, school organization and the curriculum; and the relationships between inequality and education (social class, gender, ethnic).

Within the subject the following basic skills of the Teacher Degree will also be developed: formulation and presentation of arguments, as well as problem solving, within the area of study; gathering and interpretation of relevant data in order to make judgements about social, scientific or ethic issues; public presentation of ideas, problems and solutions; and acquisition of habits and skills for autonomous and cooperative learning.

Learning results

The objectives (competences) of the Sociology of Education subject are the following:

- SC1: To understand the social dimension of human action and the basic concepts of Sociology.
- SC2: To analyze the social dimension of education and its relationship with social structure and social change.
- SC3: To understand in a critical way the social processes and determinants which influence educational practice.
- SC4: To be able to recognize and understand instruments and practices which can influence educational processes, and to be able to make improvement proposals.
- SC5: To be able to search, interpret and analyse critically social information related to education: documents and other secondary information sources.

Taking those competences, as well as the degree and module competences into account, these are the learning results expected from students:

- LR1: The student understands the relationship between education and its social environment: social structures and institutions, social change. He/she is able to use sociological knowledge in order to critically analyze the main issues from present-day society affecting school and family education.
- LR2: The student understands the social functions of education, mainly the functions, possibilities and limits of education in present-day society.
- LR3: The student is able to recognize and understand social instruments and practices which can influence educational processes, and is able to make improvement proposals.

- LR4: The student is aware of the effects of information and communication technologies upon education and is able to reflect critically about them.
- LR5: The student is aware of the importance of gathering relevant information and of critically analyzing it in order to contribute to the improvement of any educational situation. He/she is able to gather, properly select, and correctly analyze and synthesize relevant information about education in different forms (documents, statistical information, etc.).
- LR6: The student is able to adequately use reality observation and registration techniques; to interpret and analyze the data obtained; to critically reflect about those data; and to correctly elaborate a written report of analysis and conclusions.
- LR7: The student is able to present information, ideas, arguments, problems and solutions in public.
- LR8: The student has acquired habits and skills for autonomous and cooperative learning. He/she is able to work in teams with both responsibility and respect for the others, solving in a peaceful way the conflicts which may eventually arise.

Theoretical/practical content

1. INTRODUCTION TO SOCIOLOGY. BASIC CONCEPTS. SOCIETY AND THE INDIVIDUAL. SOCIAL INSTITUTIONS. SOCIOLOGY AND EDUCATION

Sociology is presented as a discipline aiming at understanding and explaining the social dimension of human action. Attention focuses on the origins of Sociology and on the nature of the sociological perspective, as well as on its basic concepts and analytical tools. Finally, the main topics of the Sociology of education are presented briefly.

2. SOCIALIZATION: BASIC CONCEPTS. SOCIALIZATION AGENTS.

The objective is to analyze socialization as the main process of individual development and social reproduction. Attention focuses on education as a basic part of that process, and on the school as a socialization agency, in parallel with other agencies such as the family, the media and information technologies, and age groups.

3. EDUCATION SYSTEM AND SOCIAL STRUCTURE. THE EDUCATION SYSTEM AS A HISTORICAL AND SOCIAL CONSTRUCTION; EDUCATION AGENTS. EDUCATION AND SOCIAL CLASS. EDUCATION AND GENDER INEQUALITY. EDUCATION AND MULTICULTURALISM. EDUCATION AND WORK

The objective is to study the relationships between education and society (social institutions and structures, reproduction of society, social change). Special attention is devoted to the relationships between education and inequality in its different forms: economic, gender-related and cultural. Finally, we look at the relationships between education and work.

4. MICROSOCIOLOGY OF EDUCATION. INTERACTION IN THE CLASSROOM. CURRICULUM. SCHOOL ORGANIZATION.

Here we look at social processes internal to the school, with special attention to practices and relationships within the classroom.

Each lecturer can organize these topics differently.

Methods

Different methodologies will be used, the main one being project and problem-based cooperative learning. Priority will be given to students' autonomous work, work in teams and participatory strategies.

Specifically, students will carry out the following activities, in connection with the different modes of teaching:

- 1) Attendance and active follow-up of magisterial and practical sessions. In the magisterial sessions new concepts will be presented and illustrated which will then be put into practice in practical sessions.
- 2) Attendance, individual work and teamwork in practical sessions. In those sessions different types of tasks will be carried out, both individually and collectively, such as analysis of texts, readings, statistical information, and press news, as well as debates and public presentations. Those tasks are integrated into a full practical program for acquiring the skills and contents of the subject.
- 3) Specific questions or enquiries in tutorial time outside of class hours.

Apart from that, students will carry out an interdisciplinary project taking into account the theories and perspectives studied in the different subjects of the term (the so-called “Role of teacher” or basic training or module).

Types of teaching

Classroom hours: 12 magisterial lectures; 48 practical class work.

Hours of study outside the classroom: 18 for magisterial class-related work; 72 for practical class-related work.

Evaluation

Continuous evaluation will be used, based on exercises and evaluation activities which will value student progress throughout the teaching period. Evaluation will be based on the following items:

- a) A written exam about the theoretical contents of the course (between 40% and 60% of the final mark).
- b) Practical and /or project-based work carried out throughout the course, including continuous work in the practical sessions in the classroom (between 20% and 45% of the final mark).
- c) Interdisciplinary group project (between 15% and 20% of the overall grade).

In the beginning of the academic year, the lecturer will inform the students about the exact evaluation percentages which he/she is going to apply.

In order to get access to this evaluation system, students will have to attend at least 70% of the practical class sessions. They will have to pass both the written exam and the practical part.

Within the continuous evaluation system, if the value of the final exam is higher than 40% of the total mark, not doing that exam will bring about withdrawal from the evaluation call. In the value of the final exam is 40% or less than that and the student wants to withdraw from the evaluation call, he/she will have to let the lecturer know about that at least one month before the end of the teaching period of the subject at the latest. That communication must be done in written form and be handed to the lecturer.

Within the final evaluation system, global examination will be based on one or more exams and on one or several evaluation activities, which will be carried out within the official period of exams.

For students participating in the final evaluation system, not turning up for the exam will entail withdrawal from the examination call.

In the case of Erasmus foreign students, the evaluation system will be adapted to their situation.

In general, and unless otherwise is explicitly stated, during the examinations use of books, written notes, telephones or any other type of electronic device is strictly forbidden in the University of the Basque Country premises (section 3.3 of Academic Ethics Protocol).

During examinations or in academic documents to be delivered in evaluation calls, plagiarism (i.e. copying someone else's ideas or work without citing the source and presenting them as if they were the student's own elaboration) will be considered as a dishonest and fraudulent practice (section 2.a of Academic Ethics Protocol).

Extraordinary evaluation call

In the extraordinary evaluation call, the final evaluation system will be used. The grades obtained both in the practical part and in the interdisciplinary project by students who have followed the continuous evaluation mode, if they are above the minimum required limits, will be kept for the extraordinary examination call.

Subject materials

The basic texts and materials will be available at the Faculty photocopy shop. Those texts and materials will be used for both theoretical and practical work. The detailed schedule of the course will be available at the university Internet website (eGela). Whenever necessary, complementary material will be also available at that website.

Basic bibliography

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