UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Sociologia dell'Educazione - M-Z

2627-1-G8501R009-MZ

Course title

Sociology of Education (M-Z)

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

The learning aims of the course regard an area of basic knowledge and training activities in sociological theories and methodology. We consider the following goals as the most important:

- Achieve knowledge and understanding of the main sociological theoretical models related to the educational systems and processes, with particular attention to their socio-historical development in the context of the first and the second modernity, in polycentric perspective.

- Achieve knowledge and understanding of the main interpretations related to the definition of the social role of the

teaching profession, in its social and historical perspective.

As for the aims related to the ability of the students to apply a specific knowledge and understanding in a professional context, the course devotes much attention to the formation of the following skills:

- Being able to use theoretical and practical knowledge related to the tools of observation techniques to understand the characteristics of the school environment, the subjects and their relationships, as well as dynamics of the learning process;

- Acquire ability of reflexive approach to their actions, identifying and analysing critically their teaching and educational models;

- Being able to produce an appropriate documentation in order to monitor their constant educational intervention with children and colleagues;

- Approve ability to create a welcoming and inclusive atmosphere that promotes the development of children, regarding their social and cultural capitals, and their different learning styles.

Methodologies

The course consists of 56 hours. 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

1. Integrative documentation on the website provided during the course.

1 texts from the following options:

1. Fiore B., *La relazione tra famiglie e scuola. Modelli organizzativi e politiche sociali,* Roma Carocci, 2021.
2. Lanza S., *L'attenzione contesa. Come il tempo schermo modifica l'infanzia*. Armando Editore, Roma, 2024.
3. Barabanti P., Cutro A., Fiore B., *Inclusione ad alto potenziale. Strategie didattiche e organizzative per la plusdotazione*, Sanoma, Milano

Erasmus students may ask for an alternative bibliography in English language.

Assessment methods

A mark out of thirty will be assigned to the written test. In particular, students have the following possibilities:

First possibility - carrying out the written exam with questions for the exam texts and on the materials made available by the teacher. Time available 2 hours. The evaluation is out of thirty based on the questions. All the answers to the questions must be sufficient to obtain the minimum passing mark of the exam. Possibility of oral integration.

Second chance – consists of two moments

1. carrying out a work in groups of a minimum of 2 students to a maximum of 5 students for the presentation of a scientific article or chapter in a volume made available by the teacher lasting 10 minutes. The presentation of the group work will allow to increase the overall grade obtained in the written form from a minimum of one point to a maximum of 3 points.

2. carrying out the written exam with questions for the exam texts and on the materials made available by the teacher. Time available 2 hours. The evaluation is out of thirty based on the questions. All the answers to the questions must be sufficient to obtain the minimum passing mark of the exam. Possibility of oral integration.

A mark out of thirty will be assigned to the final exam:

18: the student has not obtained the minimum required results and needs to deepen the various topics covered in the course;

18-21: the student has obtained the minimum required results, demonstrating sufficient knowledge of the fundamentals and sufficient ability to solve the assigned problems;

22-24: the student has obtained a good knowledge of the fundamentals, while demonstrating a modest ability to solve the assigned problems;

25-27: the student has obtained a good knowledge of the most important notions and has demonstrated a good ability to solve the assigned problems;

28-30 cum laude: the student has obtained an excellent knowledge of the most important notions and has demonstrated an excellent ability to solve the assigned problems.

Office hours

Appointment previously set by email

Programme validity

The programs are effective two academic years.

Course tutors and assistants

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Sustainable Development Goals

NO POVERTY | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES