



Code: SPS/08

CFU/ECTS: 9

Subject: **Sociology of Education [Society, Education and Cultural Heritage]**

Main language of instruction: Italian

Other language of instruction: English

Teaching Staff

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Introduction

Monuments, museums and archaeological sites, as well as patron saint's feasts, cultural festivals and historical re-enactment activities, are important educational tools that contribute to form the identity of individuals and groups. This course dwells upon the transformation of the use and meaning of these tools in an historical perspective. Between modernity and post-modernity, it analyses the main socio-cultural changes from the formation of the national identities between the 19th and the 20th centuries (with the creation of the great national museums and the main archaeological sites) to the contemporary practices of "liquid education" and identity formation of the citizen-consumer (in which even airports, undergrounds, hotels and commercial centres play a role as formation spaces). Students will be gradually accompanied in a course of great importance for those who desire to intend to carry out educational activities in the present complex and dynamic context.

Objectives

This course aims at giving a basic knowledge of the sociological tools that may support educational activities especially in non-institutional contexts such as museums, archaeological sites and cultural festivals, which play an important role in the present society. It also aims at developing critical and analytical abilities about the social phenomena related to the cultural and educational processes.

Competencies

Among the results expected, there is the acquisition of some key concepts (such as globalization, modern and post-modern culture, liquid society and culture, liquid education and edutainment), together with the ability to single out the formal and informal processes related to education and formation, to understand their role in



their historical, social and cultural context, and to describe and discuss their characterizing elements also in a critical way. In particular, students are expected to acquire knowledge of the social and cultural implications of post-modernity as concerns the formative processes and the ability to read and interpret their didactical and cultural experiences in this light and possibly to define and organize formative practices taking into account the theoretical framework exposed in the course.

Knowledge and understanding: students are expected to acquire the knowledge of the educational processes active in our society, with particular reference to the dynamics of the post-modern society, the effects of globalization and the consequent transformation in the social and cultural life.

Use of the knowledge: students will become able to use the knowledge acquired in a large variety of social and professional situations, including educational institutions, mass media, museums, exhibitions and cultural festivals.

Ability to reach conclusions: students will become able to draw informed personal conclusions about these activities.

Ability to communicate: students will become able to communicate their knowledge and their conclusions in a clear and in-depth way.

Ability to learn: students will become able to acquire new knowledge in an autonomous way in the educational and cultural fields treated in the course.

Syllabus (synthesis)

The course “Sociology of Education – Society, education and cultural heritage” analyses the relationships between society and education, with particular reference to the role of cultural heritage in the processes of construction of individual and collective identity.

The first part (modules 1-3) concerns the processes related to the formation of the national identity in modern Europe. It analyses the function of the educational institutions, great national museums, archaeological areas and tourism between the 19th and the 20th centuries.

The second part (modules 4-5) concerns the post-modern society and the new forms of liquid education interconnecting culture, market and amusement, with particular attention to edutainment and historical re-enactment.

The third part (modules 6-7) concerns immaterial cultural heritage, with reference to the function of the traditions and the patron saint’s feasts in the processes of identity construction.

The last part (module 8) analyses the basic concepts of Sociology of Education.

Learning materials

The learning material in the platform is organised in 9 modules. Each of them includes a lecture note (“dispensa”) from the lessons and some videolections in format scorm, with slides.

During the educational periods, there are also scheduled web-conference lessons. In addition, there are forums (virtual classrooms) and chats, available on the platform, which constitute a synchronous and asynchronous cooperative learning space, including research, analyses, reflections, sharing and re-elaboration of materials. Teacher and tutor single out the most significant topics and interact with the registered students.

The course includes activities (proposed in the "forum" section), which, starting from the vision of on-line materials and the reading of short articles and interviews, allow students to apply (even in a cooperative form) the knowledge acquired to specific cases related to current events. Students are also invited to collect, interpret and compare data and formulate autonomous judgments.

Asynchronous self-assessment tests accompany the pre-recorded lessons and allow students to ascertain both their comprehension and their degree of knowledge of the contents of each lesson.

Evaluation system and criteria

Written exam

The written exam consists of 3 open-ended questions and 3 multiple choice questions on topics covered in the 9 modules of the course. The exam in reduced form includes 3 open-ended questions and 3 multiple choice questions on topics covered in the first 6 modules and in the sections of module 9 covering topics present in the first 6 modules.

The evaluation of open-ended questions takes into account the relevance of content and the capacity and quality of conceptual processing. The questions are constructed in order to evaluate the different abilities of the student and usually involve a comparison between different topics and sections. The evaluation takes into account the ability to make this comparison.

In the evaluation completeness and originality of the answer are considered. Of course, answers must not include passages taken from the lecture note, summaries or materials downloaded from the network.

The personal contribution of the candidate is particularly appreciated: for instance, references to one's own professional knowledge; knowledge acquired in other courses or personal experiences of cultural, scientific or tourist nature, such as visits to museums and archaeological areas; and application of teaching contents to cases not treated in the course.

The score of the written exam is attributed as follows. Starting from a score of 30, for each of the open-ended questions, up to 6 points may be subtracted, while, for each of the multiple choice questions, 1 point is subtracted for each missed or wrong answer. For any activities and interactive activities carried out, from 0 to 2 points are added or, if 30 has been already reached, the praise is added.

Oral exam

The oral exam consists of an interview on the subjects of teaching. The average duration is 15-20 minutes. The fundamental concepts of the course and the topics treated in the various modules are reviewed. The assessment takes into account the ability to make comparisons between different historical and socio-cultural contexts and to relate the issues addressed to specific professional and cultural experiences. The students have the opportunity to refer also to the in-depth lessons recorded during the year. The knowledge of these additional materials is evaluated. The teacher can invite no more than 3 or 4 candidates to take the exam together. In this case the exam may include discussions between them on the topics of the course: the ability to argue and defend a certain position is also assessed. The evaluation, however, is always individual, candidate by candidate.

Erasmus students

Erasmus students are invited to contact and meet the teacher.

It is possible to define a **special programme**. It is available an **English version** of the learning material (“dispensa”).

Students can take their exam in **Italian, English, French or Spanish**.