

DESCRIPTION OF THE COURSE OF STUDY

Course code	0112-3PPW-A1.4-SE	
Name of the course in	Polish	Socjologia edukacji
	English	<i>Sociology of Education</i>

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	<i>Pre-school and early school education</i>
1.2. Mode of study	<i>full-time / part-time studies, stationary, extramural studies</i>
1.3. Level of study	<i>5-year Master's degree</i>
1.4. Profile of study*	<i>general academic</i>
1.5. Person/s preparing the course description	<i>Dr Andrzej Kościołek English translation-mgr Wioletta Praszek</i>
1.6. Contact	<i>a.kosciolek@ujk.edu.pl</i>

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	<i>Polish/English</i>
2.2. Prerequisites*	<i>general knowledge of concepts related to education</i>

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	<i>Lecture, exercises</i>	
3.2. Place of classes	<i>Didactic UJK classess</i>	
3.3. Form of assessment	<i>Credit with grade</i>	
3.4. Teaching methods	<i>Seminar lecture, didactic discussion, activating methods (case study, simulation, research method)</i>	
3.5. Bibliography	Required reading	<ol style="list-style-type: none"> 1. <i>Feinberg W., Soltis J., School and Society, Warsaw 2000.</i> 2. <i>Mikiewicz P., Sociology of education, Warsaw 2017.</i> 3. <i>Mikiewicz P., Social worlds of secondary schools. From the trajectory margin to the trajectory of the elite. Wrocław 2005.</i> 4. <i>Niezgoda M., Education and social development processes; the case of Poland, Krakow 1993.</i> 5. <i>Szymański M., Sociology of education, Kraków 2013.</i> 6. <i>Szymański M., Studies and sketches in the sociology of education. Warsaw 2000.</i>
	Further reading	<ol style="list-style-type: none"> 1. <i>Fatyga B., Polish youth in transition, in: M. Marody (ed.) Dimensions of social life, Warsaw 2004.</i> 2. <i>Grotowska-Leder J., Exclusion from education - understanding, scale and contemporary factors of the phenomenon, in: K. Szafraniec (ed.) Youth as a problem and challenge of postmodernity, Toruń 2011.</i> 3. <i>Mielicka H. (ed.), Sociology of education. A selection of texts, Kielce 2000.</i> 4. <i>Moore R., Sociology of education, in: B. Śliwerski (scientific editor), Pedagogy Volume 2: Pedagogy towards education, educational policy and research, Gdańsk 2006.</i> 5. <i>Szkudlarek T., Education and construction of social inequalities, in: J. Klebaniuk (ed.) The phenomenon of social inequalities, Warsaw 2007.</i> 6. <i>Zemło M., "The hidden program of the school", in: Sociological Studies 1996, No. 1.</i>

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<p>4.1. Course objectives (including form of classes)</p> <p><i>W1: Familiarizing students with selected issues of the sociology of education as a subdiscipline of sociology, its history and creating and using a specific network of concepts.</i></p> <p><i>W2: The use of terms by students that allow to describe and interpret the most important issues concerning human functioning in various stages of life in relation to the education process and the institutional environment that this process implements.</i></p> <p><i>W3: Shaping the attitude of openness and tolerance and the ability to discuss contemporary social conditions</i></p>

accompanying the teaching and education process in relation to all age categories.

Exercises:

C1: Developing the ability to analyze the content of sociological texts.

C2: Showing the role of social sciences, including sociology, in the work of getting to know social reality and the processes taking place in it, and their dynamics.

C3: Developing the ability to understand contemporary conditions and the structure of educational processes addressed to children, adolescents, adults and the elderly.

C4: Showing the role and influence of various educational environments (family, institutional, peer, work, mass culture, etc.) and their contemporary modifications.

C5: Showing the specificity of the social environment of the school with its social structure, explicit ideologies and hidden educational programs, symbolic violence and hierarchies.

