

COURSE: SOCIOLOGY OF EDUCATION

Authors

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RATIONALE

The sociology of education course is designed to equip trainee teachers with relevant knowledge, skills and values that will enable them be competent teachers in junior secondary schools.

AIM

The course aims at producing teachers who have good understanding of the culture/society and its significance in the learning processes of the child

GENERAL OUTCOME

1. Demonstrate understanding of related aspects sociology of education with respect to the culture and learning environment of the child.

KEY COMPETENCES

1. Able to apply knowledge, skills and values acquired in sociology.

APPROACHES AND STRATEGIES

Lecturers and tutors are required to facilitate the delivery of the content in this course using teaching approaches strategies that focus on learner centeredness in order to ensure effective transfer of knowledge, skills and values to teacher trainees. Such methodologies should include the following teaching approaches and strategies:

- Group and pair work.
- Research.
- Field trips.
- Presentation.
- Observation/ Experimentation

- Inquiry.
- Problem solving.
- Role play.
- Drama.
- Modelling.

SOCIOLOGY OF EDUCATION

YEAR 1

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
1.1 INTRODUCTION TO SOCIOLOGY	1.1.1 What is sociology of education	1.1.1.1 Discuss the general concept of sociology 1.1.1.2 Express the understanding of the branches of sociology 1.1.1.3 Describe sociology of education as a branch of sociology 1.1.1.4 Interpret the sociological theories in relation to education
	1.1.2 The origin and development of sociology of education	1.1.2.1 Conceptualize the trend and origin of sociology of Education 1.1.2.2 Determine the importance of sociology of education to the teacher
1.2 SOCIAL INSTITUTIONS	1.2.1 Social institution	1.2.1.1 Discuss the concept of social institutions 1.2.1.2 Analyze the various social institution 1.2.1.3 Evaluate the impact of social institutions on education
1.3 SOCIALIZATION	1.3.1 The concept of socialization	1.3.1.1 Describe the models of socialization 1.3.1.2 Discus the theories of socialization 1.3.1.3 Discuss the various types of socialization 1.3.1.4 Identify the agents of socialization

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
		1.3.1.5 Describe factors of socialization
	1.3.2 Relationship between socialization and education	1.3.2.1 Differentiate between Education and socialization
1.4 CULTURE	1.4.1 Individual and the culture	1.4.1.1 Express the concept of culture and the characteristics 1.4.1.2 Discuss and examine different Components of culture
	1.4.2 Effects of culture on education.	1.4.2.1 Interpret the group dynamics of the class room/society 1.4.2.2 Demonstrate the significance of culture on education

YEAR 2

2.1 SOCIOLOGICAL THEORIES	2.1.1 Macro theories	2.1.1.1 Compare the different sociological framework applicable to sociology of education (conflict theory, structural- functionalism, Human capital) 2.1.1.2 Scrutinize each of the theories on how they can be applied in the Zambian classroom
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TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
	2.1.2 Micro theories:	<p>2.1.2.1 Compare the different sociological framework applicable to sociology of education (labelling, New sociological theory, Symbolic, Ethno methodology)</p> <p>2.1.2.1 Scrutinize each of the theories on how they can be applied in the Zambian classroom</p>
2.2 MIGRATION	2.2.2 The concept of migration	<p>2.2.1.1 Discuss the concept of migration</p> <p>2.2.2.2 Explain the various types of migration</p>
	2.2.3 Migration and education	2.2.3.1 Explain the impact of migration on education
2.3 SCHOOL AND THE COMMUNITY	2.3.1 The School and the Community	<p>2.3.1.1 Interpret the concept of the school and the community</p> <p>2.3.1.2 Examine the relationship between the school and the community</p>
	2.3.2 Politics and education	2.3.2.1 Evaluate the impact of politics on education
2.4 EDUCATION AND SOCIAL STRATIFICATION	2.4.1 The concept of education and social stratification	<p>2.4.1.1 Definition of terms</p> <p>2.4.1.2 Describe the related concepts of social change</p> <p>2.4.1.3 Analyze the theories of classes</p> <p>2.4.1.4 Identify the types of classes that are found in the community</p>
		2.4.2.1 Outline and evaluate how classes affect education

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
	2.4.2 Impact of classes on education	
	2.4.3 Social mobility	2.4.3.1 Describe how social mobility affect the status of an individual in relation to society.

