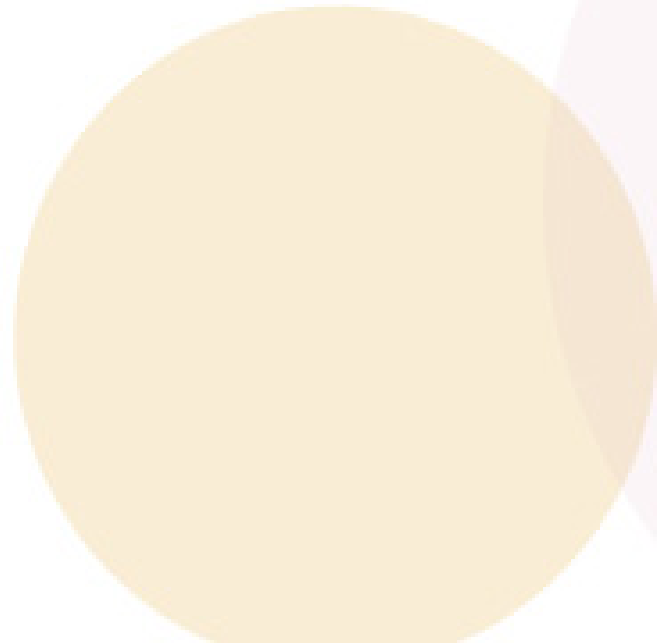
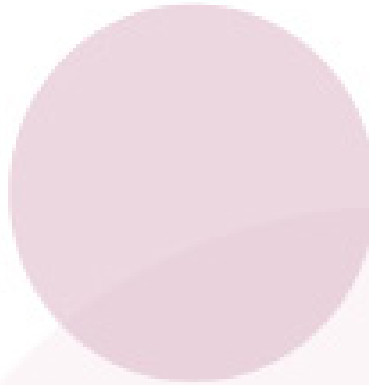
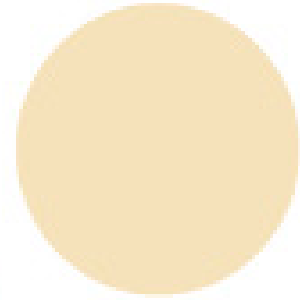


African Virtual University

Education: Education EDU19

SOCIOLOGY OF EDUCATION

Cyrille Mihamitsy



Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODeL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development. Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on oer.avu.org, and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest. We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University - Somalia; Université Cheikh Anta Diop (UCAD)-Senegal, Université d' Antananarivo – Madagascar, Universidade Pedagogica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia

The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) - South Sudan, University of The Gambia (UTG), University of Port Harcourt (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana, University of Cape Verde (UniCV) – Cape Verde, Institut des Sciences (IDS) – Burkina Faso, Ecole Normale Supérieure (ENSUP) - Mali, Université Abdou Moumouni (UAM) - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superior Tchicote – Guinea Bissau

Bakary Diallo

The Rector

African Virtual University

Production Credits

This second edition is the product of a review process based on the first edition of this module. The information provided below, except the author of first edition, refers to the second edition.

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Introduction

Time

The 120 hours of work required to cover the module content are broken down as follows:

Unit	Title	Student	Prof-Student	Total
Unit I	Introduction to the sociology of education	7h30 min	2h30 min	10 hours
Unit II	Contemporary school and education issues	34h	6h	40 hours
Unit III	Socio-pedagogical issues	34h	6h	40 hours
Unit IV	Social structures and education	25h 30 min	4h 30 min	30 hours

Materials

In order to complete this module, you must have the following equipment:

- A Pentium 4 computer with 3.8 GHZ, 80 GB HDD, 512 Mo DDR
- One ink-jet printer
- One USB drive, 128 Mo
- CDs
- An Internet connection with high bandwidth, minimum 512 Mo.

