

## MACE online course

### Session 3: The Educational Contexts, Equality Literacy and Bourdieu

Welcome to session 3 of the blended online course. This session is focused on the educational contexts of the three countries and two key theoretical frameworks, equality literacy and Bourdieu's work.

We will be having some short lectures about these themes, and will let the students go into groups in their virtual rooms to discuss the topics further. The groups have been set by the lecturers beforehand, and they have been allotted their rooms. There are three lecturers that are contributing to this session, and one has the main responsibility at a time, the others will chip in when it is natural to do so and also monitor the chat. The lecturers are on half an hour early to ensure that all the students are online without problems, and the students need to have logged on at least 15 minutes before start.

This is what we wrote online to the students, in addition to what is in this document:

Everyone was asked to prepare in advance of the session, by watching a short YouTube clip Ensuring Educational Equity for All Students (<https://www.youtube.com/watch?v=CjrFnmeGtL8&feature=youtu.be>) to get an overview of the difference between equality and equity from an educational perspective. The film is made in and about America, but the concepts apply to our education systems too.

And for those who want to read more, after the session, we gave them a few things that for them to read to build their knowledge of equality, equity, habitus and social capital before we meet in Norway for the face to face training course.

- \* Further Resources on Education; We gave them some summaries to get an overview of the education system in each of our countries and a final summary sheet that compares and contrasts them. To reflect more deeply about the differences between the three systems and affects they might have on students.
- \* Further Resources on Equity and Equality; Here was some summary, links and application paper which will give them more of the theory behind the equalities literacy framework, and applies it to practice experience and research data to bring it to life.
- \* Further Resources on Bourdieu; Here was some summary, links and texts like 'the forms of the Capital' is written by Bourdieu, or from one of the researchers in MaCE.

#### *Aims of session:*

- To give you an overview of the educational context of 'drop outs' and 'early school leavers' in each country
- To introduce equalities literacy as a tool for understanding disadvantage and privilege

- To introduce the ideas and theories of Pierre Bourdieu.

We will build on all of these ideas at the face to face training course.

Below you will find the teaching plan with links to different resources available to the students.

Section	Content	Resources	Time	Evaluation
Welcome	Welcome to the session and overview of the content for today. Use open questions to draw out key points from last session	Overview of last session Group classroom	15 minutes	
Part A: Educational Contexts	Educational context lecture - 15 minutes of input on the nature of the three countries, the nature of education in each, and the scale of drop out in each.  10 minutes of individual reflection where the students are asked to identify the pros and cons to each educational system.  Return to the group room to discuss the reflections, divided into smaller groups by subject combinations and countries	Educational Context PPT Group classroom	15 minutes  10 minutes  20 minutes	In discussion
	BREAK			



Part C: Bourdieu	Lecture input on the importance of Bourdieu's ideas to inform our understanding of education.	Bourdieu PPT Group classroom	15 minutes	In discussion rooms
	<p>Break into three national group rooms to discuss the importance of this for your work in this project, by answering;</p> <p>Given your educational experiences captured in your maps, to what extent have these been equitable and equal or unequal and inequitable?</p> <p>To what extent are schools or families responsible for developing your cultural capital?</p> <p>What do you think is the most important thing to do, if we want to combat inequality in education? Use Bourdieu's concepts in your discussion. Provide 2-3 good ways to start combating inequality and strive for a more inclusive society?</p>	Three country group rooms	30 minutes	
Closure	<p>Review of what covered</p> <p>Introduction of next session</p> <p>Space for any additional questions</p>	Group room	10 minutes	
		Join us in the discussion board to talk about your responses to this session	Discussion board	
		Close		
		4 key extension readings to complete before the face to face course		

**Experiences:**

We were glad we had been so particular with the timing of the session, making it easier to shift focus quite quickly. We found that presenting the lectures live enabled us to respond to questions that the students raised, and for us to be flexible in delivery. We found it was very useful to have one lecturer online teaching with the other two looking for questions in the text box or for hands raised.

It would have been useful to have integrated a session on labels applied to students who do not do well in education - drop out, ESL, NEET etc. as it feels we have got into the project without a clear overview of this.

Using the whiteboard was again important because the students do not really know each other, and some of the students were shy using English- frightened to make mistakes. Writing made it easier to participate. Despite emphasizing the importance of taking part and that we would not judge their language skills, it was mostly the English that wrote on the board and participated in the online discussions. We agreed that for the others sessions the students would be able to write in their native language and then the lecturers would translate for all when going through the responses.