YEAR 3

3.1 SOCIAL FUNCTIONS OF EDUCATION	3.1.1 Types of social function	3.1.1.1 Describe the manifest and latent functions of education 3.1.1.2 Identify the dysfunctions of education 3.1.1.3 Outline the elements that may lead to educational dysfunctions.
	3.1.2 Different function of education:	3.1.2.1 Explain Selection, Conservative, Innovation, Economic 3.1.2.2 Scrutinize the consequences of schooling in view of norms of independence, universalism and achievements.
3.2 SOCIAL CHANGE AND MODERNIZATION	3.2.1 Nature and patterns of social change	3.2.1.1 Evaluate the concepts of social change and modernization 3.2.1.2 Describe the factors of social change 3.2.1.3 Examine the theories of social change

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
	3.2.2 Modernization and education	3.2.2.1 Criticize education and modernity syndrome
3.3 SCHOOL AND SOCIAL ORGANIZATION	3.3.1 Concept and characteristics of organization	3.3.1.1 Interpret the concept of organization 3.3.1.2 Outline the characteristics of an organization. 3.3.1.3 Express the concepts of bureaucracy and rationalization as they relate to education 3.3.1.4 Describe the school as an organization 3.3.1.5 Interpret classroom dynamics 3.3.1.6 Define the school as a sub culture
3.4 CROSS CUTTING ISSUES	3.4.1 Sexuality and Health education	3.4.1.1 Describe the concept of sexuality 3.4.1.2 Describe anatomy and physiology of reproductive systems 3.4.1.3 Identify the consequences of illicit sex 3.4.1.4 Analyze the symptoms of HIV/AIDs and other diseases
	3.4.2 Human rights and Gender	3.4.2.1 Articulate and apply human rights and their importance. 3.4.2.2 Discuss child labor, cyber bullying and early marriages 3.4.2.3 Appreciate the equality of gender roles in education
	3.4.3 Poverty and education	3.4.3.1 Examine the impact of poverty on education

PRESCRIBED READING

Ballintine, J. H. and Hammack, F. M. (2009). *The Sociology of Education: A systematic Analysis*. New Jersey: Pearson & Prentice Hall.

Coser, L. A. et al (1983). *Introduction to Sociology*. New York: Harcourt Brace.

Datta, A. (1988). *Education and Society: with Special Reference to Africa*. London: Macmillan.

Ezweu, E. (1983). *Sociology of Education*. Lagos: Longman.

Giddens, A. (2012) *Sociology*. London: Polity Press

GRZ/MoE (1996). *Educating Our Future: National Policy on Education*. Lusaka: ZEPH

Haralambos, M. (2002). *Sociology: Themes and Perspectives*. London: Unwin Hyman

RECOMMENDED READING

Karabel, J and Halsey, A. H. (eds) (1977). *Power and Ideology in Education*. New York: Oxford University Press.

Kibera, L. C. (2007). *Fundamentals of Sociology of Education: with reference to Africa*. Nairobi: University Press.

Lauder, H., et al (2006). *Education, Globalisation and Social Change*. New York: Oxford.

Laverne, W. T. (1995). *Sociology. (5th ed.)* Austin: Holt and Rheinehart.

Macionis, J. J. (1987). *Sociology: An Introduction*. New Jersey: Prentice Hall.

Marshal, G. (1998). *Dictionary of Sociology*. Oxford: University Press

MESVTEE. (2013). *Zambia Education Curriculum Framework*, CDC, Lusaka.

MESVTEE. (2013). *Zambia Primary School Syllabus*. CDC, Lusaka Drake, J. (2001). *Planning Children's Play and*

Learning in the Foundation Stage. London: David Filton Zander, V.W.J. (1998). *The Social Experience: An Introduction to Sociology*. New York: Random House.

ASSESSMENT

1. Continuous assessment : 50%
 - 1 assignment 20 %
 - 2 Tests 30 %

2. Final examination 50%