

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Sociological analysis of pedagogical practices			
COURSE CODE	KN1319	SEMESTER	6, 8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	KN1102
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_152/

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: have understood the basic structural elements of pedagogical practices have understood the sociological problematic in the approach to educational knowledge, pedagogical discourse and pedagogical practices. be aware of the sociological concepts of the analysis of pedagogical practices be aware of the theoretical framework for the analysis of pedagogical discourse/pedagogical practice be aware of the educational policy framework of pedagogical practices be able to critically observe pedagogical practice be able to critically analyze the pedagogical discourse of pedagogical practices be able to critically analyze the educational policy framework of pedagogical practices.
General Competencies
Data and information search, analysis and synthesis, using IT as needed Adaptability to new situations Decision-making Autonomous work Teamwork Work in interdisciplinary contexts Production of novel scientific ideas Project design and management Respect for diversity and multiculturalism Respect for natural environment Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical and self-critical thinking Advancement of free, creative and inductive thinking

3. CONTENT

The course focuses on the sociological analysis of pedagogical practices, focusing on the concepts of space and time as structural elements of pedagogical practices. In this light, space and time are explored at three different levels: a) educational policies, b) curricula and c) classroom interaction. For each level, theoretical and research texts will be used to highlight the specific issues as well as evidence from student participation in the internship (understanding of the curriculum, observations of lessons). Introduction to the concept of pedagogical practice
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Educational policy
 Educational knowledge
 The concepts of space and time (dimensions and contexts)
 The space of the school and the classroom
 The time of the school and the classroom
 Analysis of educational policy
 Analysis of curriculum
 Analysis of symbolic interaction
 Critical Pedagogy
 Methodological approaches for the investigation of pedagogical discourse/pedagogical practice

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show / specialized software / ... Laboratory Training: use of computer / ... Communication: Webmail / eClass / MStems / ...		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Literature study & analysis		13
	Implementation of a study (project)		13
	Essay writing		15
	Study		20
	Examination		2
	Course total		112
EVALUATION	Type	Format	Weigthing
	Written assignment		100%
	Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Apple, M. (2008). Επίσημη γνώση. Αθήνα: Επίκεντρο.
Ball, S. J. (2021) Foucault, Εξουσία και Εκπαίδευση, Επιστημονική Επιμέλεια Κολοκυθά, Μ., Μετάφραση: Βασιλάκη, Ρ., Gutenberg, Αθήνα ISBN: 978-960-01-2252-7
Σολομών, Ι. (1991). Εξουσία και τάξη στο νεοελληνικό σχολείο: Μια τυπολογία των σχολικών χώρων και πρακτικών, 1820-1900. Αθήνα: Αλεξάνδρεια.
Other books / Notes
Lectures' PPTs
Bernstein, B. (1991). Παιδαγωγικοί κώδικες και κοινωνικός έλεγχος. Αθήνα: Αλεξάνδρεια.
Γκόφμαν, Ε. (1994). Άσυλα: Δοκίμια για τη κοινωνική κατάσταση των ασθενών του ψυχιατρίου και άλλων τροφίμων., ΕΥΡΥΑΛΟΣ
Σολομών Ι. (1997). «Η Ανάλυση των εκπαιδευτικών πρακτικών ως κοινωνιολογικό αντικείμενο: Θεωρητικές αρχές και προϋποθέσεις», στο: Θ Μυλωνάς (επιμ.), Κοινωνιολογία της Ελληνικής Εκπαίδευσης, Πάτρα: Αχαϊκές Εκδόσεις.
Φουκώ, Μ. (2011). Επιτήρηση και τιμωρία: Η γέννηση της φυλακής. Πλέθρον.
Whitty G. (2007). Κοινωνιολογία και Σχολική Γνώση. Θεωρία, Έρευνα και Πολιτική του Αναλυτικού Προγράμματος. Αθήνα: Επίκεντρο.
Scientific journals
Scientific articles
Other