Sociology
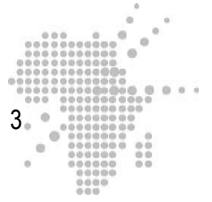## of Education

Prepared by Cyrille **MIHAMITSY**

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TABLE OF CONTENTS

I. Sociology of Education

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II. Prerequisites

- Have the capacity to understand analyses of sociology and education.

III. Time

The 120 hours of work required to cover the module content are broken down as follows:

Title		Hours of work		
		Student	Prof – Student	T
Unit I	Introduction to the sociology of education	7h30 mn	2h30mn	10 heures
Unit II	Contemporary school and education issues	34h	6h	40 heures
Unit III	Socio-pedagogical issues	34h	6h	40 heures
Unit IV	Social structures and education	25h30mn	4h30mn	30 heures

IV. Materials and Equipment

In order to complete this module, you must have the following equipment:

- A Pentium 4 computer with 3.8 GHZ, 80 GB HDD, 512 Mo DDR
- One ink-jet printer
- One USB drive, 128 Mo
- CDs
- An Internet connection with high bandwidth, minimum 512 Mo.

V. Justification

Through this module, the sociology of education, a subject that is not taught in secondary school, you will acquire a very important intellectual asset for your future teaching career. It is the only subject that can give you a better grasp of the overall education process and the meaning of teaching practices, and raise your awareness of the imperatives of social dynamics. However, we must not forget that a truly professional understanding of the education process also requires the acquisition of scientific knowledge from related disciplines such as psychology, philosophy, history, statistics, and so on.
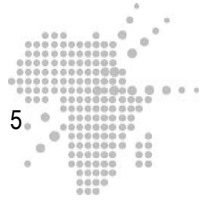
VI. Content

6.1 Overview

This module, titled 'The Sociology of Education', comprises four learning units. The first defines the concepts of society, socialization, education and sociological theories of education. The second and third units explore issues in education and schools. The fourth and last unit explains the phenomena of disparity in opportunities in relation to social reproduction, and social mobility, and multicultural education.

6.2 Outline

Unit.   1 Introduction to the sociology of education

  1.1 Society, socialization and education
  1.2 Sociological theories related to education

Unit.   2 Contemporary school and education issues

  2.1 Teachers and teachers' attitudes
  2.2 Educational wastage
  2.3 The marginalization of intellectuals

Unit. 3   Socio-pedagogical issues

  3.1 Academic failure and success
  3.2 Gender-based discrimination and sexual harassment
   3.3 Delinquency

 Unit. 4 Social structures and education

  4.1 Disparity in opportunities and social reproduction
  4.2 Disparity in opportunities and social mobility
  4.3 Multicultural education
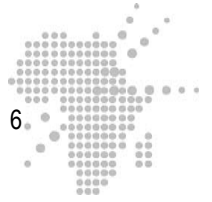
6.3 Graphic representation

