Sociology School Textbook for 3rd Grade-High School, Semiotic Analysis of Illustration

Stella Saragatsi[1,*], Anastasia Christodoulou[2], Argyrios Kyridis[3], Nikolaos Fotopoulos[4] & Ifigenia Bambakidou[4]

[1]Department of Kindergarten Teachers, University of Western Macedonia, Florina, Greece

[2]School of Italian Language and Literature, Aristotle University of Thessaloniki, Thessaloniki, Greece

[3]School of Early Childhood Education, Aristotle University of Thessaloniki, Thessaloniki, Greece

[4]Department of Kindergarten Teachers, University of Western Macedonia, Florina, Greece

*Correspondence: Secondary Education Teacher, Program of Postgraduate Studies, of the Department of Kindergarten Teachers of the University of Western Macedonia in Education Sciences, Orientation: Cultural studies-Semiotics and Communication, Florina, Greece. Tel: 30-233-106-5778. E-mail: stellasar1@yahoo.gr

Abstract

In this research study, under the title *Sociology School Textbook for 3rd Grade-High School, Semiotic Analysis of Illustration*, it is attempted to analyze the illustrations and titles of the school textbook of Sociology for 3rd Grade-High School, through the use of semiotic analysis tools.

The link will be investigated that exists between illustrations and the title of each section, as well as relationship will be discussed, which takes place between the relevant illustrations, and the goals set by the Ministry of Education through the Analytical Program of Studies. The objective of this study is to investigate whether there is a connection between the illustrations and the titles of the sections, or not, as well as whether there is a direct or indirect relationship (or no relationship at all) between the illustrations and the goals of the Analytical Program of Studies. In order to carry out the study, the methodology tools that were employed related to semiotic analysis, the model of Greimas (1996) was adopted, as it was used by Lagopoulos & Boklund-Lagopoulou (2016), and Christodoulou (2013). The resulting outcomes from the analysis of the titles and illustrations indicate the correlation of all the above with specific codes. The concepts that can be identified after the analysis refer to social, educational, dressing, spatial, and other codes. It is also understood, that the illustrations that were used by the editing team are both directly and indirectly linked to the titles of the sections, as well as the goals indicated by the Analytical Program of Studies. In this way, their supportive role can be further enhanced within the theoretical context of the lesson.

Keywords: semiotic analysis, sociology school textbook

1. Introduction

Education encapsulates all those activities that aim to affect in a specific way, both the way of thinking, and the character and level of physical fitness of the person, and is implemented by following certain methods (theoretical teaching, setting assignments, etc.). It takes place within the context of a specifically scheduled program, with specific learning goals, and a naturally confined time framework. Education is defined as an institutional action that emanates from the generations of adults, is directed towards those generations that consist of individuals that have not matured for social life (Durkheim, 1973:41-68).

Moreover, three characteristics can be attached to the concept of education: the development of the sociability of the pupil/student (Eccles, 2007:665-667), the dissemination of knowledge (Polizoi, 2010:1), and finally, the selfless love towards what he or she does, which, sooner or later, will result in love towards the person who provides it (Neil, 1972:349 & Matsaggouras 2011).

Regarding the aims of education, it should clearly pointed out, that they vary among different countries, and naturally, among different eras, similarly to changes that occur in social models and human needs (Marples, trans. C. Chatzipantelis, 2002: 37-54). The following aims are recommended as applicable to modern education:

a) the shaping of human character, which will assist young people in developing their relationships with others,

b) the development of intelligence,

c) the dissemination, and possibly, improvement of national culture,

d) to supply young people with knowledge and skills that correspond to their level of ability, in order to be adequately equipped to survive and prosper in life and contribute to the further development of the national economy,

e) the effort that is made, in order for young people be able to adapt to the changing social and economic conditions (Marples, trans. C. Chatzipantelis, 2002: 37-54).

As an institution, education has direct links with the political system. This refers to how the government chooses to organize educational procedures on a national level, as it is also illustrated below, where the analysis takes place of the levels of education within the Greek territory. In Greek, primary education consists of Kindergarten, where attendance is compulsory under article 73 of Law 3518/2006, and Primary School, where attendance is also compulsory, pursuant to Law NO. 1566/1985. Secondary education includes Secondary School, with compulsory attendance, under par. 2ª, article 26 of Law 309/1976. The total years of compulsory attendance at school may not be less than nine, while compulsory attendance does not apply to High School, where it is optional. Tertiary education includes Higher Educational Institutes and Higher Technological Educational Institutes (Pyrgiotakis, 2010: 61-62).

The institution of education and that of family comprise the most prominent and fundamental

organizations that are involved in the socialization processes of the individual within its social environment (Giorgos Piperopoulos, 1997). In the report by the International Committee for Education of UNESCO, the importance is stressed of the institution of education, placing emphasis on the following learning goals, which constitute the key pillars for the acquisition of knowledge:

a) to teach the individual how to learn, i.e. how to acquire the necessary tools in order to understand the world,

b) the individual to learn how to act, in order to be productive within its field of activity,

c) to learn how to live in harmony with other people, i.e. how to participate in their lives and collaborate with them,

d) to learn how to exist. Education should provide people with freedom of thought, judgment, expression of emotions and imagination, as well as develop their skills and the ability to control their lives, as much as this is determined by them…" (UNESCO, 1999). According to C. De Montibert (2000), sociology fulfills specific functions:

1. Preserves the culture of the past.

2. Ensures the dissemination of culture.

3. Promotes the social integration of the individual, which can take two forms: ethical and mental.

4. Contributes to the professional orientation of the individual.

It could be stated that, the school "allocates" qualifications that will enable the individuals to join the labor market. Thus, the need has already started to become more impelling for a more cooperative form of cooperation between family and school, since the practices that were followed in previous years did not have the desired results in the education of children (Bruneau, Ruttan & Dunlap, 1995) & (Adams, Forsyth & Mitchell, 2009). Over the last years, a number of key factors have helped in boosting the investigation of link between family and school, in order to develop cooperative and meaningful forms of communication (Bakker & Denessen, 2007, Driessen, Smit & Sleegers, 2005, Epstein, 2001, Garcia, 2004, Sandberg & Vuorinen 2008, Seginer, 2006, Theodorou, 2007). The most important of these factors include the requirements imposed by the competitive global economy towards quality improvement in education, the gap that exists in the performance score of children from varied socio-economical backgrounds, the radical shifts observed in the family structure, and the democratization in school operation and management.

The demand should also be noted for opening the school community towards the local community and parents, in order to ensure "continuity" between the major frameworks of the child's involvement, through an ecosystemic perspective, the starting point of which can be identified in the 1970s, and which has hugely grown during the 2000s (Penteri, 2012).

