

Sociology of Education

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DISTRIBUTION OF MATERIALS

- Please ensure that you have the following materials:
 - Tutorial letter 101
 - Tutorial letter 201
 - Prescribed textbook: *Sociology of Education*
 - Study Guide

COMMUNICATION

You can contact your lecturers in the following ways:

Email :

- ebakerm@unisa.ac.za
- letsotv@unisa.ac.za



NB! Always include your module name, your name and student number in the communication

OUTLINE OF MODULE

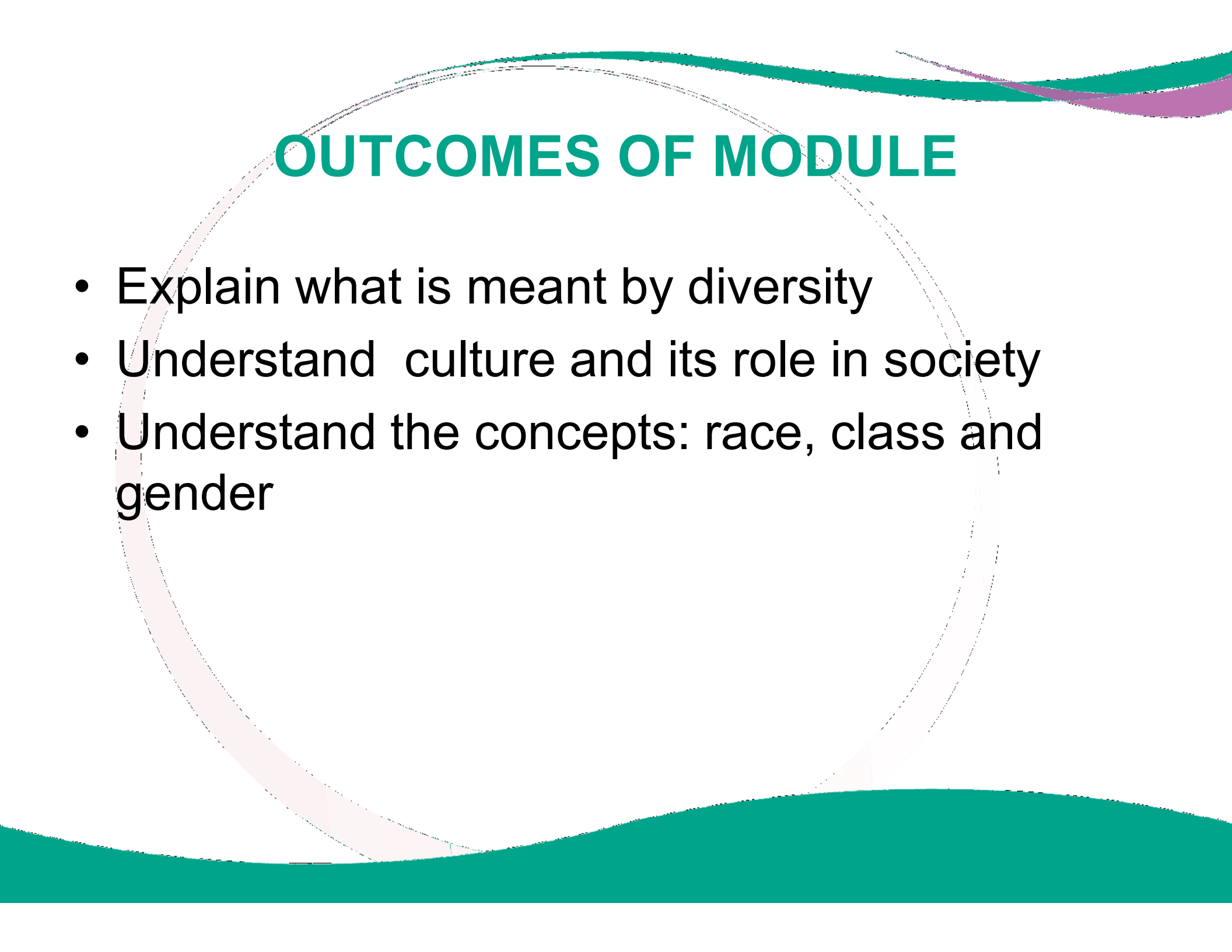
- The module covers the major theories in the Sociology of Education (SoE)
- SoE incorporates the discipline of sociology. How does society work? What institutions do we find in society? What social relationships do we have?
- SoE reflects on the role of education. It is concerned with schools in society