Society	Socialization	Education	Sociological theories of education

Contemporary education issues	Contemporary school issues

Social structures and education	Disparity in opportunities / Reproduction	Disparity in opportunities / Social mobility
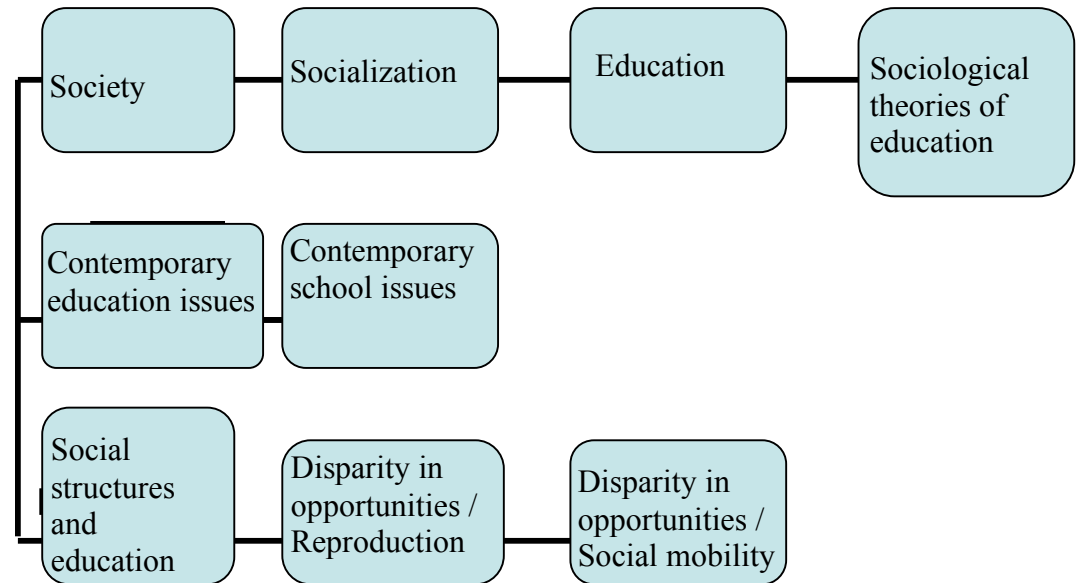
VII. General objectives

- Provide students with conceptual guidelines in the process of social integration
- Introduce students to contemporary issues in education in general, and in school education in particular
- Introduce students to an understanding of social dynamics and issues of school education
- Give students the capacity to problematize(or)analyze the interplay between education and social structures

VIII. Specific learning objectives

Unit	Specific learning objectives
1 - Introduction to the sociology of education	At the end of this unit, you should be able to • understand the roles of key socialization factors in the social integration of future citizens.
2 - Contemporary school and education issues	At the end of this unit, you should be able to • understand the causes and of contemporary issues in schools and education.
3 - Les problèmes socio- pédagogiques	At the end of this unit, you should be able to• analyser • analyze the causes and impacts of educational practices
4 - Structures sociales et éducation	At the end of this unit, you should be able to • understand the phenomena of the disparity in opportunities and social reproduction, and the disparity of opportunities and social mobility

IX. Teaching and learning activities

9.1 Predictive assessment

Title of the predictive assessment: General knowledge of the sociology of education

What is the point of a predictive assessment? It enables you to better estimate your general knowledge of the sociology of education. If you score only around 50% on this test, you will probably have to work hard to complete this learning module. If you answer over 85% of the questions correctly, you will most probably complete this module successfully. You should be able to avail yourself fully to the learning module and pass it with ease.

Questions

1-   Who was Emile Durkheim?

    A. a physician
    B. a surgeon
    C. a sociologist

2-   Who first coined the term "sociology"?

    A. Bourdieu
    B. Auguste Comte
    C. M. Weber
    D. Emmanuel J. Sieyès

3- Who were the three founders of French sociology?

    A. Max Weber
    B. J.J. Rousseau
    C. Auguste Comte
    D. Durkheim
    E. Montesquieu
    F. Mauss

4- Who were known as the "fathers" of sociology?

    A. Marcel Mauss
    B. Karl Marx
    C. J.J Rousseau
    D. Montesquieu

5- What is the Latin root of the word "sociology"?

   A. Socios
   B. Socius
   C. Social

6- How many different definitions of the word "sociology" are there?

   A. 3
   B.15
   C. 44
   D. 55

7- What kind of science is sociology?

   A. an exact science
   B. a soft science
   C. a hard science

8- Is the sociology of education as old a science as philosophy?

   A. Yes
   B. No

9- What does "social mobility" mean?

   A. leaving school before the end of the term
   B. Equality of opportunities

10- What does "social immobility" mean?

