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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Sociology, Social Policy and Social Work** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Education and social selection | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 4th, 3rd | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Natalija Jovanović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The aim of the subject  Introducing students with the phenomenon of social exclusion in education; introducing students wit the theories of social inequalities in education, introducing students with social context of educational development in Serbia. Introducing students with the relation between poverty and education, problems with illiteracy. Introducing students with social facts of juvenile delinquency, school violence, and school prevention measures., and specific work with students of special categories.  Outcome of the subject  After completing the course students will be able to:  1. List, explain and compare different theories about social inequalities in education: radical theory, theory of educational capital, functional theory, interactive theory.  2. Describe the influence of education to social mobility and the change of social status of individuals and professional social  3. Explain causes and consequences of social inequality in education and compare different mechanisms of social selection in education  4. Explain education strategy and the change in social structure according to the level of education in Serbia  5. List forms of school violence, and school prevention measures  6. Design students personal file, demonstrate assistant program in school  7. Explain specific work with special categories of students: talented, students in the need of social help, and students with special needs | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| The Content of the subject  Theoretical classes  1. The evolution of the social importance of education, changing the role of education. 2. Social structures and education; social mobility and education. 3. Basic theory of social inequalities in education: Radical theory, educational equity, functionalist, interactionist, Bernstein-linguistic codes, Bourdieu-education and cultural reproduction. 4. Social inequality and education. 5. The mechanisms of social selection in education. 6. Social exclusion in education; Social Inclusion. 7. Poverty, social exclusion and education. 8. Well-being, living standards and education 9. Educational attainment: ethnicity, class, gender and educational attainment. 10. Integration and Inclusion in Education. 11. Social factors of juvenile deviation. 12. School violence, mobbing, peer mediation. 13. Measures against school violence, school programs to combat violence, social and socio-preventive role of school 14. Working with gifted children and working with children with special needs; students in the state of welfare needs; cooperation between families and schools; keeping personal records of students. 15. The program of expert associates in primary and secondary  Practical teaching: Exercises, Individual work of students: preparation of the debate, seminar papers, individual and group presentations, bibliography, visit the school and meet with the work of professional associates: creating personal files of students, school curricula. Explaining the operation of the service for educational planning at the local self- government and introduction to the work of service, and the service involved in the prevention and rehabilitation of juvenile delinquency. Students through debates and seminars taught to problems of social selection in education are viewed in the context of the social environment, to detect various forms of socio-pathological behavior in education, their causes and ways of preventive action. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **10** | | **Written examination** | | |  |
| **Seminar paper** | **20** | | **Oral examination** | | | **40** |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |