

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology Department		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	EKPK 350	<b>SEMESTER</b>	6 <sup>th</sup> / 8 <sup>th</sup>
<b>COURSE TITLE</b>	Education: Reproduction, Resistance and Transformation		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general Knowledge		
<b>PREREQUISITE COURSES:</b>	Sociology of Education		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=3502">https://elearn.uoc.gr/course/view.php?id=3502</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aims of the course <i>Education: Reproduction, Resistance and Transformation</i> are:</p> <ul style="list-style-type: none"> <li>• The acquisition of a comprehensive (factual and theoretical) knowledge within the field of Sociology of Education and the awareness of the boundaries of that knowledge.</li> <li>• The cultivation of research skills on literature review, organization of a research project and writing an essay.</li> </ul>
<p><b>General Competences</b></p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Working independently</p> <p>Team work</p> <p>Respect for difference and multiculturalism</p> <p>Production of free, creative and inductive thinking</p> <p>Project planning and management</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p>	

### (3) SYLLABUS

<p>The Syllabus of the course is organized around the following topics:</p> <ol style="list-style-type: none"> <li>1. Reproduction of social inequality in education</li> <li>2. Resistances against the reproduction of social inequality in education</li> <li>3. Reproduction of gender discrimination in education</li> <li>4. Resistances against the gender discrimination in education</li> <li>5. National ideologies in education</li> <li>6. Social Transformations and educational changes</li> </ol>
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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face– to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power point, e-learning platform supporting face-to-face lectures	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Study and analysis of bibliography	35
	Essay writing	65
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Course total</b> <b>125</b>	
	<b>Language of evaluation: Greek</b>  <b>The evaluation is based on:</b> <ol style="list-style-type: none"> <li>1. Students participation in the classroom</li> <li>2. The quality of the writing essay (literature review, structure, argumentation)</li> <li>3. The presentation of the essay in the classroom</li> </ol>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>1. Apple. M. (1993). <i>Official knowledge: democratic education in a conservative age</i>, Routledge.</p> <p>2. Bernstein, B. (2000). <i>Pedagogy, symbolic control, and identity: theory, research</i>. Rowman &amp; Littlefield</p> <p>3. Bourdieu, P. (1996), <i>Οι Κληρονόμοι. Ινστιτούτο του βιβλίου-Καρδαμίστα</i>.</p> <p>4. Bourdieu, P. (1977), <i>Reproduction in education, society and culture</i>, Sage Publications</p> <p>5. Δαλακούρα, Κ., Ζιώγου &amp; Καταστεργίου, Σ. (2015). <i>Η εκπαίδευση των γυναικών και οι γυναίκες στην εκπαίδευση (18ος – 20ος αιώνας). Κοινωνικοί, ιδεολογικοί, εκπαιδευτικοί μετασχηματισμοί και η γυναικεία παρέμβαση</i>.</p> <p>6. Δραδάκη, Ε. (2007) <i>Εκπαιδευτική ηγεσία και φύλο</i>. Επίκεντρο.</p> <p>7. Καντζαρά, Β. (2020). <i>Η εκπαίδευση σε συνθήκες κρίσης στην Ελλάδα (2009 – 2014)</i>. Gutenberg</p>
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8. Νούτσου, Χ. (1999). *Προγράμματα Μέσης Εκπαίδευσης και Κοινωνικός Έλεγχος (1931 - 1973)*. Θεμέλιο
9. Τσουκαλάς, Κ. (2006). *Εξάρτηση και Αναπαραγωγή*. Θεμέλιο
10. Willis, P. (1977), *Learning to labour: how working class kids get working class jobs*. Saxon House.