   A. Disparity in opportunities
   B. One's fate is determined by one's social origins
   C. Social reproduction

Title of the predictive assessment: General knowledge of the sociology of education

Answer Key

1- C

2- D

3- C, E, F

4- C, D

5- B

6- C

7- B

8- B

9- B

10- B, C

X. Learning activities

Learning activity 1

Title of the learning activity

SOCIOLOGICAL CONCEPTS AND THEORIES OF EDUCATION

Detailed description of the activity

Learning activity 1 is accompanied by a few questions to guide you in your learning as you read. This will enable you to achieve the specific objectives gradually and according to a planned structure.

Read all the texts presented in the required reading list. By considering the various definitions of education that you find in these texts, you will attempt to grasp the dynamic nature of this concept of education.

Next, you will broaden your understanding of this concept by comparing it with other, similar concepts and by identifying their common points as well as their points of distinction. (in 75 words)

After you have analyzed the different sociological theories of education, you will identify the roles of each social entity concerned and the interplay between them in the socialization process. (in 30 words)

Summary of the activity

Learning activity 1 consists of reading texts. Students will first learn about and analyze the various definitions of education as well as definitions of closely related concepts. Students will then identify the roles of each of the social institutions mentioned in the different descriptions of sociological theories of education in order to grasp the dynamic nature of education as a process of integration, as well as the interplay between the school and society.

List of required reading

[I notice that all these readings are in French. Are there English equivalents?]

http:// fr. Wikipedia. Org/ Wiki / Sociologie_de_l'%C3%A9ducation

http://fr. Wikipedia.org/ Wiki /sociologie[sociology]

Among other things, students will find information on the origins of sociology,

the founders and fathers of sociology, different paradigms and various research methods. A lengthy list of references is included.

http://fr. wikipedia.org/wiki/socialisation[socialization]

An in-depth definition of the concept of socialization is provided, followed by a description of all the stages, actions, and various actors in the socialization process. A study on the phenomenon of social reproduction and the interactive process that leads to social change is featured.

http://fr.wikipedia.org/wiki/Education

In-depth definitions of the concept of education are presented. The author also explains the differences between education and other related concepts.

Learning activity 2

Title of the learning activity

SCHOOL AND EDUCATION ISSUES

Detailed description of the activity

As you read, find definitions of the following terms: deschooling, educational wastage, deteriorated academic levels. (in 40 words)

In general, what are the social causes of these key problems which constitute the crisis in the education system?

Are more boys or girls affected by these problems?

Are children in rural or urban setting more affected by these problems?

Is it possible to bring down the rates of deschooling and educational wastage?

What are the commonly proposed solutions? (in 70 words)

Summary of the learning activity

Students acquire definitions of these social phenomena, understand their causes and impacts, and identify solutions to minimize them.

List of required readings

http://www.infaubourg.fr/Sections/webbabillard

http://fr.wikipédia.org/wiki/Aly_Oury

Comments and analyses of causes of the crisis in the education system. Students learn about real-life situations examined by the authors of these reports.

Learning activity 3

Title of the learning activity

SOCIO-PEDAGOGICAL ISSUES

Detailed description of the activity

Students visit an elementary and/or secondary school and conduct an inquiry into the social issues that impact on teaching. Students ask each of the main actors in the school community (teachers, students, administrators) about the problems that they must cope with. They then ask them which social factors they feel are the main causes of academic success and failure. (written summary report of about 100 words)

Summary of the learning activity

Students conduct an inquiry to gain an awareness of actual socio-pedagogical problems, which constitute the subject of study. They then attempt to understand the causes and impacts of the reported social phenomena on students' academic successes and failures.

List of required readings

http://www.google.com/search? q=wikipédia+d%c3%A9p%c3%A9dition

http://fr.wikipédia.org/wiki/Ben-Aknoun

http://fr.wikipedia.org/wiki/portail: sociologie

Students will become familiar with various sociological approaches to the study of conflicts and interactions between and among children, and in society [among children and in society?][(or)between children and society?]. Academic failures and school dropouts are addressed. Related articles and bibliographic sources are included.

