

**SOCIOLOGY OF EDUCATION**  
**Provisional syllabus**  
**Year 2020-21**  
**Rafael Feito**  
**rfeitoal@gmail.com**

**Lessons.**

1. Education for the knowledge society.
2. Main theories of Sociology of Education: modernization.
3. Main theories of Sociology of Education: cultural reproduction
4. Main theories of Sociology of Education: resistance.
5. Main theories of Sociology of Education: rational action.
6. School knowledge.
7. The way school teaches.
8. Homework controversy.
9. School tracking.
10. External test.
11. The teaching profession.
12. School and the families.
13. School time.
14. Democratic schools.
15. Teaching in the university.
16. Educating in pandemic times.

**Schedule.** <sup>1</sup>

- \*\* October 5th. Course presentation.
- \*\* October 6th. Lesson 1.
- \*\* October 13th. Lesson 6 (beware: it is no lesson 3, but 6).
- \*\* October 19th. Lesson 6 (second session for this topic).
- \*\* October 20<sup>th</sup>. Lesson 7.
- \*\* October 26th. Lesson 7(second session for this topic).
- \*\* October 27th. Lesson 8
- \*\* November 2nd. Lesson 9.
- \*\* November 3rd. Lesson 2.
- \*\* November 10th. Lesson 3
- \*\* November 16th. Lesson 10
- \*\* November 17th. Lesson 11.
- \*\* November 23th. Lesson 12.
- \*\* November 24th. Lesson 13.
- \*\* November 30th. Lesson 14.
- \*\* December 1st. Lesson 4.
- \*\* December 14th. Lesson 15.
- \*\* December 15<sup>th</sup>. Lesson 5.
- \*\* December 21st. Lesson 16.
- \*\* December 22nd. Presentations.
- \*\* January 11th. Presentations.

---

<sup>1</sup> This schedule could change due, among other causes, to the number of students enrolled.

- \*\* January 12th. Presentations.
- \*\* January 18th. Presentations.
- \*\* January 19th. Presentations.

## Readings

1. Chapter 1 of this book: <https://www.oecd-ilibrary.org/docserver/9789264300002-en.pdf?expires=1600157952&id=id&accname=guest&checksum=0DBD80E4B61CB97FB77DF0D66ABC1E95>
2. Refer to campus
3. Refer to campus
4. Refer to campus
5. Refer to campus
6. Ken Robinson. Creative schools. Refer to campus.
- 7.

[http://puente2014.pbworks.com/w/file/attach/87465079/freire\\_banking\\_concept.pdf](http://puente2014.pbworks.com/w/file/attach/87465079/freire_banking_concept.pdf)

8.

<https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf>

9. Refer to campus
10. Refer to virtual campus. Read Chapter 5 (pages 91-97 of the pdf file)
- 11.

[https://www.researchgate.net/publication/285681149\\_Teacher\\_education\\_around\\_the\\_world\\_What\\_can\\_we\\_learn\\_from\\_international\\_practice](https://www.researchgate.net/publication/285681149_Teacher_education_around_the_world_What_can_we_learn_from_international_practice)

12. Refer to campus
13. Refer to campus
- 14.

[http://www.appstate.edu/~nelsenpj/rcoe/2400Fall11/Welcome\\_files/Apple&Beane95.pdf](http://www.appstate.edu/~nelsenpj/rcoe/2400Fall11/Welcome_files/Apple&Beane95.pdf)

15. Refer to campus. *Excellent sheep*.
16. <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>

## How each session works.

Each class lasts one and a half hours. In the sessions from the beginning of the course until December 21<sup>st</sup> there will be a presentation of the corresponding lesson by the teacher for about thirty minutes. After this period, students will have another thirty minutes to make observations and ask questions. In order for this second half hour to be fruitful - and also to prepare for the exam - it is compulsory to have read the text - or texts - corresponding to each session. The remaining thirty minutes will be devoted to discussing the writings that each student must have sent to the teacher for the lesson in question. These writings will consist of an opinion on a question related to the lesson being discussed. Normally, these will be subjects related to your own experience. Thus, as an

example, in Lesson 1 we will have to reflect on whether we consider that what we have learned in secondary school prepares us to integrate us successfully into today's world. Every subject will be available on campus. These writings will be between 200 and 300 words in Word format and must be sent before the Friday before the week in which the corresponding lesson is to be taught. Very important: the title of the file you send will be as follows: Writing 1 (or 2, or 3) First Surname, First Name (or names).  
Example: Writing 1 Lennon, John Winston

**Evaluation.** Final grade is made up of the following items:

- \*\* 50%: final exam.
- \*\* 30%: class presentation.
- \*\* 20%: weekly writings.

Active participation could improve final grade.

Final exam will be face-to-face and will consist in answering to ten questions. Should not the circumstances make possible such an option, the exam will be online and you will have to write for two hours two short essays (400-500 words each).

The presentation will consist of three phases:

- a) Delivery of a writing of between 3000 and 3500 words at least two weeks before making the presentation in class. If the writing would not meet a minimum of quality (coherence, intelligibility, structure) the presentation could not be made.
- b) Presentation in class for 10-15 minutes.
- c) Class discussion for 10-15 minutes.

The topic of the presentation will be negotiated with the teacher and must be part of any of the issues addressed in the course. The deadline for having chosen a subject is the end of October.

The presentation can be done individually or in pairs.

In the event that the presentation is not been made - due to the poor quality of the writing between 3000 and 3500 words - the final mark will depend on 70% of the exam and 30% on the writing corresponding to each of the subjects. If the mark of these writings were a failure - or not all of them had been submitted - 60% of the final mark would depend on the exam and 40% on the presentation. In the case that both the presentation and the papers were unsuccessful - or had not been submitted at all - 100% of the mark would depend on the examination.