In the Greek educational system, two of the educational frameworks used by schools towards the implementation of their aims and operations are the Interdisciplinary Common Curriculum

Framework (DEPPS), and the Analytical Curriculum (APS), under which, the generic and specific goals of each module, the axes of the knowledge content and the indicated activities are determined.

In the DEPPS and APS, which are enforced by the Greek government, the general principles of education are expressed, in order to offer to all children, irrespective of gender, color, origin, or other special characteristics, the opportunity to fully develop their personality, on both a mental and psychophysical level.

(http://www.pi-schools.gr/books/dimotiko/kpa_e/dask/s_1_90.pdf).

In order for the educational system in Greece to fulfill its complex operation, it should follow the axes that are listed below:

a)   provision of general education,

b)   cultivation of the skills of the pupil/student and highlighting his or her personal interests,

c)   ensuring equal learning opportunities and possibilities for all pupils/students,

d)   boosting the cultural and lingual identity within the context of a multicultural society,

e)   raising awareness towards the need to protect the natural environment, and adoption of corresponding behavior standards and models,

f)   preparation, in order to utilize new information and communication technologies,

g)   physical, mental, and social growth,

h)   raising awareness on issues relating to human rights, global peace, and protection of human dignity (GGI 303B/13/03/2003:3734, 3736-3737).

According to Analytical Curriculum, as it is presented in a circular by the Ministry of Education, under Ref. No. 99624/C2 and date of issuance on 17-9-2003, with the inclusion of the module of Sociology in general education modules at first, and specialty modules later on (school year 2015-2016), the need arises of reconfiguring the curriculum, in order to serve the needs of all the pupils/students. Less emphasis is placed on special aspects, and more on social procedures, and social issues and concerns. Therefore, there are not any individual sections on the theories, methodologies, and techniques of Sociology in the Analytical Curriculum (http://www.pi-schools.gr/content/index.php?lesson_id=25&ep=377).

The general purpose of the module is to utilize sociological thought and tools in order to achieve the deeper understanding of the dynamics of society, develop self-awareness and social awareness, with the ultimate goal of achieving a creative inclusion and intervention within a multicultural and constantly changing social environment (http://www.pi-schools.gr/content/index.php?lesson_id=25&ep=377).

Research material

The presentation of the analytical curriculum will follow, for which, Table 1 will be listed in specific, which only concerns the chapter that constitutes the research material, i.e. Chapter 5,

"Education: A Factor of Reproduction and Change in Society". In this table, the title of the relevant chapter of the school textbook is listed first, and is numbered as it is shown in the school textbook (chapter 5), followed by the educational aims that should be achieved in each section of the school textbook (column 1 of the table), and the content of each section (column 2 of the table).

Table 1. Education: A Factor of Reproduction and Change in Society.

Title of Chapter 5: Education: A Factor of Reproduction and Change in Society (4 hours)	
Column 1: Educational Goals	*Column 2: Content*
The pupils/students -Should be able to discern the role and key systems of providing education as an institution, and as a factor of secondary socialization. -Should realize the importance of education within the context of the modern "information society". -Should become familiar with the obvious (official) and indirect (unofficial) functions of education. -Should become concerned about the relationship of education with the way of living. -Should analyze education as a factor of change/reorientation of society and the social standing of individuals, as well as factor of reproduction in society and inequality.	-Role of education in modern society, systems for providing education, and new forms of education (obvious and indirect functions of the educational system, etc.). -Education as a factor of changing the society. -Educational orientation within the context of "information society".

Therefore, pursuant to article 2 of Law 4186/2013 (A΄ 193), the module of Sociology is taught in the 3rd Grade of High School, two hours per week, as a specialty module, in two of the three specialties of High School, i.e. in the specialty of humanities, and in that of economy and information technology. This article enters into force as of school year 2015-2016.

2. Methodology

This research study focuses on examining the institution of school, as it is presented in the textbook of Sociology of the 3rd Grade of High School.

The school textbook consists of ten chapters. In this research study, the fifth will be discussed, and will be followed by the analysis/statement of illustrations, identification and recording of codes according to semiotic theory, analysis of the specific style that is followed in the illustrations, description of the caption, or not, and finally, the linking (anchoring) of illustrations with the title of the section, as well expanding on the relationship that exists

between the illustrations and the goals set by the Analytical Curriculum.

Thirteen (13) images are analyzed in total.

The structure of the analysis that is implemented, as well as that of the chapters and sections, is as follows (Table 2 below)

a) Presentation of the chapter

b) Presentation of the section, description of the images on a statement level, analysis of the image and sources on a code level. The analysis includes the predominant code, which is presented in the first line of the image analysis, the object code, the space code, the style of the images, the caption, the relationship between the image and the title, the content, and the topic of the image. Specifically: b1) in the predominant code, reference is made to the code that prevails, without excluding the existence of other codes as well, which, however, are regarded as secondary within the context of this assignment, b2) in the object code, the objects are recorded, which are depicted in the images (buildings, utensils, desks, etc.), b3) in the space code, a recording of the space typology (internal/external/geographical, etc.) is presented, b4) in the image style, its type is described (realistic, sketch, photograph, etc.), b5) in the analysis, the presence of a caption, or not, is also stated, and finally, b6) reference is made to the correlation between the image and the title, which can be characterized as either direct, indirect, or non-existent.

c) The analysis of the titles of sections, where the relationship of the titles with various codes (of values, family, etc.) is listed.

d) Findings with regard to the quantity analysis of images, according to their typology. Statistical data are presented, regarding the style of the images, the codes, and use of a caption.

e) Investigation of the association between the image and the title. This means that, an investigation takes place, in terms of whether there is a direct, indirect, or non-existent anchoring of the image to the title of the chapter and the section. Furthermore, the relationship will be highlighted of the images, in a direct, indirect, or other form, with the purposes of the analytical curriculum.

Table 2. Tool for the Analysis of the Title/Image

Text				Image					Relationship between title-image			
S/N & Chapter title	S/N of section	Title	Title subjects/codes	S/N	Style	Persons Code	Object Code	Spatial Code	Direct anchoring to the title	Indirect anchoring to the title	No anchoring to the title	Image Caption

In terms of methodology, the research process is based on the use of an analysis model, which was implemented by Christodoulou (2003,2007,2012), while some adjustments were applied to the model, in order to comply with the requirements of this assignment.

The methodology was based on two approaches; the analysis of images and titles according to model introduced by Barthes (1988 & 2007), and the analysis texts/titles according to the model proposed by Greimas (1966 & 1968).