Learning activity 4

Title of the learning activity

SOCIAL STRUCTURES AND EDUCATION?][(OR)EDUCATION AND
SOCIO-CULTURAL DIVERSITY?

Detailed description of the learning activity

As you read, study the problems in managing sociocultural diversity in schools.
Identify the advantages and challenges in terms of education. (in 50 words)

What are the causes of marginalization? What are the socio-educational conse-
quences of marginalization? Identify some solutions. (in 50 words)

What is social mobility? Is it accessible to everyone? (in 40 words)

Summary of the learning activity

Students read the texts and attempt to understand problems of sociocultural
diversity in schools and to identify the related advantages and challenges. They
also attempt to find the causes and solutions of marginalization. Finally, they
define social mobility. (in 90 words)

List of required readings

http://www.skyminds.net/économie-et-sociologie/changement social-et-inégal-
lités/la-mobilité-sociale

http://classiques.uqac.ca/contemporains/stravenaghen_rodolfo/

A study of sociological concepts as defined by sociologists; organization of society;
social classes; social categories; the phenomenon of social reproduction; social
inequality; social mobility; social change and transformation.

XI.   Compilation of key concepts (glossary)

Educational wastage: students leave school prematurely before completing a cycle for diverse reasons.

School: an establishment where individuals gather to learn together.

Gender: a set of perceived social differences distinguishing between males and females.

Social mobility: the degree to which social status can change within a system of social hierarchy. Ideally, each individual has the same opportunities to achieve success.

Motivation: a need, desire or force that pushes the individual to act.

Process: a series of actions intended to bring about a result.

Role: the function or position of an individual within a group.

Society: a group of humans having a shared organization or culture.

Social status: the position occupied by an individual or group within a social hierarchy; the social position of an individual within a group.

Concept: a general, abstract idea of a thing or occurrence.

XII. Compiled list of required readings

http://fr.wikipedia.org/wiki/Sociologie de l'%C3%A9duction

http://fr.wikipedia.org/wiki/Education

http://www.infaubourg.fr/Sections/webbabillards

http://fr.wikipedia.org/wiki/Aly-Oury

http://www.google.com/search?q=wikipedia+d%C3%A9dition

http://fr.wikipediam.org/wiki/Ben-Aknoun

http://www.<skyminds.net/économie-et-sociologie/Changement social-et-inégalités/la-mobilité-sociale

http://classiques.uqac.ca/contemporains/stravenaghen-rodolfo

XIII. Summary of the module

This module entitled Sociology of education comprises 120 hours of work divided into four main units:

1. Introduction to the sociology of education, at the completion of which the student will be able to understand the significance of education as a socialization process, and will be able to define the status and roles of each social entity as well as their interrelations in the education process.

2. Contemporary school and education issues, at the completion of which the student will be able to understand and identify the social factors that impact education.

3. Socio-pedagogical problems, at the completion of which the student will be able to identify and analyze social factors that are liable to have positive or negative impacts on education practices.

4. Social structures and education, at the completion of which the student will be able to understand the interplay between education systems and social hierarchies, and will understand the causes of marginalization and social mobility.

The achievement of the above-mentioned objectives will be demonstrated by written responses to the formative assessments corresponding to the different sections of this module.

XIV. Summary assessment

Find an actual case of academic failure in a student. Present the problem, and identify and discuss the main socio-pedagogical factors that are hypothetically responsible for the failure. (written paper of at least 8 pages, 1.5 line spacing, size 11 font)

The presentation of the results of this research requires the student to have read and referred to the articles in the required list of readings. The problem addressed should be a tangible, real-life situation.

This written paper will be assessed and awarded a global mark out of 20 points. It shall be submitted by a fixed deadline.

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Perrenoud,P. et Montendon,C. (1987). *Etre parents et enseignants : un dialogue impossible. Vers l'analyse sociologique des interactions entre la famille et l'école.* Bern : Lang.

XVI. Main author of the module

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