Module Rationale

Through this module, sociology of education, a subject that is not taught in secondary schools, you will acquire a very important intellectual asset for your future teaching career. It is the only subject that can give you a better grasp of the overall education process and the meaning of teaching practices, and raise your awareness of the imperatives of social dynamics. However, we must not forget that a truly professional understanding of the education process also requires the acquisition of scientific knowledge from related disciplines such as psychology, philosophy, history, statistics, and so on.

Overview

This module, titled 'The Sociology of Education', comprises four learning units. The first defines the concepts of society, socialization, education and sociological theories of education. The second and third units explore issues in education and schools. The fourth and last unit explains the phenomena of disparity in opportunities in relation to social reproduction, and social mobility, and multicultural education.

Outline

Unit.1 Introduction to the sociology of education

- 1 Society, socialization and education
- 2 Sociological theories related to education

Unit.2 Contemporary school and education issues

- 1 Teachers and teachers' attitudes
- 2 Educational wastage
- 3 The marginalization of intellectuals
- 4 Dropout phenomenon

Unit. 3 Socio-pedagogical issues

- 1 Academic failure and success
- 2 Gender-based discrimination and sexual harassment
- 3 Delinquency

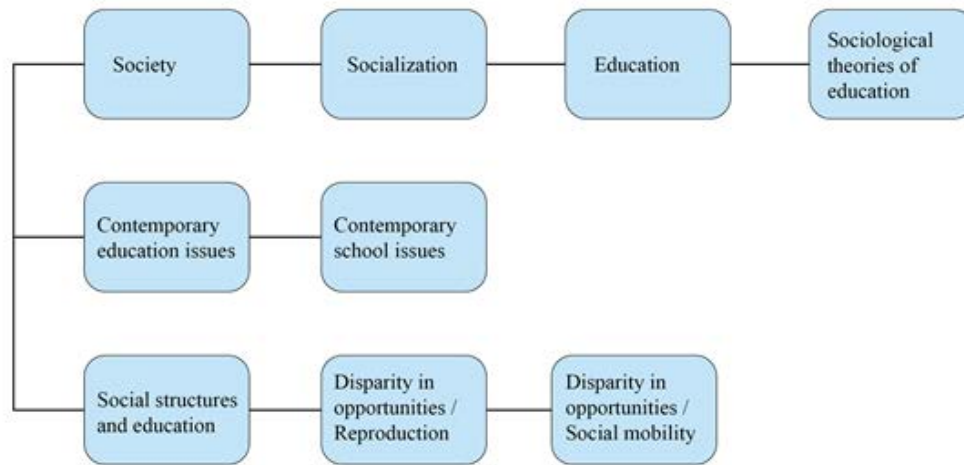
Unit. 4 Social structures and education

- 1 Disparity in opportunities and social reproduction
- 2 Disparity in opportunities and social mobility
- 3 Multicultural education
- 4 Theories of socialization4.5 Agents of socialization

Unit 5 Culture and education

- 1 Types of Culture
- 2 Characteristics of Culture
- 3 Subcultures in Schools
- 4 Role of Culture in Education

Graphic Organizer



General Objectives

The general objectives of sociology of education are to:

- Provide students with conceptual guidelines in the process of social integration
- Introduce students to contemporary issues in education in general, and in school education in particular
- Introduce students to an understanding of social dynamics and issues of school education
- Give students the capacity to problematize or analyze the interplay between education, on the one hand, and social structures and culture on the other hand.

Specific Learning Objectives (Instructional Objectives)

1 - Introduction to the sociology of education

At the end of this unit, you should be able to understand the roles of key socialization factors in the social integration of future citizens.

2 - Contemporary school and education issues

At the end of this unit, you should be able to understand the causes and of contemporary issues in schools and education.

3 – Socio-pedagogical issues

At the end of this unit, you should be able to analyze the causes and impacts of educational practices

4 – Social structures and education

At the end of this unit, you should be able to understand the phenomena of the disparity in opportunities and social reproduction, and the disparity of opportunities and social mobility.

