UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Sociology of Education

2122-1-G8501R009

Course title

Sociology of Education

Topics and course structure

The course aims at introducing students to the sociological analysis and interpretation of educational processes. Lessons will provide theoretical and methodological tools for understanding the social and organizational dynamics, structure, and daily life of the school and classroom. A particular attention will be devoted to the school-family relationship, the relationship between school and social context, and the challenges facing the teaching profession. The course will explore the ambivalent relationship between meritocratic ideals and social equity and the ways through which school institutions cope with gender, ethnic and social class inequalities. The general objective of the course is to provide future teachers tools to critically reflect on their professional role, the most common teaching practices and the organizational assets of contemporary schooling.

The following main issues will be developed:

- Introduction to the sociology of education
- Education and society within the classic sociological thinking
- Functionalism, conflictualism and the new sociology of education
- Socialization processes within and outside schools
- Socialization agencies (family, school, peer groups, media)
- Education policies
- Educational inequalities

- Micro-social perspectives and the study of classroom interaction
- Focus on the following specific themes: educational guidance; school-family relationship; the new sociology of childhood; equity and merit; parental pedagogies; education and discipline; governance and evaluation.

Objectives

The course aims at enhancing the acquisition of:

- theoretical and methodological disciplinary competences
- Capacity of critical analysis and assessment thanks to specific didactic methodologies (oral presentations)
- Ability to analyze teaching practices and school organizations
- Applied methodological competences through fieldwork research, in order to enhance professional training and development
- Communication skills through active participation and oral presentations

Methodologies

Frontal lessons; lessons with the support of audiovisual and documentary material; seminars on specific topics held by researchers and students.

Attendee students will be involved in 'flipped classrooms' sessions and in didactic methodologies favoring self-evaluation through the uses of tests, questionnaires, and oral expositions throughout the course. These activities will be also carried out in small groups.

Online and offline teaching materials

Other information and documents, including slides and additional teaching materials, will be published on the e-learning platform of the Sociology of Education website page.

Programme and references for attending students

Obbigatorio:

- Benadusi, Censi, Fabretti (2004) Educazione e Socializzazione. Lineamenti di sociologia dell'educazione, Milano, Franco Angeli.
- Fele G. e Paoletti I. (2003) L’interazione in classe. Bologna: Il Mulino (cap 1-3).

Un testo a scelta tra i seguenti.

- Romito M. (2016) Una scuola di classe. Orientamento scolastico e disuguaglianza. Milano: Guerini e Associati.
- Benadusi e Giancola (2021) Equità e merito nella scuola. Milano: Franco Angeli
- Satta C. (2012) Bambini e adulti. La nuova sociologia dell'infanzia. Roma: Carocci
- Argentin G. (2021) Nostra scuola quotidiana. Il cambiamento necessario. Bologna: Il Mulino

Programme and references for non-attending students

Obbigatorio:

- Benadusi, Censi, Fabretti (2004) Educazione e Socializzazione. Lineamenti di sociologia dell'educazione, Milano, Franco Angeli.
- Fele G. e Paoletti I. (2003) L'interazione in classe. Bologna: Il Mulino (cap 1-3).

Un testo a scelta tra i seguenti.

- Romito M. (2016) Una scuola di classe. Orientamento scolastico e disuguaglianza. Milano: Guerini e Associati.
- Benadusi e Giancola (2021) Equità e merito nella scuola. Milano: Franco Angeli
- Satta C. (2012) Bambini e adulti. La nuova sociologia dell'infanzia. Roma: Carocci
- Argentin G. (2021) Nostra scuola quotidiana. Il cambiamento necessario. Bologna: Il Mulino

Assessment methods

Learnings will be evaluated through a written exam.

Attendee students will be evaluated also through their participation in team works (oral presentation or brief written work). Non-attending students will be evaluated only through a written exam.

Both attending and non-attending students should demonstrate:

- Conceptual precisions and clarity of exposition
- Analytical skills
- Capacity of critical analysis of the reading materials and the topics dealt with during the course
- Autonomy assessments
- Synthesis capacity

Final evaluation is expressed on a scale 0-30

From 18 to 22: basic understanding of the knowledges provided during the course, low analytical skills and synthesis capacity, poor argumentative skills

From 23-26: adequate understanding of the contents and methods discussed during the course, adequate analytical skills and synthesis capacity, poor argumentative skills

From 27-30: good or excellent knowledge of contents and methods, good or excellence analytical skills and synthesis capacity, poor argumentative skills

Office hours

Monday, from 15 a.m. to 17 p.m.

Programme validity

Programme and references will be worth one academic year.

Course tutors and assistants