

CONSTRUCTING EDUCATIONAL INEQUALITY

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Constructing Educational Inequality An Assessment Of Research On School Processes

Louise Stoll, Kate Myers



Constructing Educational Inequality An Assessment Of Research On School Processes:

Constructing Educational Inequality Peter Foster, Roger Gomm, Martyn Hammersley, 2005-06-21 The issue of educational opportunity has long been of public concern and a major focus for educational research As a result there is now a substantial body of research findings in this field both quantitative and qualitative This work relates to various levels of the educational system and to different categories of student but particularly social class gender ethnicity and race The central trend has been to find persisting inequalities despite reform at system institutional and classroom levels Furthermore the educational system is frequently portrayed as playing a key role in reproducing wider social and economic inequalities This book examines the status of educational inequality as a social problem explores the conceptual issues surrounding it assesses a representative sample of recent research and seeks to clarify the relevant methodological ground rules thereby laying the basis for future research in the field

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Documentary Research in Education, History, and the Social Sciences Gary McCulloch, 2004 This up to date examination of how to research and utilise documents analyses texts from the past and present considering sources ranging from personal archives to online documents and including books reports official documents and printed media

Doing Research About Education Geoffrey Walford, 2003-09-02 This book brings together semi autobiographical accounts from major educationalists about their influential research focusing on the practical and personal aspects of the research process The collection reflects the great changes that have occurred within educational research since the 1980s and deals with the issues and situations of the late 1990s It includes accounts that cover the various stages of the research process a sampling of topics the diversity of methodologies used in educational research and a range of theoretical perspectives There is coverage of qualitative and quantitative methodologies and of large and smaller scale research Also discussed are ESRC programme research contract research and theoretical research

Situated Ethics in Educational Research Helen Simons, Robin Usher, 2012-11-12 Ethics has traditionally been seen as a set of general principles which can be applied in a range of situations This book argues that in fact ethical principles must be

shaped within different research practices and hence take on different significances according to varying research situations. The book develops the notion of situated ethics and explores how ethical issues are practically handled by educational researchers in the field. Contributors present theoretical models and practical examples of what situated ethics involves in conducting research on specific areas.

Realism and Educational Research David Scott, 2002-01-04. Although the literature of social research covers a vast range of material, there has been little on the role of social theory in educational research. In this respect, David Scott's book covers an important gap in the market as it focuses on the centrality of social theory in a variety of empirical projects. The volume covers a range of conceptual and theoretical discussions and subsequently applies these concepts to our analysis of empirical studies. As a consequence, it is a volume that deserves to be read widely by students and researchers alike.

No Quick Fixes Louise Stoll, Kate Myers, 2002-11-01. The challenge of school improvement for failing schools is a complex and much debated issue. This text attempts to help those working in or working with failing schools and aims to contradict the notion that there are no quick fixes for schools in difficulty. The issue of failing schools is looked at from a number of viewpoints. Section one contains policy perspectives; section two contains three schools' perspectives; section three contains chapters written by three external facilitators; section four addresses the issues from three prominent school effectiveness researchers; and section five gives international perspectives from the coordinator of the OECD Combating School Failure initiative.

Educational Reception in Rotterdam and Barcelona Maria Bruquetas Callejo, 2025-10-01. The reception of newcomer youngsters by schools constitutes a policy issue in Europe already for decades. This book deals with how practitioners in Rotterdam and Barcelona apply existing policies for the reception of immigrant students, the dilemmas they face, and the strategies they design as a response. Using a combination of discursive, organizational, and ethnographic research techniques, the author studies to what extent practices conform to policies and to what extent they diverge from them in basic principles. This book analyzes the influence of institutional frameworks on the practices of policy implementers by comparing Netherlands and Spain, specifically Barcelona and Rotterdam, two cases which are very different in terms of their national policies of integration, their educational systems, and their programs for educational reception. Much can be learned over the reception practices of secondary schools, but above all over how policy gaps work and the common and specific features that they present across different countries. In short, this is an indispensable reading for scholars, policymakers, and practitioners alike, which offers new insights about the policy-practice gap and the role of policy practitioners in it.