The analysis of texts/titles was based on the model used by Greimas. At the initial stage of a text analysis according to the model proposed by Greimas, the identification of word groups that have common conceptual content is necessary. These groups are called "isotopies" (Boklund-Lagopoulou, 1982:148-149). Their presence in the text ensures its cohesion, in terms of the meaning and the topic (Christodoulou, 2003:59). A word can be included into more than one isotopy. Next, the isotopies are organized, by using as a criterion the conceptual element that is common for the words of each one of them. Therefore, this results in the development of structured sets and semantic codes, and highlighting the relationships that exist among them (Boklund-Lagopoulou, 1982:150).

The analysis of the images and titles of the chapters/sections took place also on the basis of the study conducted by Barthes on the visual and word message, which refers to the text that accompanies the image. The word message will either be anchored to the visual message, or supplement it. In the first case, it confirms what is viewed and perceived by the viewer, while in the second case, its role is to cover the gap caused by the missing elements of the image (Chalavelaki, 2010:152).

According to Barthes, a full reading of a photograph includes the perception of three types of messages, i.e. the lingual message, the codified message, and the non-codified visual message. The first one of these three messages is the clearest, and can be easily discerned and understood, since it is illustrated in the form of words that comprise the image caption, or are included in it. As it has been mentioned above, this lingual message can either anchor the image, or add to its meaning. In any case, it literally helps the reader to select the right one, among the numerous interpretations that often accompany an image that is characterized by polysemy (Barthes, 2007).

During the interpretation of its model, Barthes reverses a series of visual messages, and believes that, the non-codified one, as a carrier of the literal meaning, comprises the basis, upon which, the codified, or otherwise symbolic, message, is founded. Therefore, on the level of literalism, the "denominated" image, as he calls it, can be found, which is the reproduction or representation of a reality, an object, an event, or a condition. This specific element refers to what humans perceive as an image, and what is each object that is depicted in it. On a symbolic level, there is the connotation, that is, what is meant to be expressed by the creator through the image. This refers to the associations caused by the image, and the multi-faceted nature of the possible versions of its meaning. The intake of the symbolic meaning is connected to the national, cultural, and aesthetic knowledge possessed by each reader (Barthes, 2007).

The selection of this specific subject under investigation is based on both the personal involvement of the researchers with education and the subjects that are associated with Social and Pedagogic education, and on generic sociological interests. All the theme sections of the school textbook are of equal importance, in order for pupils/students to become aware of modern social issues, and any attempts to resolve them to be discussed. The images of the school textbook are an essential teaching aid, which helps in preventing an extensive introduction to the topic, and achieving pupil/student participation, through the simultaneous activation of their critical thinking and concern on everyday issues, such as the importance of family and school towards the child's sound development, respect of diversity, equality, bias and prejudice, etc. Due, however, to the large volume of the theme sections, Section 5 was selected on a random basis, taking into account, however, that the institution of school is currently considered to have gone through a shock, and that it also has a major impact on people's lives.

The textbook of Sociology of the 3rd Grade of High School, titled *"Sociology"*, was published and circulated in 2013, by the "DIOFANTOS" Computer Technology Institute & Press (ITYE), in 85000 copies, through the Bibliosynergatiki Printery S.A., and is available for free. The book was written by the editing team of Reggina Kasimati (Sociologist, secondary education teacher), Maria Papaioannou (Dr. Sociologist, secondary education teacher), Stratos Georgoulas (Assistant professor of Sociology at the University of the Aegean), Ioannis Prantalos (Sociologist, PhD in Philosophy), under the supervision of the Pedagogical Institute (PI), with Nikolaos Petropoulos (Consultant at the Pedagogical Institute) being in charge, and under the auspices of the Ministry of Education and Religious Affairs, Culture, and Sports (Y.PAI.TH.P.A.). The review and evaluation of the textbook was undertaken by the three-member review committee, which consists of: Sokratis Koniordos (Assistant Professor of Sociology, University of Crete), Christos Patsos (PhD in Sociology, Secondary education teacher), and Sofia Stamati (Sociologist, Secondary education teacher). Language editing was undertaken by Mairita Kleidonari (Literature Teacher), while the person in charge of photography editing was Evgenia Koumantari (Sociology, Secondary education teacher).

The book consists of 223 pages, and is divided into ten chapters:

Chapter   1: Introduction to Sociology (sections 1-5, pp. 11-27)

          2: Social organization forms-The Greek society (sections 3, pp. 29-48)

          3: Socialization and social control (sections 5, pp. 49-68)

          4: The modern Greek family: forms, problems, and perspectives (sections 4, pp. 69-87)

          5: Education: a factor of reproduction and change in society (sections 3, pp. 89-105)

          6: Work, unemployment, and social inequality (sections 3, pp. 107-129)

          7: Form and social foundations of power (sections 4, pp. 131-154)

          8: The individual, the society, and mass media (sections 3, pp. 155-171)

          9: Deviant behavior: unlawful conduct and crime rate (sections 3, pp. 173-189)

        10: Otherness, intercultural, and intersocietal relations (sections 4, pp. 191-216).

The educational system of each country is also linked to the needs for future professional socialization of the young generation and the acquisition of social skills (critical thinking, cooperation, team spirit), which are essential assets that should be held by any individual member of the society (Kitsaki, A. 1985). Therefore, it is of primary importance to analyze the institution of education, since a fairly lengthy period of the life individuals is allocated to attending school in this way, school affects people through the knowledge, perceptions, and traditions that disseminates into them (Kargakos, 1988: 152-195).

3. Analysis of the Fifth Chapter-Education: A Factor of Reproduction and Change in Society

The fifth chapter, titled: *Education: A factor of reproduction and change in society,* (pp. 89-105), is divided into three sections, and has thirteen images and three sources in total. The particular characteristic of this specific chapter is that, all the sections are developed on the basis of presenting a historical timeline of events, starting off with the role and functions of education in the course of time, followed by a concise analysis of the different educational systems, where the Greek system is also described. Finally, an analysis is conducted on the role of education as a factor of reproduction and change in society. Next, a presentation and analysis takes place of the images contained in this specific chapter.

1st section, titled: The role of education.

In this particular chapter of the school textbook (pp. 91-93), a presentation takes place, on a theoretical level, of the concept of education, and its role and functions towards the gradual independence from the family environment, and inclusion into new social groups. The first image is illustrated in the first section of the chapter, and has the title: *The role of education.* There are four images, in total, in this chapter. The analysis of these images is conducted below.

Description of image 1

Image analysis

Educational code: School
Object code: -

Spatial code: Indoor/classroom

Style: Realistic Photography

Caption: Fanny Hill's School, 1865 (Athens 1939-1900: Photographic evidence, Benaki Museum).

