UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Sociologia dell'Educazione - A-L

2425-1-G8501R009-AL

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.

Objectives

As far as learning objectives are concerned, the course is part of the basic sociological training activities. In this sense, the following objectives relating to knowledge and understanding are considered important:

- Knowledge of the perspectives and theoretical models relating to learning processes, with attention to their historical development.
- Knowledge and understanding of the main issues connected to the definition of the role and professional profile of the teacher, with particular attention to the social and historical aspects of its evolution.

As for the objectives related to the ability to apply knowledge and understanding, the course dedicates a lot of attention to the development of the following skills:

- Being able to use theoretical knowledge and operational tools related to observation techniques to understand the characteristics of the school context, the subjects and their relationships, as well as teaching activities;
- Knowing how to reflect on one's own professionalism,

Methodologies

Frontal lessons (60%); lessons with the support of audiovisual and documentary material; seminars on specific topics held by researchers and students (40%).

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

The teacher provides additional and alternative materials to support non-traditional students (primarily working students) in their studies and exam preparation (recorded audio lessons and other visual documents).

Programme and references

Per tutti/e:

- DISPENSA DEL CORSO (available at the copy center Fronte/Retro in Viale Sarca 191)

One among the following monographs:

- Caroselli A. (2022) Palestre di precarietà. Una etnografia delle pratiche conflittuali nella formazione tecnica e professionale, Ombre Corte, Verona.
- Romito M. (2021) First-Generation Students. Essere i primi in famiglia a frequentare l'università. Carocci, Roma.
- Caniglia E. (2018) Neurodiversità. Per una sociologia dell'autismo dell'ADHD e dei disturbi dell'apprendimento, Meltemi, Milano.

ERASMUS students can agree on a different examination programme with texts in English or French.

Assessment methods

For those who manage to attend all the lessons for the entire duration of the course (at least 80% of the lessons), it will be possible to carry out an ongoing evaluation. In this case, the following activities will contribute to the exam

grade:

a) a group project summarising and re-elaborating the various ‘thematic blocks’ that the course will be composed of (e.g. block 1: Durkheim block 2: the concept of cultural capital and symbolic domination, etc.): this project will constitute 25% of the final evaluation:
b) a group project consisting of the preparation of a poster on an essay chosen from those provided during the lessons: this project will make up 25% of the final evaluation
c) an individual oral interview to be held during the summer session, which will start from the concepts and reflections developed during the group work: this interview will make up 50% of the final evaluation

Students who are unable to attend lessons regularly and participate in group work will take a written exam with 2 open questions on the exam texts. The questions will aim to stimulate reasoning and reflection in the students, who, starting from the concepts learned in the exam texts, will apply them through their ability to produce relevant examples.

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, to defined by email

Programme validity

Gli studenti che intendono biennalizzare l'esame devono concordare con il docente una nuova bibliografia aggiornata per sostenere la prova.

Course tutors and assistants

dott. ssa Miriam Serini

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES