

BSOC105 Education, Work and Leisure

ECTS Value: 5 ECTS
Self-Study Hours: 75

Contact Hours: 25
Assessment Hours: 25

Module Description

This module will cover the various levels and forms of learning and education, different types of work, and leisure patterns. Salient issues including the 'hidden' curriculum, the notion of inclusive education and the idea of lifelong learning will be analysed in relation to the world of work and employment, and leisure pursuits. The notion of education as a basic human right and various educational opportunities will be explored. The social implications of work and the various factors, such as gender and age, that influence work will be analysed. Connections between transformations in the education sphere and transformations in the economy and leisure patterns will be discussed.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a) understand the differences yet close relations between learning and education, work and the economy;
- b) critically evaluate the importance of the leisure industry especially in postmodern societies;
- c) expose social studies students to local and global educational opportunities, including EU programmes;
- d) explore, in an interactive classroom environment, various career paths.

Knowledge

- a) demonstrate understanding of the ideas on education of philosophers and educators, like John Dewey, Paolo Freire and Maria Montessori;
- b) examine a spectrum of sociological theories of education, such as the Functionalist theory, the Marxist theory and the Interactionist theory, focusing on the 'hidden' curriculum;
- c) analyse the National Curriculum Framework, the different types of schooling in Malta (State, Church and Independent), the different levels of schooling (primary, secondary, post-secondary, tertiary) and the difference between formal, non-formal and informal education;
- d) relate the idea of lifelong learning to the idea of the 'portfolio' worker;
- e) comprehend 'Fordism', 'post-Fordism' and automation;
- f) recognise the different economic sectors (primary, secondary, tertiary and quaternary), cooperatives and Small and Medium-sized enterprises, economic systems (centralised, free market

and mixed), the transformations of work from pre-industrial to post-industrial, unemployment, occupational mobility, and industrial relations;

g) demonstrate understanding theories of leisure, such as the postmodern theories of Lyotard and Bauman, leisure and identity, the 'tourist gaze' (Urry).

Skills

a) initiate discussions on the educational process and expand on the similarities and differences between the educational system in Malta and that of other countries across the world;

b) explore the Maltese economy vis-à-vis other types of economies, namely more 'centralised' ones and more 'free' ones, and be able to evaluate the evolution of the world of work in Malta;

c) analyse leisure patterns and leisure pursuits in a critical manner and foster a 'critical eye', among social studies students, of the so-called 'free' time.

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Individual Presentation and Project.

Suggested Readings

- 1) Baldacchino, G., 2011. *Introducing social studies: a Maltese reader*. 4th edn. Miller Distributors Ltd Malta
- 2) Brown, M. and Mayo, P., 2016. Education. In Briguglio, M. and Brown, M. eds. *Sociology of the Maltese islands*. Gutenberg Press Ltd Malta pp. 177-216
- 3) Debono, M. and Rizzo, S., 2016. Work. In Briguglio, M. and Brown, M. eds. *Sociology of the Maltese islands*. Gutenberg Press Ltd Malta pp. 217-240
- 4) Gewirtz, S. and Cribb, A., 2009. *Understanding education: a sociological perspective*. Polity Cambridge
- 5) Visanich, V., 2016. Consumption and leisure. In Briguglio, M. and Brown, M. eds. *Sociology of the Maltese islands*. Gutenberg Press Ltd Malta pp. 273-286
- 6) Watson, T. J., 2011. *Sociology, work and organisation*. 6th edn. Routledge London

Supplementary Reading List

- 1) Dewey, J., 2004. *Democracy and education*. Courier Corporation

- 2) Edgell, S., 2011. *The Sociology of work: continuity and change in paid and unpaid work*. 2nd edn. Sage London
- 3) Freire, P., 2018. *Pedagogy of the oppressed*. Bloomsbury Publishing USA
- 4) Montessori, M., 2013. *The montessori method*. Transaction Publishers
- 5) Ministry of Education and Employment, 2012., *A national curriculum framework for all*. Salesian Press Malta
- 6) Morgan-Klein, B. and Osborne, M., 2007. *The concepts and practices of lifelong learning*. Routledge London