

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Sociology of Education in the Digital Age			
COURSE CODE	KN1320	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	FORTHCOMING

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: To deepen their knowledge and understanding in the cognitive field of sociology of education in relation to the digital age. To be able to use the knowledge and understanding they have acquired in their future profession as primary education teachers. To cultivate abilities for a sociological approach to their future educational role. To develop skills for acquiring knowledge, which they need to continue in further studies with a high degree of autonomy.
General Competencies
Data and information search, analysis and synthesis, using IT as needed Adaptability to new situations Decision-making Autonomous work Teamwork Work in international contexts 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

Sociology of Education in the Digital Age seeks to engage participants in exploring the role of digital technologies in education with an emphasis on governance and social inequalities. Digital technology is often portrayed as the solution to solving problems in education. The systematic sociological analysis of the use of digital technology in education highlights both limitations and possibilities as well as new issues surrounding social inequalities, the role of teachers and educational policy in the digital age of education. Main topics of the course: Educational policy of digital education Discourses and/or ideologies of digital education

Economic inequalities in digital education
Identity politics and cultural inequalities in digital education
Research methodologies in digital education
Ethics and ethics in digital education
Knowledge and pedagogical practice in digital education
The role of the teacher in digital education

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show and specialized software Laboratory Training: use of computer Communication: Webmail / eClass		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Literature study & analysis		15
	Implementation of a study (project)		15
	Essay writing		25
	Study		15
	Examination		2
	Course total		111
EVALUATION	Type	Format	Weighting
	Final written exam	Essay Development	100%
	Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Other books / Notes
Neil Selwyn & Keri Facer (2014) The sociology of education and digital technology: past, present and future, Oxford Review of Education, 40:4, 482-496, DOI: 10.1080/03054985.2014.933005
Scientific journals
Scientific articles
Neil Selwyn (2014) Education and 'the digital', British Journal of Sociology of Education, 35:1, 155-164, DOI: 10.1080/01425692.2013.856668
Mathias Decuypere, Emiliano Grimaldi & Paolo Landri (2021) Introduction: Critical studies of digital education platforms, Critical Studies in Education, 62:1, 1-16, DOI: 10.1080/17508487.2020.1866050
Ben Williamson (2016) Digital education governance: data visualization, predictive analytics, and 'real-time' policy instruments, Journal of Education Policy, 31:2, 123-141, DOI: 10.1080/02680939.2015.1035758
Ben Williamson, Rebecca Eynon & John Potter (2020) Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency, Learning, Media and Technology, 45:2, 107-114, DOI: 10.1080/17439884.2020.1761641
Ben Williamson (2021) Making markets through digital platforms: Pearson, edu-business, and the (e)valuation of higher education, Critical Studies in Education, 62:1, 50-66, DOI: 10.1080/17508487.2020.1737556
FORTHCOMING - Special Issue on 'Reclaiming education in a AI era: reframing the "educational problems" that technology claims to solve' British Journal of Sociology of Education
Other