OUTCOMES OF MODULE

- At the end of the module you should be able to:
- Analyse the three theories: functionalism, conflict theory and symbolic interactionism
- Understand how the theories explain and interpret society and the role of the school

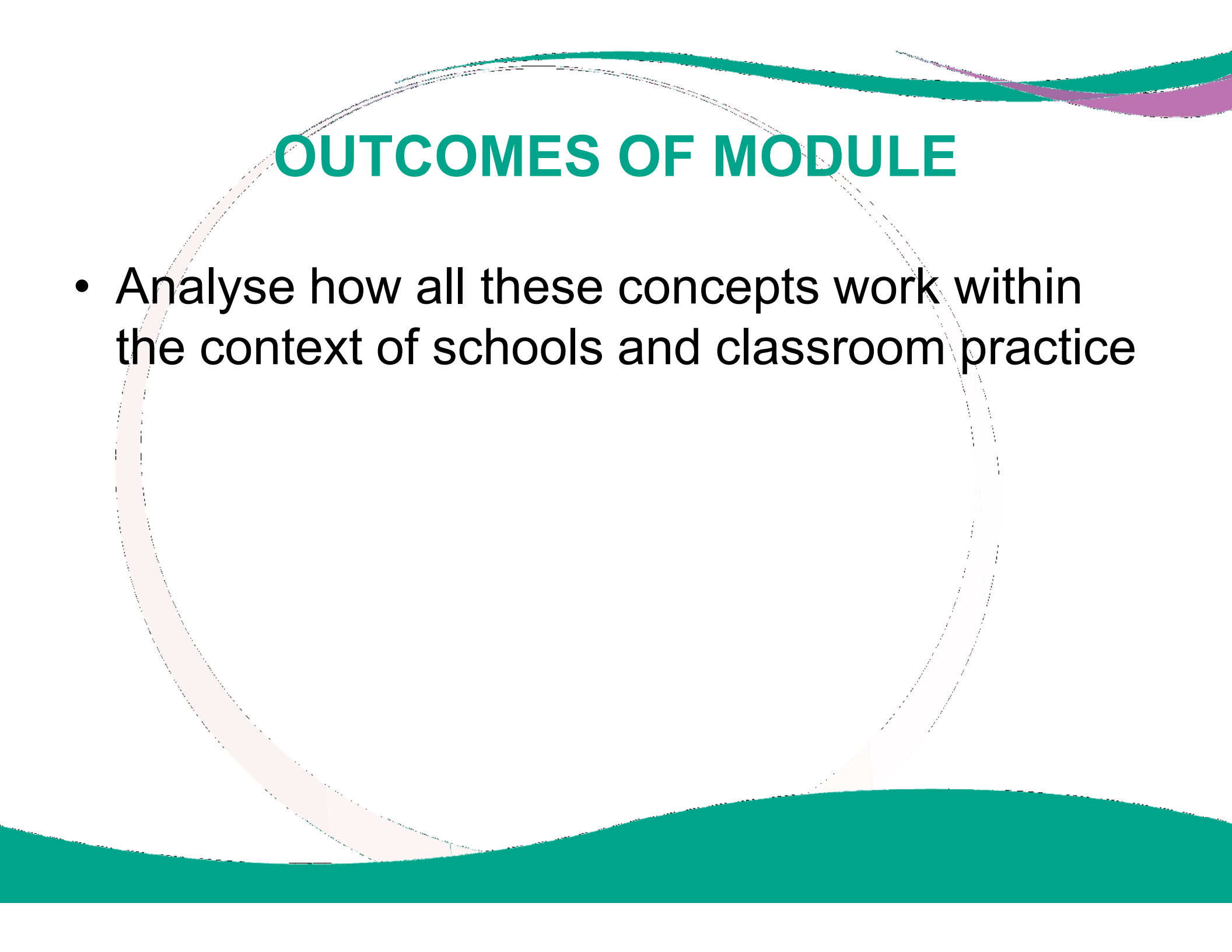
OUTCOMES OF MODULE

- Understand the concept of citizenship.
- Understand what is meant by citizenship education
- Understand that there are different interpretations of citizenship education



