

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EKPK348	SEMESTER	5, 6, 7, 8
COURSE TITLE	SPECIAL TOPICS IN THE SOCIOLOGY OF EDUCATION AND DIVERSITY		
INDEPENDENT TEACHING ACTIVITIES 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		WEEKLY TEACHING HOURS 3	CREDITS 6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialised general knowledge, skills development	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	Courses on the sociology of education, social exclusion, discrimination, racism. In particular, Sociology of Education (EKPK248), Education and Diversity (EKPK249), Issues in Intercultural Education (254)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	E class		

(2) LEARNING OUTCOMES

Learning outcomes 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. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
This seminar examines critical and contemporary issues within the Sociology of

Education, with a particular focus on the intersection of the educational process with diversity. We will explore how social inequalities, cultural differences, identity issues (including gender, ethnicity, religion, disability, and sexual orientation), and structural factors collectively shape educational experiences and outcomes. The seminar will encourage students to critically analyze theoretical approaches and investigate empirical data to understand both the challenges and possibilities of education in an increasingly diverse society.

Upon completion of the seminar, students will be able to:

- **Recognize and critically analyze** the fundamental theoretical approaches within the Sociology of Education that address issues of education and inequality.
- **Understand** how diversity is manifested and managed within the education system, with a particular focus on the transformation of Greek society from monocultural to multicultural.
- **Apply** sociological concepts to critically analyze educational policies and practices.
- **Conduct** micro-research or bibliographic reviews on specialized topics within the sociology of education and diversity.
- **Develop** critical thinking, research, and presentation skills.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others...
	

search for, analysis and synthesis of data and information, with the use of the necessary technology
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Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

This course employs a dual approach, integrating **introductory lectures** with substantial **student project work**. Lectures will address core themes like education and social inequalities, the school's role in reproducing social inequality, and the concept of diversity in education, illustrated with examples from the Greek context (e.g., **minorities, immigrants, Roma, refugees**). The impact of language on the educational performance of students with a migrant background will also be examined.

The primary learning experience will stem from student-led **bibliographic reviews** (requiring detailed presentation and critical evaluation of existing literature) or **micro-research** endeavors. Micro-research may include methods such as interviews with teachers or students, analysis of school textbooks, classroom observation, official document analysis, or small-scale questionnaire-based studies. Students may select from the following indicative topics or propose other relevant areas:

Indicative Topics:

1. **The School as an Institution of Social Reproduction:** A critical review of the theories of Bourdieu and Bernstein.
2. **The Concept of Inclusion in Education:** Theoretical and practical challenges concerning students with disabilities.
3. **Education and Gender:** The formation of gender identities within the school environment.
4. **The Role of the Teacher:** Addressing stereotypes and prejudices in educational settings.
5. **The Education of Refugees and Asylum Seekers:** Challenges and effective practices.
6. **Religious Diversity in Greek Schools:** Policies and management approaches.
7. **Minority Education in Comparative Perspective:** A comparison of policies and pedagogical applications across different countries.
8. **Methodological Approaches to the Study of Diversity:** Qualitative methods (e.g., interviews with students/parents), quantitative methods (e.g., statistics on inequalities), and ethnographic approaches (e.g., observations in schools/structures/bodies/organizations).

Micro-research Topics:

1. **Teachers' Perspectives on Diversity Management:** An investigation into the views of primary or secondary school teachers regarding managing diversity in their classrooms (through interviews).
2. **Students' Educational Experiences:** Interviews with students from diverse cultural and social backgrounds about their experiences at school.
3. **Analysis of School Textbooks:** Examining how diversity (e.g., ethnic minorities, individuals with disabilities, varying sexual orientations) is represented in school textbooks for specific grades or subjects.
4. **School Climate and Diversity:** Observation of school activities and/or interviews with head teachers/teachers regarding practices implemented to promote inclusion.
5. **The Use of Mother Tongue in Education:** A micro-study exploring the views of parents, students, and teachers on the value and challenges associated with preserving the mother tongue in educational contexts

Διεργασία 4. Εσωτερική Αξιολόγηση

Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών

Υπόδειγμα Β5 ΑΔΙΠ

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	YES
TEACHING METHODS The manner and methods of teaching are described in detail. 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. 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	Lectures 15 Presentations 25 Independent study and analysis of bibliography 30 Preparation of study 30 Writing of paper 50 Course Total: 150
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	✓ Oral Presentation: 20% ✓ Participation: 20% ✓ Written Assignment: 60%

(5) ATTACHED BIBLIOGRAPHY

- Ballantine, J. H. & Hammack, F. M. (2015). Sociology of Education: A Systematic Analysis. Epikentro
- Thanos, Kamarianos, Kyridis, Fotopoulos (Collective volume) (2017). Sociology of Education. Introduction to basic concepts and themes. Gutenberg
- Thanos, Th. & Kogidou, D. (2022) (eds.). Gender and Education: Towards an Inclusive Education Free of Violence and
- Discrimination. Tziola Publications
- Thanos, Th. & A. Kyridis (2021). (eds.). Education and Society in Greece. Gutenberg.

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- Ball, St. (2021). Foucault, Power & Education. Ed. Magdalini Kolokytha. Gutenberg.
- Banks, O. (2007) The Sociology of Education. Paratiritis Publications.
- Kelpandis, M. H. (2012) Sociology of Education: Theories and Reality. Zygos Publications.
- Fischer, L. (2007) Sociology of School. Education and Diversity. Issues of Intercultural Pedagogy. Metaixmio Publications.
- Nikolaou, S.-M. (2009) Theoretical Issues in the Sociology of Education. - 2nd ed. Gutenberg.
- Nova-Kaltzounis, H. (2010) Sociology of Education. Gutenberg.
- • Androussou, Al. & Askouni, N. (2011) (eds.). Cultural Diversity and Human Rights. Challenges for Education. Metaixmio Publications
- Karamouzis, P. (2015). The Sociology of Religion Between Education and Society [Undergraduate textbook]. Kallipos, Open Academic Publications.
<https://dx.doi.org/10.57713/kallipos-638>