Pre-Assessment

Rationale

Title of Predictive assignment: General knowledge of the sociology of education

What is the point of a predictive assessment? It enables you to better estimate your general knowledge of the sociology of education.

Assessment

Instruction

1. Who was Emile Durkheim?
 - A. a physician
 - B. a surgeon
 - C. a sociologist

2. Who first coined the term “sociology”?
 - A. Bourdieu
 - B. Auguste Comte
 - C. M. Weber
 - D. Emmanuel J. Sieyès

3. Who were the three founders of French sociology?
 - A. Max Weber
 - B. J.J. Rousseau
 - C. Auguste Comte
 - D. Durkheim
 - E. Montesquieu
 - F. Mauss

4. Who were known as the "fathers" of sociology?
 - A. Marcel Mauss
 - B. Karl Marx
 - C. J.J Rousseau
 - D. Montesquieu
5. What is the Latin root of the word "sociology"?
 - A. Socios
 - B. Socius
 - C. Social
6. How many different definitions of the word "sociology" are there?
 - A. 3
 - B. 15
 - C. 44
 - D. 55
7. What kind of science is sociology?
 - A. an exact science
 - B. a soft science
 - C. a hard science
8. Is the sociology of education as old a science as philosophy?
 - A. Yes
 - B. No
9. What does "social mobility" mean?
 - A. leaving school before the end of the term
 - B. Equality of opportunities
10. What does "social immobility" mean?
 - A. Disparity in opportunities
 - B. One's fate is determined by one's social origins
 - C. Social reproduction

Answers

1. C
2. D
3. C, E, F
4. C, D
5. B
6. C
7. B
8. B
9. B
10. B,C

PEDAGOGICAL COMMENTS FOR LEARNERS

Note that the date of commencement of your study will be when your tutor sends you an e-mail containing the results of the pre-assessment and indicating that you are allowed to proceed. If you score only around 50% on this test, you will probably have to work hard to complete this learning module. If you answer over 85% of the questions correctly, you will most probably complete this module successfully. You should be able to avail yourself fully to the learning module and pass it with ease.

Unit 1: Sociological Concepts and Theories of Education

Unit Description

Learning activity 1 is accompanied by a few questions to guide you in your learning as you read. This will enable you to achieve the specific objectives gradually and according to a planned structure.

Read all the texts presented in the required reading list. By considering the various definitions of education that you find in these texts, you will attempt to grasp the dynamic nature of this concept of education.

Next, you will broaden your understanding of this concept by comparing it with other, similar concepts and by identifying their common points as well as their points of distinction (in 75 words).

After you have analyzed the different sociological theories of education, you will identify the roles of each social entity concerned and the interplay between them in the socialization process (in 30 words).

Summary

Learning activity 1 consists of reading texts. Students will first learn about and analyze the various definitions of education as well as definitions of closely related concepts. Students will then identify the roles of each of the social institutions mentioned in the different descriptions of sociological theories of education in order to grasp the dynamic nature of education as a process of integration, as well as the interplay between the school and society.

List of required reading

[http:// fr. Wikipedia. Org/ Wiki /Sociologie de l'%C3%A9ducation](http://fr.Wikipedia.Org/Wiki/Sociologie_de_l'%C3%A9ducation)

[http://fr. Wikipedia.org/ Wiki /sociologie\[sociology\]](http://fr.Wikipedia.org/Wiki/sociologie[sociology])

Among other things, students will find information on the origins of sociology, the founders and fathers of sociology, different paradigms and various research methods. A lengthy list of references is included.

<http://en.wikipedia.org/wiki/socialization>

An in-depth definition of the concept of socialization is provided, followed by a description of all the stages, actions, and various actors in the socialization process. A study on the phenomenon of social reproduction and the interactive process that leads to social change is featured.

<http://en.wikipedia.org/wiki/Education>

In-depth definitions of the concept of education are presented. The author also explains the differences between education and other related concepts.

Unit 2: School and Education Issues

Unit Description

As you read, find definitions of the following terms: deschooling, educational wastage, deteriorated academic levels, dropout (in 40 words).