OUTCOMES OF MODULE

- Explain what is meant by diversity
- Understand culture and its role in society
- Understand the concepts: race, class and gender



OUTCOMES OF MODULE

- Analyse how all these concepts work within the context of schools and classroom practice

SoE Theories: Chapters 1 and 2

Functionalism

- Functionalists believe in social order: so schools play an important role in keeping society stable
- Schools help society to function/work more effectively

Functionalism

- Schools are linked to other institutions in society such as the state and the economy
- The school takes over from the family by socializing learners to relate to people other than their family members
- Schools teach skills and values which are useful in the workplace.

Functionalism

- All learners who attend school are essentially equal: they have the same curriculum, classroom, uniform

Conflict theory

- Conflict theory argues that:
- Society is unequal
- Some people and institutions have more power, such as economic power, than others
- Society is made up of social classes and they are unequal. Some classes are more privileged

Conflict theory

- Schools are not equal in fact there are deep inequalities in the schooling system
- Working class schools are, in general, less privileged than middle class schools
- Conflict theorists emphasise social justice issues and argue that society can change

Conflict theory

- Think of examples of inequality in the South African school system and in schools and the classroom

Chapter 2: Socialisation

- Socialisation:
- What is it? How we are brought up by families, communities
- What role do schools play in the socialisation of learners? Punctuality? Compliance?
- Think of school-based examples of socialisation
- Also look at page 30 (SoE) on socialisation

Chapter 2: Symbolic Interactionism

What are symbolic interactionism's (SI) most important principles?

- It focuses on how people interact with each other
- That is how they communicate with each other
- Communicate verbally and non -verbally

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Chapter 2: Symbolic Interactionism

- SI considers the self/individual
- SI argues that people:
- Can think
- Can make meaning
- Can interpret symbols, language
- Are active and not passive

