-. Sociology of Education and Training

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COURSE AIMS AND INTENDED LEARNING OUTCOMES

The general course aim is to provide students with an essential understanding of the relationship between social context and educational process; the specific objectives are:

1. to present the main outcomes of sociological reflection on the players, contexts and forms of education and training;
2. to provide the necessary conceptual and methodological tools for students to become sociological interpreters of educational phenomena;
3. to illustrate the strategies and outcomes of field research into currently relevant topics and problems in educational sociology, with particular reference to the functioning of the main socialisation agencies (family, school, educational services for children, and extra-curricular contexts).

At the end of the course, students will be able to:

- possess a structured knowledge of the main approaches to educational sociology and its fundamental questions, as well as the main topics of sociological studies in the field of education and training;

- analyse key aspects of the functioning of the main educational and socialisation agencies, with particular reference to the socio-educational processes characteristic of childhood;

- critically read social dynamics and enhance the tools and results provided by sociological research in the construction of educational interventions.

COURSE CONTENT

Part One

Two fundamental theoretical questions in educational sociology will be addressed:

- the process of socialisation and the construction of personal identity;

- social differences and inequalities in teaching and training in educational processes and contexts.

Part Two

This will involve the study of certain important current phenomena affecting the major agencies of education and socialisation, focusing on changes and areas of critical issues, challenges and emerging potential:

- family transformation processes (forms of family coexistence, gender models and parenting styles) and the related implications for educational dynamics;

- social inequalities in the school system and in extracurricular contexts, with particular reference to the phenomenon of educational poverty, school-family relations and enforcement policies;

- the production of children's cultures and their influence on socio-educational processes in the family context and in educational services for children.

***READING LIST [[1]](#footnote-1)***

E. Besozzi, *Società, cultura, educazione*, Carocci, Rome, 2017 (New Edition, chaps. 1, 4, 5, 6, 7). [*Purchase from VP*](https://librerie.unicatt.it/scheda-libro/elena-besozzi/societa-cultura-educazione-teorie-contesti-e-processi-9788843086856-250446.html)

- G. Battilocchi, *Educational poverty in Italy: concepts, measures and policies*, "Central European Journal of Educational Research", no. 2/2020, pp. 1-10

- B. Fiore, *La relazione tra famiglie e scuola. Modelli organizzativi e politiche sociali*, Carocci, Rome, 2021. [*Purchase from VP*](https://librerie.unicatt.it/scheda-libro/e-come-educazione-autori-e-parole-chiave-della-sociologia-delleducazione-9788820740023-173534.html),

- C. Satta, *Bambini e adulti: la nuova sociologia dell'infanzia*, Carocci, Rome 2012, (chaps. 1, 2, 3). [*Purchase from VP*](https://librerie.unicatt.it/scheda-libro/e-come-educazione-autori-e-parole-chiave-della-sociologia-delleducazione-9788820740023-173534.html)

- W. Corsaro, *Sociologia dell'infanzia*, Franco Angeli, Milan, 2020, (Part 1 and 2). [*Purchase from VP*](https://librerie.unicatt.it/scheda-libro/e-come-educazione-autori-e-parole-chiave-della-sociologia-delleducazione-9788820740023-173534.html),

TEACHING METHOD

Frontal lectures of a theoretical nature alternated with textual analyses and critical presentations of statistical information and empirical research. The teaching material used in lectures and further specific documentation will be made available to students on the *Blackboard* platform, where forums for analysis and discussion around specific topics may be proposed.

ASSESSMENT METHOD AND CRITERIA

An oral exam. Students will be able to divide the exam into two parts with an interim test (also in the form of an oral interview) to be held during the break between the two lecture semesters. The interim test will focus on the topics covered in class in the first semester, according to indications that will be provided at the beginning of the course and made available on the *Blackboard* platform. The completion of the exam will take place in the exam sessions starting from the summer session.

As part of the oral exam, in addition to the presentation of topics and problems addressed by the course, the reading and illustration of essential tables of statistical data may be requested.

The student's assessment will be strongly based on their command of key concepts and correct use of a sociological vocabulary, on the clarity and coherence of their presentation, and on their ability to draw connections between the theory and specific social phenomena.

NOTES AND PREREQUISITES

Being introductory in nature, there are no prerequisites for attending the course. Students who specialise in adult education may ask the lecturer's permission to make changes to the course reading list in line with their specific educational needs.

**Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated promptly to students**.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.

1. The texts indicated in the reading list may be purchased at the University bookstores; they may also be bought from other outlets. [↑](#footnote-ref-1)