Culture, Capitals and Graduate Futures Ciaran Burke, 2015-08-27. In a time of too many graduates for too few jobs and in a context where applicants have similar levels of educational capital, what other factors influence graduate career trajectories? Based on the life history interviews of graduates and framed through a Bourdieusian sociological lens, *Culture, Capitals and Graduate Futures* explores the continuing role that social class, as well as cultural and social capitals, have on both the aspirations and expectations towards and the trajectories within the graduate labour market.

Framed within the current context of increasing levels of university graduates and the falling numbers of graduate positions available in the UK labour market this book provides a critical examination of the supposedly linear and meritocratic relationship between higher education and graduate employment proposed by official discourses from government at both local and national levels Through a critical engagement with the empirical findings Culture Capitals and Graduate Futures asks important questions for the effective continuation of the widening participation agenda This timely book will be of interest to higher education professionals working within widening participation policy and higher education policy

Resources in Education, 2001 *Who's In? Who's Out?*, 2018-12-24 Who s in Who s out Who decides What are we going to do about inclusive education What kind of world do we want our children to live in How might education help us to achieve that vision for our children In Who s In Who s Out What to Do about Inclusive Education a group of respected international scholars come together to think about education at a momentous time in global history where the world has fractured people are displaced and we search for new research education programmes and political leadership to restore social cohesion and rebuild school systems that may claim to be an apprenticeship in democracy This book highlights the challenges inclusive education researchers take on in working to dismantle barriers involving access presence participation and success in education Contributors include Elga Andriana Michael Apple Ann Cheryl Armstrong Marnie Best Roseanna Bourke Jenni Carter Kathy Cologon Tim Corcoran Deborah Crossing Simona D Alessio Rosemary Ann du Plessis David Evans Lani Florian Cameron Forrest Christine Grima Farrell Bj rn F Hamre Leechin Heng Amitya Kumara Bindi MacGill Laisiasa Merumeru John Munro Patricia O'Brien John O'Neill Sulochini Pather Deborah Price Merelesita Qeleni Kathleen Quinlivan Puti Ayu Setiani Peta Skujins Roger Slee John Stanwick and Peter Walker **Handbook of the Sociology of Gender** Janet Saltzman Chafetz, 2006-11-22 During the past three decades feminist scholars have successfully demonstrated the ubiquity and omnirelevance of gender as a sociocultural construction in virtually all human collectivities past and present Intrapsychic interactional and collective social processes are gendered as are micro meso and macro social structures Gender shapes and is shaped in all arenas of social life from the most mundane practices of everyday life to those of the most powerful corporate actors Contemporary understandings of gender emanate from a large community of primarily feminist scholars that spans the gamut of learned disciplines and also includes non academic activist thinkers However while incorporating some cross disciplinary material this volume focuses specifically on sociological theories and research concerning gender which are discussed across the full array of social processes structures and institutions As editor I have explicitly tried to shape the contributions to this volume along several lines that reflect my long standing views about sociology in general and gender sociology in particular First I asked authors to include cross national and historical material as much as possible This request reflects my belief that understanding and evaluating the here and now and working realistically for a better future can only be accomplished from a comparative perspective Too often American sociology has been both tempero and ethnocentric

Second I have asked authors to be sensitive to within gender differences along class racial ethnic sexual preference and age cohort lines

The RoutledgeFalmer Reader in Multicultural Education David Gillborn, Gloria Ladson-Billings, 2004 Bringing together scholarship from both sides of the Atlantic this book focuses on the questions that shape the field of multicultural education offering the reader an opportunity to achieve a real grasp of the subject

The Palgrave Handbook of Race and Ethnic Inequalities in Education P. Stevens, A. Dworkin, 2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and educational inequality over the last thirty years in eighteen different national contexts