Symbolic Interactionism

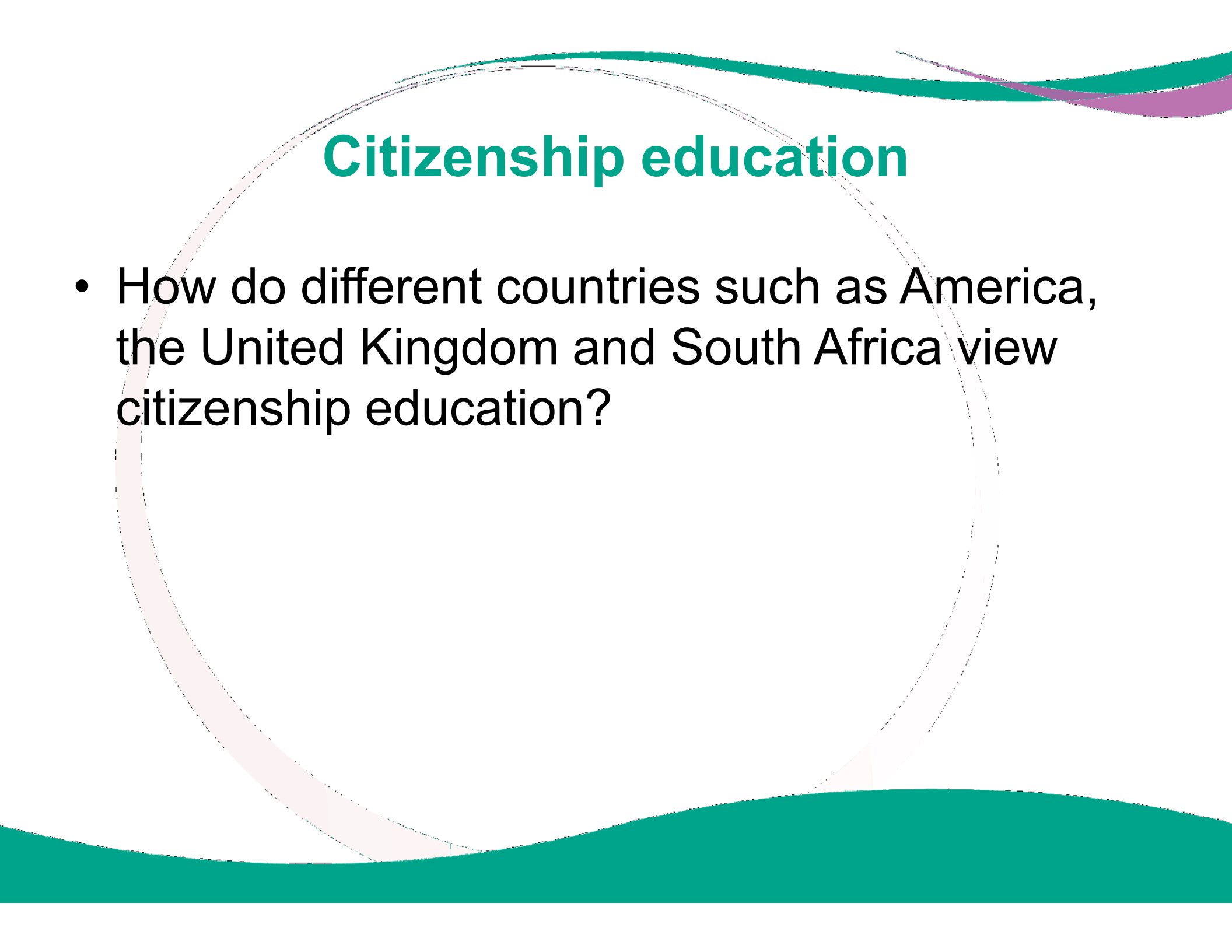
- The theory can be applied to the classroom
- Think of examples of how a teacher interacts with and interprets learners
- Think of examples of how learners interact with and interpret teachers

Chapter 3: Citizenship Education

- Citizenship education
- What is it?
- Active: learners are actively involved in learning to make democratic decisions; take an active role in community issues; participate in extra-curricular activities
- Information about citizenship is 'caught'.

Citizenship education

- Passive:
- Organised in a formal curriculum
- Learners are 'taught' how to be good citizens in schools
- Aspects of citizenship are transmitted by teachers and learnt by children