Association between image-title: Direct

Image content: School Photograph

Image themes: School/education

       Attire (school uniform)

       Gender

The first image (image 1) is realistic in style, and its subject refers to the depiction of schoolgirls of a school class from a private school in a photograph. It takes place indoors (most possibly a classroom), while the image description, in terms of pictograms, is the following: *A school photograph, where the schoolgirls wear the same dress, which is the uniform of the private school, with a white hair ribbon, while the teacher holds a central position.* According to the visual analysis, it emerges that, there are three key theme categories in the image, i.e. school, attire, and gender.

Description of image 2

Image analysis

Educational Code: School

Object code: -

Spatial code: Outdoor/courtyard

Style: Realistic photography

Caption: Pupils in the courtyard of their school, during the school year of 1981-82 (History of Modern Hellenism, volume 10, issue 11, publ. Ellinika Grammata).

Association between image-title: Direct

Image content: School Photograph

Image themes: School/education

       Attire (school apron)

       Gender

The second image (image 2) is realistic in style, and its subject is the depiction of the pupils of school class in a photograph. It takes place outdoors (in the courtyard), while the image description, in terms of pictograms, is the following: A school photograph, where most schoolgirls and schoolboys are dressed with a blue school apron, while the teacher is at the center, and wears a suit. According to the visual analysis, it emerges that, the main them categories of the image are three, i.e. school, attire, and gender.

Description of image 3

Image analysis

Educational code: School/excursion

Object code: Trees-statue

Spatial code: Outdoor/natural environment

Style: Realistic Photography

Caption: 3rd Grade, 2nd High School of Drapetsona, school excursion in 2004

(Photography archive of V. Spanakos)

Association between image-title: Direct

Image content: School excursion Photograph

Image themes: School/Education

            Participation

            Gender

The third image (image 3) is realistic in style, and its subject is the depiction of the pupils of a school class in a photograph, where they have taken an excursion. It takes place outdoors (natural environment), while the description of the image, on a pictogram level, is the following: 3rd Grade High School students within a natural environment, where they are photographed under a statue, with their teachers at the center of the photograph. According to the visual analysis, it emerges that, the key theme categories are school, education, participation, and gender.

Description of image 4

Image analysis

Educational code: School/learning/roles

Object code: Food-aprons, caps, and cooking utensils

Spatial code: Indoor/school classroom

Style: Realistic Photography

Caption: The Japanese public school: a place of role learning (R.T. Schaefer, Sociology, 7th Edition, The McGraw-Hill Companies, Inc., 2001).

Association between image-title: Direct

Image content: Teaching-learning

Image themes: School/ Education

                   Participation

                   Gender

The fourth image (image 4) is realistic in style, and its subject is the depiction, in a photograph, of pupils from a school class, where they are taught cooking. It takes place indoors (school classroom), while the description of the image on pictogram level is the following: Male and female pupils serve food to their classmates while they wear aprons and caps. According to the visual analysis, it emerges that, the key theme categories of the image are school, education, participation, and gender. Next, the analysis of images from the following section will take place.

1st section, titled: The role of education.

1st subsection, titled: Educational Systems-The Greek educational system.

In the subsection of the first chapter titled: *Educational Systems-The Greek educational system* from the school textbook (pp. 93-97), a brief theoretical analysis is conducted on educational systems, as well as their similarities with and differences from the Greek educational system. More specifically, the advantages and disadvantages-weaknesses of the Greek educational system are discussed. There are five images in total in this subsection, the analysis of which follows below.

Description of image 5

Image analysis

Educational code: School/learning/roles

Code object: Vessel, musical instruments

Spatial code: -

Style: Pottery

Caption: School scenes from antiquity painted on vessels (485-485 BC) (Greek art: ancient vessels, Ekdotiki Athinon).

Association between image-title: Direct

Image content: Teaching-learning

Image themes: Education

In terms of style, the fifth image (image 5) illustrates a vessel (pottery), and its subject is the depiction of pupils who learn either how to play musical instruments or how to read. There is not any spatial code involved, while the description of the image, on a pictogram level, is the following: In a red-figured style, teachers are illustrated on a vessel teaching their pupils musical instruments, writing, and reading. The teachers are shown to be sitting in all the illustrations, while the pupils are shown to be standing in almost all the illustrations. According to the visual analysis, it emerges that, the key theme categories of the image are school and education.

Description of image 6

Image analysis

Educational code: School/learning

Object code: Book

Spatial code: -

Style: Sketch

Caption: A private tutor teaches an Athenian girl (History of the Greek Nation, Ekdotiki Athinon, 1970).

Association between image-title: Direct

Image content: Teaching-learning

Image themes: Education

          Gender

The sixth image (image 6) is a realistic sketch, in terms of style, and its theme refers to a female pupil being pupil being taught by her tutor. There is not any spatial code, while the description of the image on a pictogram level is the following: In a colored illustration, a tutor teaches a female pupil, while he holds a book in one hand, and wears traditional attire. The pupil also wears traditional attire, which dates back to an older era. According to the

visual analysis, it emerges that, the key theme category of the image is education and gender.

Description of image 7

Image analysis

Educational code: School/learning
Object code: Books-desks
Spatial code: Indoor (school classroom)
Style: Realistic Photography
Caption: Primary school classes of 1952. (Paideias Enthymio, Photoekdotiki S.A., 2005).
Association between image-title: Direct
Image content: Teaching-learning
Image themes: Education
　　　　　　Place (school classroom)
　　　　　　Gender

The seventh image (image 7) is realistic photography in style, and its subject is the depiction of teaching to a primary school class of 1952. It takes place indoors (school classroom), while the description of the image on a pictogram level is the following: In a black and white illustration, the teacher is standing before his pupils, while the pupils are seated on big multi-seat desks, with boys in the first row, and girls in the second row. The children have their hands crossed on the desk, while they look their teacher in the eyes with attention.

According to visual analysis, it emerges that, the key theme categories of the image are three, i.e. education, space, and gender.

Description of image 8

Image analysis

Educational code: School/learning

Object code: Books-desks-maps

Spatial code: Indoor (school classroom)

Style: Realistic Photography

Caption: Primary school classes of 2004. (Photography archive of E. Koumantaris).

Association between image-title: Direct

Image content: Teaching-learning

Image themes: Education/school/

Space (school classroom)

Gender

The eighth image (image 8) is realistic photography in style, and its subject is the depiction of teaching to a primary school class of 2004. It takes place indoors (school classroom), while the description of the image on a pictogram level is the following: In a colored illustration, and in the foreground, the pupils are sitting on two-seat desks in an almost semicircular layout, while books and pencil holders can be seen on the desks, and schoolbags on the floor. In the background, the geographical maps and a metal library can be seen. According to visual analysis, it emerges that, the key theme categories of the image are three, referring to education/school, space, and gender.