Understanding Social Research George McKenzie, Jane Powell, Robin Usher, 2005-08-04 In 1991 the Economic and Social Research Council ESRC published Postgraduate Training Guidelines Throughout the document emphasis is placed on the need for universities to make postgraduate research students aware of the methodological issues that affect their work This text explores the relationship between knowledge methodology and research practice across the broad spectrum of the social sciences in language that is accessible to researchers at all levels of their research careers It follows the themes that there is no single practice or correct methodology and that the diversity and variety in terms of methodology and disciplinary focus are a sign of the sophistication and complexity of the processes of social research The text examines socio cultural contexts of social research and relates them to contemporary shifts in focus such as feminism critical theory and postmodernism The importance of selecting the research methodology most appropriate to the subject discipline concerned is emphasized

Equity and Excellence in Education Kris Van den Branden, Piet Van Avermaet, Mieke Van Houtte, 2010-12-14 Taking an international perspective this volume explores numerous issues gender socio economic and linguistic background teachers expectations pedagogical approaches parental support educational policies e g priority policies multilingual policies early start policies and their effects on equity in education

The Palgrave Handbook of Race and Ethnic Inequalities in Education Peter A.J. Stevens, A. Gary Dworkin, 2019-07-05 This authoritative state of the art reference work builds on its first edition to provide a cutting edge systematic review of the relationship between race ethnicity and educational inequality Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition the work analyses educational policies practices and research on minority students immigrants and refugees The editors and contributors explore principal research traditions from countries as diverse as Argentina China Norway and South Africa examining the factors promoting social cohesion as well as considerations regarding the use of international test score data Seamlessly integrating findings of national reviews the editors and contributors analyse how national contexts of race ethnic relations shape the character and content of educational inequalities and deftly map out new directions for future research in the area Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education sociology race and ethnicity studies and

social policy Chapter 20 of this book is available open access under a CC BY 4.0 license at SpringerLink https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20

Biography and Education Michael Erben, 2005-08-12 Over recent years biographical studies have gained an increasingly important place in academic study. The two are inextricably linked. Education uses biography in teaching and in biography education features strongly as a formative stage in personal development. This book elaborates on the analytical work that has drawn attention to biography and education and seeks to expand the understanding of lives in educational contexts. Mainstream sociology has been quick to embrace this treatment of individuals as biographical appearances but it is even more relevant in the field of education.

Education Research in the Public Interest Gloria Ladson-Billings, William F. Tate, 2014-04-15 Acclaimed African American scholar and teacher educator Gloria Ladson-Billings examines the field of teacher education through the accomplishments and contributions of well-known African American teacher educators: Lisa Delpit, Carl Grant, Jacqueline Jordan Irvine, Geneva Gay, Cherry McGee Banks, William Tate, and Joyce King. Using in-depth interviews and storytelling, Ladson-Billings depicts deeply personal portraits of these scholars' experiences to confront race and racism not only theoretically but within their everyday professional lives in the Big House of the academy. Ladson-Billings gives these portraits even greater resonance and meaning by pairing these teacher educators with historical figures such as Harriet Tubman, Nat Turner, and Charlotte Forten, whose contributions to the struggle for social justice are a wellspring of hope and courage to all educators and a tribute to African Americans whose political, scientific, and spiritual efforts made life better for us all. This compelling book is important reading for all educators who want to transform teacher education for the better. The American Association of Colleges for Teacher Education is enthused and excited about Ladson-Billings's dynamic and provoking scholarship. Its focus on outstanding African American teacher educators is a major contribution to teacher education literature. This cutting-edge research is likely to prompt some of the best of unconventional teacher education thought.

David G. Imig, President and CEO, American Association of Colleges for Teacher Education. In this moving and original book, Gloria Ladson-Billings offers complex insights about the politics of scholarship, the experiences of scholars of color in universities, and the larger enterprise of teaching and teacher education for social justice.

Marilyn Cochran-Smith, Lynch School of Education, Boston College, and President of the American Educational Research Association (AERA) for 2004-05.

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