

MACE face to face course

Session: Equalities Literacy

This session was used to develop the students understanding of a complex area of interdisciplinary research and to provide them with a framework for reflection and reflexivity, to enhance their self awareness as they undertake this potentially sensitive research.

Aims of session:

- To develop an understanding of the EQL framework and theories
- To reflect on own experiences through this lens in order to develop reflexive research practice
- To understand how to apply this to the research with inductive / deductive / abductive analysis

The following session was delivered:

Section	Content	Resources	Time	Evaluation
Welcome	Welcome to the session introductions, and overview of the content for today.		10 minutes	
Part A: Evidence of inequity in schools in the UK	Key statistics about levels of inequality in the UK are used to illustrate that the status quo is not okay and to show why we are interested in this project. Students asked: How has this been accepted and allowed? What does it mean for the young people? Whose fault is it?	Key statistics PPT	15 minutes	In discussion
Part B: Understanding inequality	Review of the key terms - equality, inequality, social justice, privilege and deprivation. Make the link between the cold 'statistics' and contextual 'lived experiences'. Therefore it is important to understand people in context, with multiple identities, with privilege and disadvantages.	PPT of key terms	10 minutes	In discussion

Part C: Introduction to EQL	Revisit the overall framework - invite questions that arose from the online session. Give everyone an A3 framework and explain that we will give an overview of each section and then ask them to reflect on their personal experiences of each.	PPT of EQL A3 EQL framework	5 minutes	In discussion
Context	<ul style="list-style-type: none"> • Overview of the importance of context • Give key theory • Ask for co-created examples from education • Reflect with a talking partner note down own answers. 	PPT slides and framework	15 minutes	Plenary
Lived experience	<ul style="list-style-type: none"> • Overview of the importance of lived experiences • Give key theory • Ask for co-created examples from education • Reflect with a talking partner note down own answers. 	PPT slides and framework	15 minutes	Plenary
Positioning by others	<ul style="list-style-type: none"> • Overview of the importance of positioning by others • Give key theory • Ask for co-created examples from education • Reflect with a talking partner note down own answers. 	PPT slides and framework	15 minutes	Plenary
BREAK				
Technologies of oppression	<ul style="list-style-type: none"> • Overview of the importance of technologies of oppression • Give key theory • Ask for co-created examples from education • Reflect with a talking partner note down own answers. 	PPT slides and framework	15 minutes	Plenary
Self position	<ul style="list-style-type: none"> • Overview of the importance of self position • Give key theory • Ask for co-created examples from education • Reflect with a talking partner note down own answers. 	PPT slides and framework	15 minutes	Plenary
Trajectory	<ul style="list-style-type: none"> • Overview of the importance of trajectory • Give key theory • Ask for co-created examples from education • Reflect with a talking partner note down own answers. 	PPT slides and framework	15 minutes	Plenary

Part D: So What?	Break out of the lecture theatre into small groups to discuss: <ul style="list-style-type: none"> • What have you learned about yourself? • What have you learned that can support your interviews? • What have you learned that can support your analysis and write up? • What have you learned that can support your work as a practitioner? • What implications do you think there are for schools, colleges and universities from this model? 	Discussion prompts sheet	20 minutes	Peer review
Closure	Overview of the use of the model in this project, guiding awareness of self, analysis of data, and developing findings. Discussion of the issues of using it deductively, and offering inductive and abductive techniques instead. Promote the notion that this model is in development too, and they may wish to focus on this in their reports.		15 minutes	None

Experiences:

This was a lot of theoretical information, and those who do not speak English as a first language were exhausted at the end of it. I considered whether this should be done in two sections, but it seems important to build the model in one go. Perhaps less detail could be given one each, or a glossary or key read provided before hand to support the language issues. Plenty of peer discussions helped.

The session generated highly personal material and did prompt some students to think of themselves differently. This raises issues of whether we should offer support if something comes up that makes them uncomfortable. We sensed that they would have sought help if that was the case.

It seemed important for all the staff to complete this exercise as well as the students to demonstrate that we are open to learning, we are co-constructing this with them, rather than putting them through something. We should perhaps sit among them rather than to one side / at the back in all sessions to model this more clearly.