Description of image 9
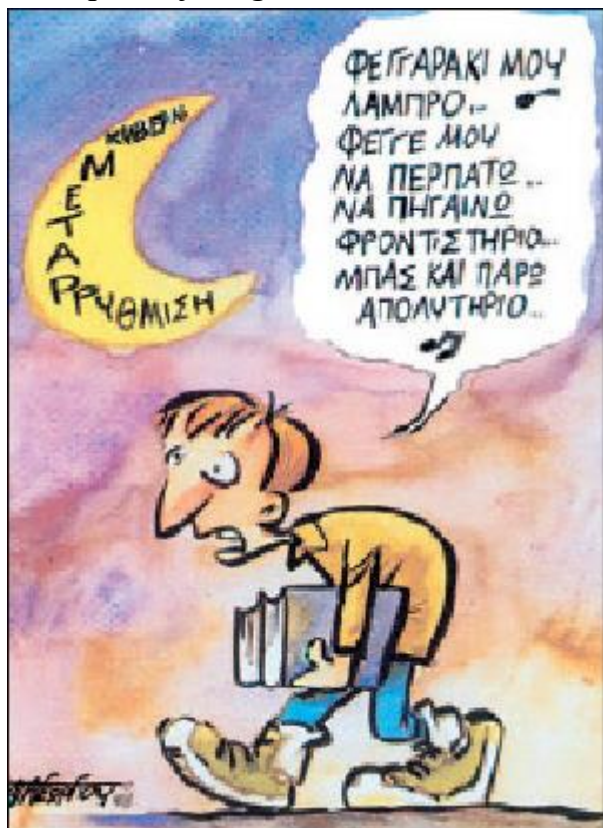
Image analysis

Educational code: School/learning

Object code: Books

Spatial code: Outdoor

Style: Sketch

Caption: (Greek nursery rhyme parody) "My little bright moon… Shine for me to walk to go to cram school, so that I can graduate High School…" Sketch by Vasilis Papageorgiou (Greek Political Caricature, K. Karamanlis Institute for Democracy, publ. I. Sideris, 2002).

Association between image-title: Direct

Image content: Teaching-cram school-education reform

Image themes: Education/school.

The ninth image (image 9) is a sketch/caricature, and its subject is the depiction of a student, who carries his books, and looks very tired. It takes place outdoors, while the description of the image on a pictogram level is the following: In a colored illustration, the student in the foreground, under the moon's light, within which the words "government reform" are written, walk with his head down, carrying his books, while he seems to recite the following lingual message: "My little bright moon… Shine for me to walk to go to cram school, so that I can graduate High School…"According to visual analysis, it emerges that, the key theme category of the image is education/school. In this section, school, as an institution, is

presented in a different manner, having been affected by the events that characterized that particular political and social era. In this way, the school is presented either as teacher-centered, where the teacher (or professor) is the persons who hold a more prominent place, or as pupil/student-centered, where emphasis is placed in promoting the role of the pupil/student; finally, there is also the mixed school, where there is a balance between the roles of the teachers and those of the pupils/students. Regarding the concept of the gender, it is found that, in older times, there was division between male and female schools, while later on, this division ceased to exist due to education reforms, which resulted in the establishment of mixed schools, and the abolishment of the school apron.

2nd section, titled: Education as a factor of reproduction and change in society

The second section of the fifth chapter, which is titled: *Education as a factor of reproduction and change in society*, expands from page 98 to page 101, and is divided into to two subsections. The first subsection has the title: *Education as a factor of reproduction in society*, (pp. 98-100), while the second subsection is titled: *Education as a factor of change in society*, (p. 101). On a theoretical level, the subject under investigation in both subsections is whether school reproduces social inequalities, or if, on the contrary, it offers equal opportunities to individuals, resulting thus in their social growth. Overall, there are two images (image 10 and 11) in the first subsection, and on image in the second subsection (image 12).

Description of image 10

Image analysis

Educational code: Learning traditional dances

Object code: Traditional uniforms

Spatial code: Outdoor

Style: Realistic Photography

Caption: Forming a national identity through rituals and anniversaries, (Photography archive of E. Koumantaris).

Association between image-title: Indirect

Image content: Learning dances

Image themes: Education/tradition
           Society (pupils)/cooperation

The tenth image (image 10) is a photograph, the subject of which is the depiction of group of young pupils who dance. It takes place outdoors, while the description of the image on a pictogram level is the following: In a colored illustration, a group of pupils, who are dressed in traditional uniforms, dance traditional dances, while they are accompanied by an adult female who holds a young child in her arms. According to visual analysis, it emerges that, the main theme categories of the image are education, tradition, society, and cooperation.

Description of image 11

Image analysis

National code: National parade
Object code: Flag
Spatial code: Outdoor (public street)
Style: Realistic Photography
Caption: Forming a national identity through rituals and anniversaries, (History of Modern Hellenism, volume 10, issue 12, publ. Ellinika Grammata).
Association between image-title: Indirect
Image content: Pupils/students on a national parade
Image themes: Nationality (parade)
　　　　　　　Society (pupils/students)/cooperation

The eleventh image (image 11) is a photograph, and its subject is the depiction of pupil/student parade. It takes place outdoors (public street), while the description of the image on a pictogram level is the following: It shows a school class, dressed in parade clothes, i.e. white shirt and black trousers for the boys, while the girls wear black skirt. The flag marches ahead at the top of the parade, held by the flag bearer and surrounded by the escorts, while it is followed by a group of girls who carry drums. According to visual analysis, it emerges that, the key theme categories of the image are nationality, society, and cooperation.

Description of image 12

Image analysis

Educational code: Education, writing/reading

Object code: Mini board, chalk

Spatial code: Indoor (probably a classroom)

Style: Realistic Photography

Caption: School education contributes to the social and economic growth of developing countries (Photography Archive of Action Aid).

Association between image-title: Indirect

Image content: The education of pupils

Image themes: Education (writing/reading)

                (pupils)/cooperation

The twelfth image (image 12) is also a photograph, and its subject is the depiction of learning to write. It takes place indoors, while the description of the image on a pictogram level is the following: Two black pupils are shown in the foreground; they are sitting on the floor of a classroom, holding their personal boards and chalks in their hands. One of the pupils is writing, while the other is looking. According to visual analysis, it emerges that, the key theme categories of the image are education, society, and cooperation.

In this section, the key concepts that are promoted in field of education are tradition, nationality, otherness in terms of race, and the young age of the pupils.

3rd section, titled: Educational orientation within the context of information society

The third section of the fifth chapter, which is titled: *Educational orientation within the context of information society* expands from page 102 to page 105. The benefits in the life of people in general are presented, on a theoretical level, which result from the advent of information society. Overall, only one image (image 13) is presented in this section, the analysis of which follows below.