In general, what are the social causes of these key problems which constitute the crisis in the education system? Are more boys or girls affected by these problems? Are children in rural or urban setting more affected by these problems? Is it possible to bring down the rates of deschooling and educational wastage? What are the commonly proposed solutions? (in 70 words).

Summary

Students acquire definitions of these social phenomena, understand their causes and impacts, and identify solutions to minimize them.

Activity Details

One of the major impediments to school completion is the dropout phenomenon. In most cases, the drop dropout rates tend to be higher among low income families than middle or high income families. Some of the reasons that make students drop out of schools include: poverty, cultural influence, excessive demands from schools, insecurity and displacements. Other precipitants for dropout include methods of socializing young people, hostile school environments, political instability, labeling of students and stigmatization of students. Now write short notes on how the identified factors lead to dropout in schools.

List of required readings

<http://www.infaubourg.en/Sections/webbabillard>

http://en.wikipédia.org/wiki/Aly_Oury

Comments and analyses of causes of the crisis in the education system. Students learn about real-life situations examined by the authors of these reports.

Unit 3:Socio-Pedagogical Issues

Unit Description

Students visit an elementary and/or secondary school and conduct an inquiry into the social issues that impact on teaching. Students ask each of the main actors in the school community (teachers, students, administrators) about the problems that they must cope with. They then ask them which social factors they feel are the main causes of academic success and failure (written summary report of about 100 words).

Summary

Students conduct an inquiry to gain an awareness of actual socio-pedagogical problems, which constitute the subject of study. They then attempt to understand the causes and impacts of the reported social phenomena on students' academic successes and failures.

List of required readings

<http://www.google.com/search?q=wikipédia+d%c3%A9p%c3%A9dition>

<http://en.wikipédia.org/wiki/Ben-Aknoun>

<http://en.wikipedia.org/wiki/portail:sociology>

Students will become familiar with various sociological approaches to the study of conflicts and interactions between and among children, and society. Academic failures and school dropouts are addressed. Related articles and bibliographic sources are included.

Unit 5: Culture and Education

Unit objective

By the end of this learning activity, you should be able to analyze how culture can influence education.

Unit Description

Society, culture and education are interrelated and each is necessary for the continued existence of each other. Society uses the school to transmit its cultural values, norms and knowledge appropriate to its members. Education therefore is a form of cultural transmission. In this unit, you will explore the role of culture in education.

Activity Details

Types of Culture

Culture refers to all material and non-material values of a community. On one hand, material values or culture includes all the implements and tools, houses, carvings etc. On the other hand, immaterial culture includes beliefs, customs / traditions, arts (music, drama, legends, sayings etc) of the community. Culture comprises several elements: Speech, values, norms, beliefs, art and symbols, myths, ideology, religious practices, social practices, property and other material traits.

Characteristics of Culture

In characteristic terms, culture is a product of human interaction. It is dynamic but with some degree of stability through culturally accepted norms and values. Culture provides people with an identity of who they are, where they are coming from and where they are heading. It is important to note that culture is cumulative and transmitted from one generation to the next through language and non-verbal symbols. Moreover, it is both ideal and manifest, both adaptive and integrative. As such, people must not only adapt to cultural changes and forces but also integrate other values and norms since it is dynamic.

Sub-cultures in Schools

Now let us look at some sub-cultures found in schools. Subculture refers to the beliefs, practices and solid material of a section of society (or subgroup). It should however be noted that it can only be referred to as a sub-culture if the components of practice do not alienate it from the major societal culture. In the school, sub-cultures can be formal or informal. Formal sub-cultures are all the official sub-groups constituted by the school, their behavior, expectations as well as practices.

They include staff welfare and students' organizations, departments (boarding, humanities, science, accounts etc), clubs and societies. Informal subcultures are temporary sub-groups constituted for one reason or another without authority of the schools. Their beliefs, behavior and practices sometimes undermine authority of the schools.

