

NAME OF THE COURSE		Sociology of Education				
Code	PMS108	Year of study				
Course teacher	dr. sc. Siniša Kuko	Credits (ECTS)	2,0			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course		Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The main objectives of the course is to familiarize students with the basic objectives, concepts, development, theoretical, social context, the specifics of educational institutions and the position and relations of participants in them.					
Course enrolment requirements and entry competences required for the course	No.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After passing the exam each student should be able to:</p> <p>1. ...describe and to define what is the subject of sociology of education, including beginnings and the evolution of the discipline, its main basic terms of, its position and value among other sciences);</p> <p>2nd ...explain wider social context of the education – values provided, a wide range of social relationships within, its social functions, a question of the social un /equality as a consequence of the education, the importance of the education in the modern and the post-modern society; to explain especially the processes that affect process of the education, eventually, the final success and competences of students; as well as specific internal dynamics, its characteristics, problems and deviations of the system itself, etc.);</p> <p>3rd ... identify the three main sociological (theoretical) perspectives concerning the education-training (basic settings, advantages / disadvantages);</p> <p>4th ...identify the impact of outer social and technological changes on the development of the education, also concerning education in correlation to the other social phenomena (democratization, multiculturalism, globalization, ecology, technology);</p> <p>5th ...understand the importance of the role of educators / teachers in today's society (the characteristics of their profession);</p> <p>6th ...demonstrate the presentation of educational content of the course.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Introduction to Sociology of Education (2 hours)</p> <p>2. Analysis and explanation of basic concepts (2 hours)</p> <p>3. Introduction to the historical development of Sociology of Education - the formation, development, scope and tasks; relationship to other sciences (4 hours)</p> <p>4. Theoretical perspectives of Sociology of education and education-functionalism, conflict theory perspective, interactionism (4 hours)</p> <p>5. Social inequalities and educational opportunities (2 hours)</p> <p>6. Changes in the structure and role of the family and education (2 hours)</p> <p>7. Education and social change - social values; - Socialization and deviant phenomena; Sociology of the profession educator and teacher profession (2 hours)</p> <p>8. The social context of education (4 hours)</p> <p>9. The Sociology of the profession teacher and educator (2 hours)</p>					

	10.The institutional system of education in Croatia (2 hours) 11. Ecology and education (2 hours) 12.New trends (2 hours)					
Format of instruction						
Student responsibilities	Class attendance , seminar paper, active participation.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Name	Ects	Name	Ects	Name	Ects
Grading and evaluating student work in class and at the final exam	Class attendance 10% Preliminary exam 70% Seminar paper 15% Activity 5%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
				0		
Optional literature (at the time of submission of study programme proposal)	Bognar, B. Škola na prijelazu iz industrijskog u postindustrijsko društvo. Metodčki ogledi 10(2): str. 9-24 Farnell, T (2009) Jamči li besplatno obrazovanje i jednak pristup obrazovanju. Revija za socijalnu politiku (god.16 br.2) Piršl, Temeljni pojmovi odgoja, http://209.132/search?q=cache:w7j7xGc4SUIJ.www.ffpu.hr/fileadmin/Documents/Odgoj_02.ppt+odgoj+definicija&cd=3&hl=en&ct=clnk , 29.1.1020. Ross, A. (2009), Educational Policies that Address Social Inequality: Overall Report. Dostupno na: http://www.epasi.eu					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Evaluation of results in accordance with the above learning outcomes • Feedback from students via surveys • Self-evaluation of teachers • Institutional and non-institutional evaluations 					
Other (as the proposer wishes to add)	No.					