Description of image 13

Image analysis

Educational code: Computer training

Object code: Computers

Spatial code: Indoor (computer laboratory)

Style: Realistic Photography

Caption: New technologies in Greek education (Journal published by the School for the Promotion of Education and Learning, Athens 2003).

Association between image-title: Indirect

Image content: Student training on computers

Image themes: Education (computer lesson)

 Space (school classroom/computer learning)

The thirteenth image (image 13) is a photograph, the subject of which is the depiction of computer learning. It takes place indoors (information technology laboratory), while the description of the image on a pictogram level is the following: Students are shown in the foreground, inside an information technology laboratory, as they attend a computer lesson. According to visual analysis, it emerges that, the key theme categories of the image are two, i.e. education and space.

Analysis of section titles

In the fifth chapter, the analysis of which was conducted above, the section titles refer to a range of codes.

More specifically:

a) in the first section, the code of education prevails, through the demonstration of the roles and functions, which it is required to accomplish.

b) in the second section, the code of education and the social code are the ones that are mostly demonstrated, and serve as factors of reproduction and change in society.

c) in the third section, the code of education and the social code appear again, playing the role of educational orientation towards computer learning.

Next, reference will be made to the statistical part of the assignment, the classification of images according to their typology, and the analysis of codes on the basis of quantity.

4. Findings

The fifth chapter, which is titled: *Education: a factor of reproduction and change in society,* expands over 17 pages, and consists of 3 sections; it is also accompanied by 13 images that account for 7.92% of the total number of images.

The frequency of images in this chapter, according to their typology, as it emerges from Table 1, is listed as follows:

Table 1. Classification of Images from the Fifth Chapter, According to Their Typology

Type	Number	Frequency %
Photograph	10	76.92%
Sketch	2	15.38%
Pottery	1	7.69%

It is noticed that, in the fifth chapter, out of a total number of thirteen images, photograph-images are predominant, and they amount to ten (76,92%), followed by sketches that amount two (15,38%), and finally, there is a pottery (7,69%) according to the data that have been analyzed in Table 1 (Table 1).

In photographs (images 1,2,3,4,7,8,10,11,12,13), the prevailing codes are the educational/school code (images 1,2,3,4,7,8,10,12,13), the gender code (images 1,2, 3,4,6,7,8), the dressing code (images 1,2), the participation code (images 3,4), the spatial code (images 7,8,13), the traditional and social code (image 10), and the social/cooperation code (images 11,12).

The spatial is demonstrated as outdoor in photographs (images 2,3,10,11), and as outdoor in photographs (images 1,4,7,8,12,13). All the photographs are accompanied by captions.

In sketches (images 6,9), the educational code prevails. The spatial code is absent from the sketch of image 6, while it is present in the sketch of image 9, where it is shown as outdoor, whereas both sketches are accompanied by captions. Finally, the depiction of a vessel (image 5) is also found, where the educational code is the predominant one, while the spatial code is absent, and there is a caption. Statistically, captions appear in 100% of total number of images of the fifth chapter.

In brief, it could be stated that, the majority of images of the fifth chapter depict the form taken by education during different time periods, (educational code 40 %) as well as some of the functions that it performs. They are followed by images that depict the code of the gender 23,33% and dressing 6,67%, the social/cooperation code 10%, and the nationality code 3,33%. In the following chapter, the associations will be recorded, which exist between the images and the titles of the sections (direct, indirect, or no anchoring at all).
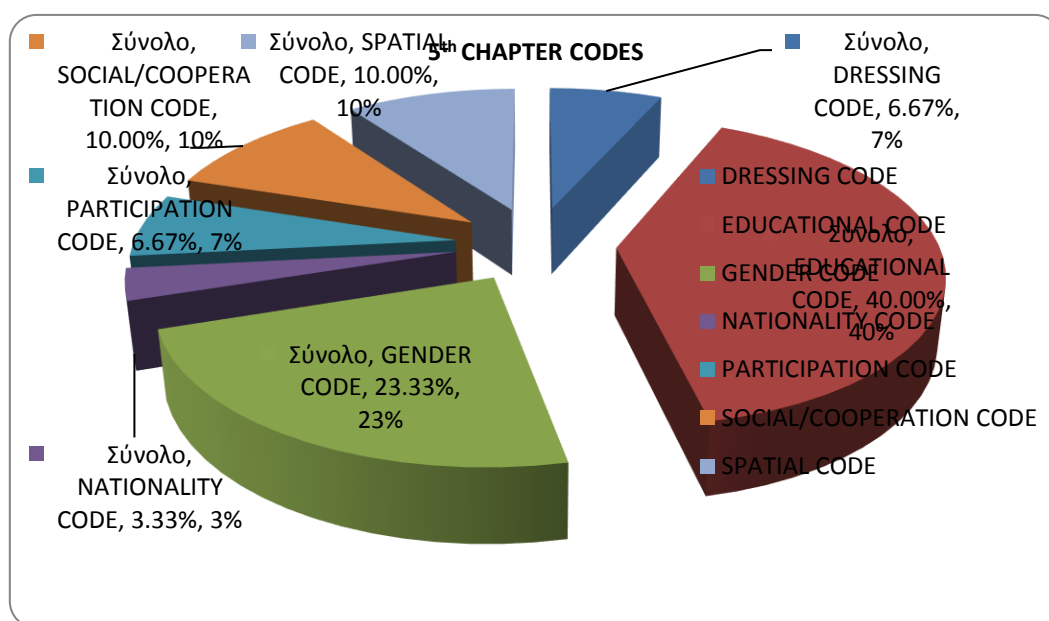

Figure 1. Illustration in a Chart, of the Codes That Resulted from Image Analysis

Association between section images-titles

Education is a social institution that can be easily reflected in the various forms and shapes that it can take over time, and its functions can be depicted through an image.

The first section, which is titled: *The role of education,* relates to educational/school codes, e.g. the title is directly anchored to the first image of the 1st section, which is associated with the educational code. The depiction of a school photograph refers to the socioeconomic background of the school, as well as the teacher-centered model, and according to the latter, the teacher is depicted to hold a central position in the photograph.

The educational code appears in images 2 and 3 of the same section, through the illustration of a school photograph, which results in the direct anchoring to the title. Finally, the last

image (image 4) of the section results in the illustration of an educational code, through the depiction of role learning, which is directly anchored to the section title.

The subsection of the first chapter, under the title: *Educational systems-The Greek educational system*, relates to the educational and social/cooperation code. Thus, all the images of the subsection (images 5,6,7,8,9) appear to be anchored to the title, since the educational code is the prevailing one in the images, followed by presentation of the teaching methods that have been applied through various time periods and political eras.