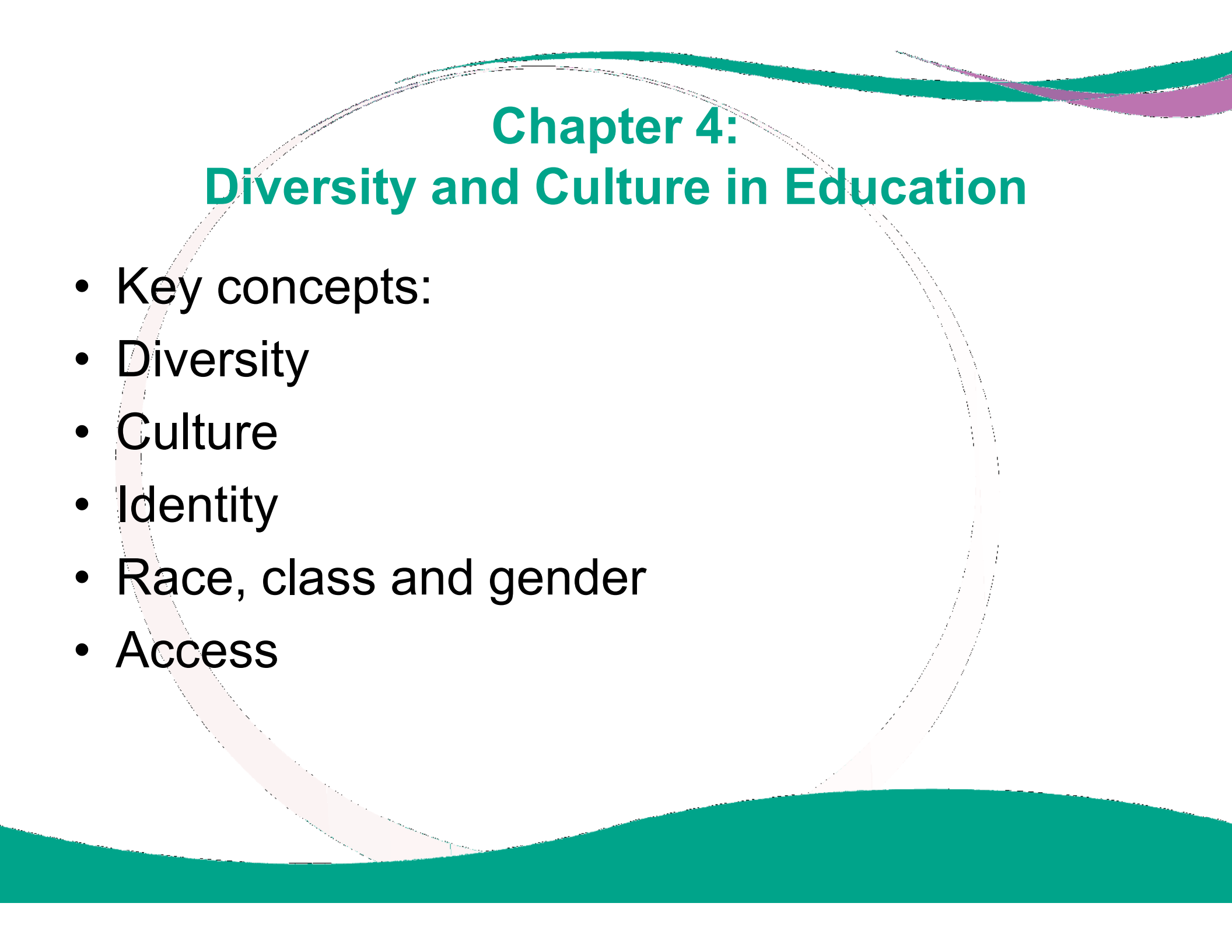
Citizenship education

- How do different countries such as America, the United Kingdom and South Africa view citizenship education?

Chapter 3: Citizenship Education

In South Africa, post-apartheid citizenship education emphasises:

- the Constitution
- redress for previous inequalities during apartheid
- teaching for democracy
- participatory citizenship
- respect for human rights