They include unauthorized ethnic or tribal groupings, protest groups, and delinquent groups (e.g. drug addicts, alcoholics, etc). It should however be noted that informal sub-cultures frequently check the excesses of the school authority- probably the reason why schools do not authorize or accept formation of such groups.

Role of Culture in Education

Culture is often seen as the content of socialization in the process of education. It provides content about the life and practices of a community for transmission to youths. It also provides language used to transmit knowledge, and the acceptable methods of delivery at school. In addition, culture provides norms, values, and beliefs acceptable within the group or society and prescribes rules and regulations which govern the process of socialization in society and in school. Needless to say, culture provides a sense of identity unique to the culture in which the school operates.

Task:

Make a tour of your university campus, identify and list different cultural artifacts. Write a brief report on each artifact's implication to education.

List of required readings

www.nou.edu.ng/.../EDU%20716%20SOCIOLOGY%20OF%20EDUCA.

http://www.nou.edu.ng/uploads/NOUN_OCL/pdf/EDU/EDU%20716%20SOCIOLOGY%20OF%20EDUCATION.pdf

Course Glossary

Educational wastage: students leave school prematurely before completing a cycle for diverse reasons.

School: an establishment where individuals gather to learn together.

Gender: a set of perceived social differences distinguishing between males and females.

Social mobility: the degree to which social status can change within a system of social hierarchy. Ideally, each individual has the same opportunities to achieve success.

Motivation: a need, desire or force that pushes the individual to act.

Process: a series of actions intended to bring about a result. Role: the function or position of an individual within a group.

Society: a group of humans having a shared organization or culture.

Social status: the position occupied by an individual or group within a social hierarchy; the social position of an individual within a group.

Concept: a general, abstract idea of a thing or occurrence.

Culture: Refers to the way of life of an entire society. This includes: manners, norms, values, beliefs, dress, language, rituals, etc.

Society: Refers to a group of human beings who interact with each other so as to ensure the continued existence of that society.

Unit Readings and Other Resources

- http://en.wikipedia.org/wiki/Sociology_of_education <http://en.wikipedia.org/wiki/Education>
- <http://www.infaubourg.en/Sections/webbabillards>
- <http://en.wikipedia.org/wiki/Aly-Oury> <http://www.google.com/search?q=wikipedia+d%C3%A9dition> <http://en.wikipediam.org/wiki/Ben-Aknoun>
- http://www.<skyminds.net/économie-et-sociologie/Changement_social-et-inégalités/la-mobilité-sociale
- <http://classiques.uqac.ca/contemporains/stravenaghen-rodolfo>

Module Summary

This module entitled Sociology of education comprises 120 hours of work divided into four main units:

1. Introduction to the sociology of education, at the completion of which the student will be able to understand the significance of education as a socialization process, and will be able to define the status and roles of each social entity as well as their interrelations in the education process.
2. Contemporary school and education issues, at the completion of which the student will be able to understand and identify the social factors that impact education.
3. Socio-pedagogical problems, at the completion of which the student will be able to identify and analyze social factors that are liable to have positive or negative impacts on education practices.
4. Social structures and education, at the completion of which the student will be able to understand the interplay between education systems and social hierarchies, and will understand the causes of marginalization and social mobility.
5. Culture and education, at the completion of which students will be able to identify the various cultural aspects of their school environment and how cultural aspects influence the education system.

The achievement of the above-mentioned objectives will be demonstrated by written responses to the formative assessments corresponding to the different sections of this module.

Summary Assessment

Find an actual case of academic failure in a student. Present the problem, and identify and discuss the main socio-pedagogical factors that are hypothetically responsible for the failure (written paper of at least 8 pages, 1.5 line spacing, size 11 font).

The presentation of the results of this research requires the student to have read and referred to the articles in the required list of readings. The problem addressed should be a tangible, real-life situation.

This written paper will be assessed and awarded a global mark out of 20 points. It shall be submitted by a fixed deadline.

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