The educational code is the predominant one in the second section of the chapter, which has the title: *Education as a factor of reproduction and change in society*, while there is also the social/cooperation code. The prevailing codes in the three images of the section (images 10,11,12) are those of nationality and tradition, as well as the social/cooperation, and educational one, which result in the direct anchoring of images to the title.

The third section, which is titled: *Educational orientation within the context of information society*, is dominated by educational code and the social/cooperation code, as factors that relate to the educational orientation of the young people. There is only one image (image 13) in this section, in which, the educational/computer learning code is the prevailing one, which is indirectly anchored to the section title.

5. Discussion

In conclusion, all the aforementioned data could be represented in the following table (Table 2), where the chapter is shown, along with the separate sections, the title, section, and style codes, the codes referring to persons, objects, and the spatial element of the images, the association between the title and the image, as well as the existence of a caption, or not:

Table 2. Summary Table of Text-Image Analysis of 5th Chapter

		Text		No.	Style	Persons	Objects	Space	Association between title-image		Caption
5th Chapter Education as a factor of reproduction and change in society	1	The role of education	Educational / school code	1	Realistic Photography	School class	-	Indoor	+		√
				2	Realistic Photography	School class	-	Outdoor	+		√
				3	Realistic Photography	School class	Trees/statue	Outdoor	+		√
				4	Realistic photography	Pupils	food-aprons, caps, and cooking utensils	Indoor	+		√
	1.1	Educational systems-The Greek educational system	Educational / school code	5	Vessel	Pupils and teacher	Vessel, musical instruments	-	+		√
				6	Sketch	Tutor and female pupil	Book	-	+		√
				7	Realistic Photography	School class	Books, desks	Indoor	+		√
				8	Realistic Photography	School class	Books, desks, maps	Indoor	+		√
				9	Sketch	Pupil	Books	Outdoor	+		√
	2.1	Education as a factor of reproduction in society	Educational / school code	10	Realistic Photography	Pupils	Traditional uniforms	Outdoor		+	√
				11	Realistic Photography	School class	Flag	Outdoor		+	√
	2.2	Education as a factor of change in society	Educational / school/ social code	12	Realistic Photography	Pupils	Mini board-chalk	Indoor		+	√
	3	Educational orientation within the context of information society	Educational / school/ social code	13	Realistic Photography	School class	Computer	Indoor		+	√

6. Results

From the analysis of the images of the entire sample, which is conducted in this research study, the resulting outcomes refer to: a) the presentation of images and their association with space, b) the anchoring of images to the chapter and section title, c) the association between images and object codes, and d) the association between images and person codes.

a) Presentation of images and their association with space

The space element is perceived at a rate of 84.61% through the chapter and section images that were studied, while, on the contrary, the spatial factor is absent at a rate of 15.38%, as it is expressed by the neutral background of pottery, and refers to a message without a context, which lies outside the temporal/historical space (Hassani-Idrissi, 2005). In most images, where the spatial code is present, it illustrates indoor areas (46,15%), and mainly describes the school premises, and outdoor areas (38,46%), to a lesser extent (courtyard, park, public street). Finally, the spatial code is completely absent in two images (15,38%).

The percentage participation of each type in the total number of references, as it emerges from Table 3, is the following:

Table 3. Percentage Participation of Space per Type

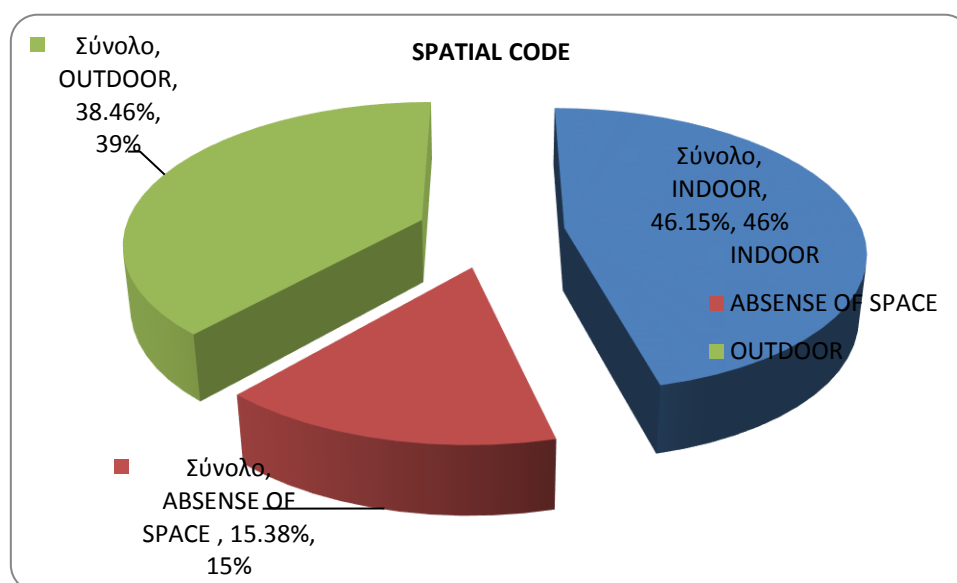| Space type	Number of Images	Frequency %
Indoor	6	46.15%
Outdoor	5	38.46%
Absence of space	2	15.38%

Table 4. Chart Illustration

b) Anchoring of images to the chapter and section title

The concept of education can be easily reflected in the various forms that it takes in time, and its functions can be represented through the image. The argument makes sense than, that most images refer, either directly or indirectly, to the section titles. From the total number of 13 images that were investigated, 9 of them are directly anchored to the title (76,75%), and 4 of them are anchored indirectly (20,93%). In both the direct and indirect anchoring, the images that are used most are those relating to the forms, role, and functions implemented by school, and finally, to images that promoted nationality and tradition, etc.

Realistic photography is the style that is mostly used, followed by sketches. It is understood that, the role of the images that were used by the editing team is more supportive, rather than prevailing.

The percentage participation of image anchoring to tiles, as it emerges from Table 5, is the following:

Table 5. Percentage Participation of Image Anchoring to Titles

Image/title anchoring	Number of images	Frequency %
Direct	9	76.75%
Indirect	4	20.93%

Further to that, the resulting outcomes from the analysis of the chapter and section titles shed more light on the relationship that exists between titles and codes. A number of concepts can be identified in the section titles, which refer to educational (functions and roles of education), and social (reproduction and change in society) codes, and which are supplementary to the concept of education, leading thus, through the elaboration that takes place on those concepts, to the quest of the importance of the social institution of education in the life of modern people. This process also results in the implementation and acceptance of the significant role played by education in reproduction and change in society, in every aspect.

c) Association between images and object codes

In the textbook of Sociology, which is taught to 3rd Grade High School students, the object codes are divided into different grade levels. In the 5th Chapter, the dominant objects are those that refer to an indoor space (desks, maps, and computers). The various objects are directly linked to each section, boosting thus the image content.

d) Association between images and person codes

The persons who dominate the images contained in the Sociology textbook, and are directly associated with its content, are those persons who comprise a school class, i.e., in essence, the pupils/students and the teacher.