Chapter 4: Diversity and Culture in Education

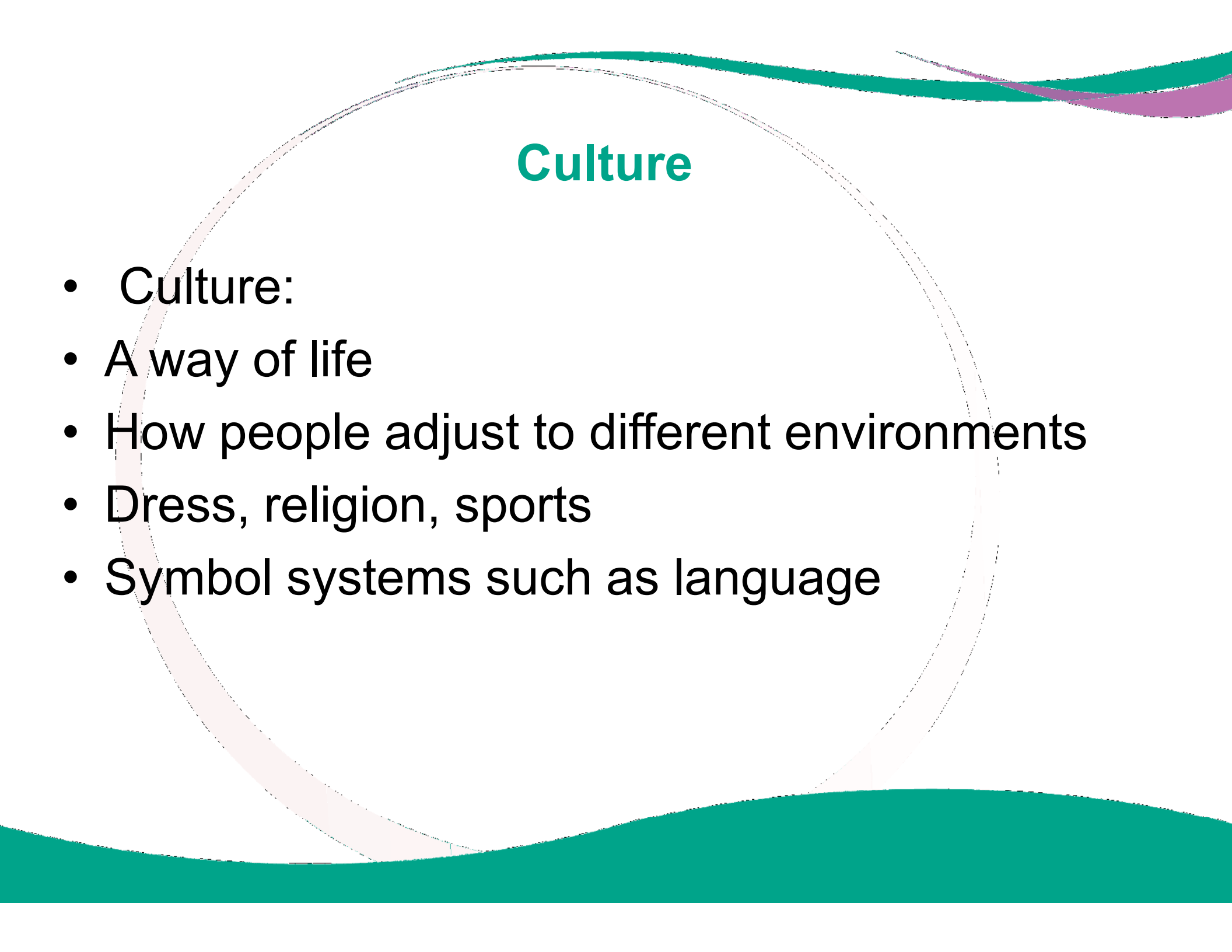
- Key concepts:
- Diversity
- Culture
- Identity
- Race, class and gender
- Access

Diversity

- Diversity:
- Learning about group differences
- Enabling different groups to reach their full potential
- Working against intolerance, xenophobia.
- Teaching tolerance, respect for others

Diversity

- Sources of diversity or difference can include:
- Gender, race class, access to education and culture
- Think about how these sources of diversity can be considered and dealt with in the classroom. E.g. gender fair teaching
- Examples?



Culture

- Culture:
- A way of life
- How people adjust to different environments
- Dress, religion, sports
- Symbol systems such as language

Gender

- Gender:
- Is about 'masculinities' and femininities'
- Is socially constructed
- Is linked to socialization in that girls and boys are socialized into 'gendered' roles.
- Can result in stereotyping

Gender

- Think about how gender can inform classroom/school practice
- Are there discriminatory gender practices in schools?

Gender

- How can teachers follow the constitution so that they teach in a gender fair way?

ASSIGNMENTS

- Assignment 1: MCQ
- Assignment 2: short and paragraph answers.
- Assignments 1 and 2 count 20% of the Semester mark

EXAMINATIONS

- The examination question paper has the following form:
- 20 Multiple choice questions (MCQ) 20 marks
- 4 Questions each worth 20 marks = 80 marks
- Total: 20 = 80 = 100 marks
- The examination counts 80% of the semester mark

EXAMINATIONS

- The 4 questions are made up questions which ask for short responses (2-4 marks) and paragraph responses (6 – 8 marks)

EXAMINATIONS

- Read through the question carefully and answer the question accurately
- Check how many marks are assigned to the question. For example, 2 marks means your response should be short; whereas 8 marks means your response should be more detailed
- Write in full sentences

Finally....

- Study all four of the chapters in your text book (SoE)
- Work with your Study Guide in conjunction with the text book (SoE)

FINALLY...

- There are additional, helpful notes posted on myUnisa announcements
- All the best for your examinations!



Thank you

Define tomorrow.

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