



## UNIVERSITI TEKNOLOGI MARA

<b>Faculty</b>	: Faculty of Education
<b>Course</b>	: Educational Sociology
<b>Course Code</b>	: EDU 453
<b>Credit Hours</b>	: 2
<b>Contact Hours</b>	: 2
<b>Semester</b>	: 2
<b>Subject Status</b>	: Core
<b>Pre- Requisite</b>	: None

### 1.0 Course Description

The course will expose students to the various sociological ideas that are related to educational activities. The sociological theories that have application on the educational systems and practices will be covered with reference to foreign and especially Malaysian examples and context. The relationship between education and society will cut across time spreading from the past to the present and that of the expected future. This would hence allow students to see the relationship between society and education not only from a global perspective but from developmental as well. This is intended to enable the students to comprehend the subject matter much better.

### 2.0 Objectives

At the end of the semester, students will be able to:-

1. Understand how sociological knowledge is related to the educational system.
2. Recognize what sociological theories and concepts influence educational practices.
3. Identify examples and explain how sociological ideas impinge on the Malaysian educational system and practices.
4. Discuss on the nature of relationship between sociology and education in the future.

### 3.0 Contents

1. The Concept of Educational Sociology
  - Meaning
  - Framework and Parameter
  - Significance and Relevance
2. The various sociological theories and concepts
  - Meaning
  - Relationship/application to the field of Education
3. The Malaysian Educational System
  - Development and practices and their relationship to Educational Sociology
4. Educational Sociology and its relationship to the educational system beyond Malaysia
5. The relationship between Sociology and Education in the future.

#### 4.0 Instructional Methods

The course will be conducted based on the concept of Active-Learning. Students must play active role in the learning process through constant discussion, exchange and sharing of ideas among colleagues. The instructional method includes lectures, discussion, students presentation on selected topics and talks and exchange of ideas.

#### 5.0 Evaluation

Quiz 1	-	15%
Quiz 2	-	15%
Report Presentation	-	25%
Participation	-	5%
Final Exam	-	40%
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Total		100%
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#### 6.0 REFERENCES

- Allen, J. (2004). *Sociology of Education: Possibilities and Practices*. Australia: Social Science Press.
- Ballantine, J.H. (2001). *The Sociology of Education: A Systematic Analysis*. N.J., USA: Prentice Hall.
- Ballantine, J.H. & Spade, J.Z. (2004). *Schools and Society: A Sociological Approach to Education* (2<sup>nd</sup> ed.). Canada: Thomson, Wadsworth.
- Fatimah Daud. (1992). *Pengenalan Teori-teori Sosiologi*, K.L.: Fajar Bakti Sdn. Bhd.
- Levine & Levine. (1986). *Society and Education*, Singapore: Allyn & Bacon.
- Peh, T.C. (1986). *Konsep Asas Sosiologi*. K.L.: Dewan Bahasa dan Pustaka.

#### MEMO

1. BOOK - Ballantine, J.H. The Sociology of Education : A Systematic Analysis.

2. REPORT PRESENTATION - 25 % (15% for the group writing , 10% for individual presentation). Lecturers may randomly assign students' groups from the topics given. The paper is best in the form of field research, therefore the students may have the experience of doing real research and collaborative learning. Presentation is done on going, meaning approximately 1 hour of lecture and 1 hour of presentations and discussion. Evaluation of the paper based on their effort, in depth of work, and technicality.

3. QUIZZES - May be in the form of short answers and MCQ.