In the 5th Chapter most images assist pupils/students to discern the role and the key systems

of providing education as an institution, and as a factor of secondary socialization (images 1,2,3,5,6,7,8). They also help them become familiar with the functions of education (images 4,9), while images 10 and 11 facilitate pupils/students to adopt an analytical approach towards education, as a factor of change/reorientation of the society and the social role held by the individuals, as well as a factor of reproduction and inequality in society.

7. Conclusions

In summary, it can be clearly seen that, the majority of images contained in the school textbook relate to the goals set by the Analytical Curriculum, as they hold a boosting and supportive role within the theoretical context.

It should be noted that, the scientific use of images and sources matches the age of the pupils/students, and corresponding to their perceptive ability.

The use of sketches, realistic images, and pottery offers pupils/students the opportunity to get in touch with numerous forms of art and style.

It is also evidenced that, the images and sources that were used by the editing team have, primarily, a supportive role, within the context of the module.

Therefore, this topic is need of further investigation; this need has already been highlighted by the rich existing literature that refers to the study and analysis of school textbooks.

In terms of the artistic part, in addition to the aesthetic richness that adds to a textbook, it also serves as a communication channel and source of stimuli. The use of the image as a carrier and provider of information, ideas, and culture should be deeply exploited within the context of the teaching process. In this way, it should emerge as a tool that is available to both the pupils/students and the educators/teachers, which will facilitate their learning and fuller understanding of concepts. Pupils/students are the primary receivers of visual texts, and make constant use of visual means of communication, not only in their leisure time, but also in their attempt to define the limits of their relationship with adults of both genders. The actual and potential interpretations of images and sources expand the limits of speech, and transform abstract language, from a functional and reproductive instrument, into a counteractive teaching tool.

References

Adams, C., Forsyth, P., & Mitchell, R. (2009): *The formation of parent-school trust: A multilevel analysis.* Educational Administration Quarterl.

Bakker, J., & Denessen, E. (2007): *The concept of parent involvement. Some theoretical and empirical considerations. International Journal about Parents in Education, 1.*

Barthes, R. (1988). *Image-Music-Text* (trans. Spanos, G.). Athens. Plethron.

Barthes, R. (2007). *Image-Music-Text* (3rd ed.). Athens. Plethron.

Boklund-Lagopoulou, K. (1983). What is semiotics? Diavazo (special feature in Semiology) http://semiotics.nured.uowm.gr/pdfs/LAGOPOULOS_THEORY_SEMIOTICS.pdf

Bruneau, B., Ruttan, D., & Dunlap, K. (1995). *Communication between teachers and parents: Developing partnerships.* Reading & Writing Quarterly. https://doi.org/10.1080/1057356950110304

Chalevelaki, M. (2010). *An introduction to semiology: theory and applications.* Athens. Kastaniotis.

Christodoulou, A. (2003). *Semiotic analysis and culture in foreign language. Semiotic analysis of foreign-language learning material. The presentation of cultural characteristics in Italian language textbooks.* Thessaloniki: University Studio Press.

Christodoulou, A. (2007). *Semiotics and school textbooks.* Thessaloniki. University Studio Press.

Christodoulou, A. (2012). *Education, Training, Values: Semiotic Approach.* Thessaloniki. University Studio Press.

De Montibert, C. (2000). *Introduction to sociological reasoning.* Athens. Kardamitsas.

Driessen, G., Smit, F., & Sleegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal, 31*(4), 509–532. https://doi.org/10.1080/01411920500148713

Durkheim, E. (1973). *Education et Sociology.* Paris. University Press of France.

Eccles, J. (2007). Families, schools, and developing achievement-related motivations and engagement. In J.E. Grusec & P.D. Hastings (Eds.), *Handbook of socialization.* New York. The Guilford Press.

Epstein, J. L. (2001). *School, family and community partnership.* Boulder, CO: Westview.

Garcia, D. (2004). *Exploring connections between the construct of teacher efficacy and family involvement practices. Implications for urban teacher preparation.* Urban Education. https://doi.org/10.1177/0042085904263205

Greimas, A-J. (1966). *Semantique structurale. Richerche de methode.* Paris. Larousse.

Greimas, A-J. (1968). *Semantica Strutturale. Ricerca di metodo. (Traduzione dal francese di I. sordid).* Milano. Rizzoli.

Kargakos, S. (1988). *A dialogue with youth.* Volume A', Athens. Gutenberg.

Lagopoulos, A. F., & Boklund-Lagopoulou, K. (2016). *Semiotic Theory: The tradition of Ferdinand de Saussure.* Athens. Patakis Publications.

Marples, R. (edit.) (2002). *The aims of Education.* (trans. C. Chatzipantelis). Athens. Metaixmio.

Matsaggouras, I. (2011). *Theory of teaching: II teaching strategies.* Athens. Gutenberg

Publications.

Neil, A. (1972). *Theory and practice of Anti-Authoritarian Education* (5th edition.). Athens. Boukoumanis.

Penteri, E. (2012). *Connection of family and kindergarten: Investigation of parental involvement and the factors that affect it.* Unpublished doctoral dissertation. Alexandroupoli. Department of Education Sciences in Early Childhood (T.E.E.P.I.)-Democritus University of Thrace (DPTH).

Piperopoulos, G. (1997). *Sociology.* Athens. Ellinika Grammata.

Polyzoi, G. (2010). Proceedings of the Hellenic Institute of Applied Pedagogy and Education (ELL.I.E.P.EK.), 5th Panhellenic Conference on the subject *"I learn how to learn".* 7th-9th of May 2010: Retrieved 17/7/2016 from http://www.elliepek.gr/documents/5osynedrio_eisigiseis/Polizoe_Georgia.pdf

Pyrgiotakis, I. (2010). *Introduction to Pedagogical Science.* Athens. Ellinika Grammata.

Sandberg, A., & Vuorinen, T. (2008). *Preschool-home cooperation in change.* International Journal of Early Years Education.

Theodorou, E. (2007). *Reading between the lines: exploring the assumptions and implications of parental involvement.* International Journal about Parents in Education, 1.

Unesco, Education (1999). *The Treasure Within* trans. Team of the Educational Research Center (K.E.E.), Foreword: M. Kassotakis. Athens. Gutenberg.

Copyright Disclaimer