ICO Course Manual

*Education & Society*

(draft, October 2023, subject to changes)

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# Basic information

**Course name: Education & Society**

**Theme group: SCHOOLS AND THE SOCIETAL CONTEXT OF EDUCATION**

**Tutors: Hanke Korpershoek, Eddie Denessen, Anne van Leest**

**ECTS** *(for the full course; 1 ECTS=28 hours):* **3 (84 hours)**

**Course description**

The aim of this course is to critically reflect upon the role that educational institutions have in shaping individual life and societal chances, and how various theories describe and explain this intricate relation. The focus is on meso- and macro-aspects of the educational system, therefore addressing main issues related to educational policy-making and organization both at international, national and school levels. Relevant questions are for example what educational quality means, and how excellence, equality, inclusion, and citizenship are defined and promoted. The answers to these questions depend on de socio-political context of education and may differ for learners from diverse social backgrounds (e.g. regarding gender, socioeconomic family background, ethnic/cultural background).

Themes that will be addressed include:

- theories that describe and explain the relation between education and society, particularly regarding educational excellence and educational equity, as well as regarding diversity and inclusion, and citizenship

- international comparisons on system characteristics (e.g., tracking, streaming, accessibility) and reflection on international comparative research (e.g., PISA, PIRLS)

- the role of parents, peers, teachers, media, and social-cultural norms and values in relation to societal functions of education

- key factors that promote inclusion and equal opportunities for all (e.g., multicultural teacher competences, the importance of literacy, high expectations)

The course incorporates examples relevant for research in primary, secondary, and tertiary education (incl. teacher education).

## Summary of the setup of the course

*A more detailed description can be given in chapter on the course setup:*

|  |  |  |  |
| --- | --- | --- | --- |
| Date and time | Subjects + preparation (task title and/or literature to read) | Deadline | Lecturers |
| March 28th 202410:00-17:00 h | Schools and the societal context of education, introductionMichael W. Apple, Stephen J. Ball, Luis Armando Gandin (2010). Mapping the sociology of education: social context, power and knowledge. The Routledge International Handbook of the Sociology of Education (pp. 1-11). |  | Hanke Korpershoek Anne van Leest Eddie Denessen |
| April 4th 202410:00-17:00 h | Quality and excellence tba |  | Marc Vermeulen |
| May 16th 202410:00-17:00 h | Education and inequality tba |  | Louise Elffers |
| May 23rd 202410:00-17:00 h | Inclusion, diversity and citizenshiptba |  | tba |

**Course objectives**

At the end of the course:

* Students have advanced knowledge about the role that educational institutes have in shaping individual life and societal chances, particularly regarding educational excellence and educational equity;
* Students have advanced knowledge about how various theories describe and explain the relation between education and society, particularly regarding educational excellence and educational equity, as well as regarding diversity and inclusion, and citizenship;
* Students have basic knowledge about international comparisons on system characteristics (e.g., tracking, streaming, accessibility) and international comparative research (e.g., PISA, PIRLS)
* Students have insight in the nested layers of the educational structure: the macro level of policy development, the meso level of management and leadership within educational organizations, and the micro level of teaching and classroom processes;
* Students have insight in the role of parents, peers, teachers, media, and social-cultural norms and values in relation to societal functions of education;
* Students can identify key factors that promote inclusion and equal opportunities for all (e.g., multicultural teacher competences, the importance of literacy, high expectations);
* Students can demonstrate their knowledge and understanding of the course content by posing critical questions and discussing the content with their fellow students;
* Students respect cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics in the group discussions.

**Requirements/entry level**

…

Suggested reading for students with limited background knowledge on educational sociology:

Brint, S. (2017). *Schools and societies* (3rd edition)*.* Stanford University Press.

Marshall. J. (2014). *Introduction to comparative and international education.* Los Angeles: Sage.

# Course Set up

|  |  |
| --- | --- |
|  **Type of course**: | [x]  Face-2-face course [x]  Blended Course [x]  Online Course |

### Specify the starting dates, end dates and other deadlines of the course:

* ***F-2-F course***: 4 physical meeting days.

### Give a description of the course and each of the course days

|  |  |  |
| --- | --- | --- |
| Date and time | Subjects | Deadline |
| Day 1 | Each meeting starts with an interactive lecture with an expert lecturer.In preparation of the meetings, participants are required to (1) read a prescribed academic paper before each meeting, (2) formulate at least 3 critical questions about the paper, and (3) search, read and integrate insights from 1 or 2 recent publications that provide (some) answers to the questions raised. Critical questions may include: strong and weak points of the paper (e.g., about theoretical grounding, empirical evidence for certain statements, research methods), validity of the content for current societal issues / new insights from recent literature, or for example comparison with the situation in one's home country. During the meetings, the expert lecturers will discuss the critical questions with the students.In the afternoon, students will work on small projects in project groups to further explore or deepen their understanding of the topic. Students will prepare a factsheet (meeting 1) a roundtable discussion (meeting 2), a powerpoint presentation (meeting 3) and a poster presentation (meeting 4).  |  |

**What work forms will be used?:**

[ ] Workshop

[x] Lectures / Guest lectures. If “yes”, how many guest lecturers:….

[x] Discussion

[ ] Web lectures

[ ] Videoclips

[ ] Forum

[ ] Wiki

[ ] Other: ...

**What data sets will be used?:**

N/A

**Specification of the workload:**

Face-to-face meetings: 4\*6 hours = 24 hours

Preparation for the meetings (reading and preparatory assignment): 4\*15 hours = 60 hours

In total: 84 hours (3 ECTS)

**Specification of the literature**

*t.b.d.*

# Options to tailor this course to your current needs

ICO considers it very important that PhD candidates can tailor their courses to their current needs, so that they can make the most of these courses within their PhD trajectory. Hence, the present course offers you several options to tailor the content and assignments to your needs.

**You can tailor the *content* of this course to your current needs as follows:**

[x]  Before or during the first meeting, you can *indicate specific topics* you would like to see covered during the course. The course coordinator(s) take(s) these wishes into account as much as possible.

**You can tailor the *assignments* of this course to your current needs as follows:**

[x]  You can tailor one or more of the assignments to your own interests and/or learning goals.