4.2. Detailed syllabus (including form of classes)

1.1. Program content (including the form of classes)

Lecture:

1. Introduction. The subject of the sociology of education - references of this subdiscipline of sociology to the sociology of education and social pedagogy. The scope of interests of the sociology of education. Historical roots of education.

2. Stages of the globalization process and changes in education.

3. Precursors of the sociology of education in the world and in Poland. Three levels on which the sociology of education focuses. Functions of the sociology of education.

4. Dominant theories of education: functionalism, conflict theories, interpretativism.

5. The influence of education on social stratification. Social inequalities and educational inequalities in Poland.

6. "Discovery" of the problems of children and childhood in modern science. The scope and need for pre-school education in the Świętokrzyskie Voivodeship based on data and research.

7. Youth as a sociological category - the criteria of distinguishing and specificity of this social category. Contemporary youth - its participation in the educational system.

8. The issue of a generation in sociology. Generations in Poland after World War II. Lifestyle issues and typology of the lifestyles of Polish youth.

9. Polish higher education - conditions of action, diagnosis and criticism. Social mobility and higher education in the past and now.

10. The issues of adult education and their educational competences. Functions of adult education and their characteristics.

Exercises:

1. Introduction to the subject matter - considerations on the specificity of the sociology subdiscipline, which is the sociology of education, as well as organizational and order arrangements.

2. Contemporary understanding and determinants of the processes of socialization and education as two basic social processes in which each individual participates.

3. The specificity of contemporary conditions for children and adolescents to attend schools of various types.

4. Violence at school - symbolic, physical, economic.

5. Education of adults and the elderly - specificity and contemporary conditions. A learning society.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	has knowledge of the main educational environments, their specificity and processes taking place in them;	PPW_W05
W02	has knowledge of inclusive education as well as how to implement the principle of inclusion.	PPW_W09
within the scope of ABILITIES:		
U01	identifies the natural and spontaneous behavior of children and students as educational and didactic situations and uses them in the educational process;	PPW_U10
U02	develops key competences of children / students, especially creativity, innovation and the ability to solve problems independently and in a team.	PPW_U17
within the scope of SOCIAL COMPETENCE:		
K01	works effectively in a team, performing various roles; has the ability to cooperate with teachers, educators, specialists and parents of children / students as well as other members of the preschool / school and local community;	PPW_K04
K02	accurately recognizes the specificity of the local and regional environment and undertakes cooperation for the benefit of children / students and this environment.	PPW_K08

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01				X																	
W02				X							X										
U01											X										
U02								X			X						X				
K01																X					
K02														X							

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	He obtained 50-62% of the test result.
	3,5	He obtained 62-69% of the test result.
	4	He obtained 70-82% of the test result; participated in the work of the team preparing the local analysis of educational institutions.
	4,5	He obtained 83-89% of the test result; participated in the work of the team preparing the local analysis of educational institutions (with a good result).
	5	He obtained 90-100% of the test result; participated in the work of the team preparing the local analysis of educational institutions (with a very good result).
classes (C)* (including e-learning)	3	He obtained 50-62% of the maximum score for the project.
	3,5	He obtained 62-69% of the maximum score for the project.
	4	He obtained 70-82% of the maximum score for the project; showed activity during exercise.
	4,5	He obtained 83-89% of the maximum score for the project; showed at least twice the activity during exercise.
	5	He obtained 90-100% of the maximum score for the project; showed at least twice the activity during exercise.

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	30	20
Participation in lectures*	15	10
Participation in classes, seminars, laboratories*	15	10
Preparation in the exam/ final test*		
Others (please specify e.g. e-learning)*		
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	20	30
Preparation for the lecture*		
Preparation for the classes, seminars, laboratories*	5	10
Preparation for the exam/test*	10	10
Gathering materials for the project/Internet query*	5	10
Preparation of multimedia presentation		
Others *		
TOTAL NUMBER OF HOURS	50	50
ECTS credits for the course of study	2	2

*delete as appropriate

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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