

EDUCATION INEQUALITY & SOCIAL IDENTITY

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Education Inequality And Social Identity

**Graham McPhail, Richard
Pountney, Leesa Wheelahan**



Education Inequality And Social Identity:

Education, Inequality And Social Identity Lawrence B. Angus, 2005-07-28 The ethnographic studies in this volume explore issues and approaches in the study of education and inequality The authors identify that access to status knowledge and power in society and in particular in schools varies by virtue of individuals social and cultural identities The process of changing this system and resistance to change are examined in this collection in an attempt to find a course of action for those who are victims of inequality or who seek to combat inequality *Education, Inequality And Social Identity* Lawrence B. Angus, 2005-07-28 The ethnographic studies in this volume explore issues and approaches in the study of education and inequality The authors identify that access to status knowledge and power in society and in particular in schools varies by virtue of individuals social and cultural identities The process of changing this system and resistance to change are examined in this collection in an attempt to find a course of action for those who are victims of inequality or who seek to combat inequality *Education, Inequality and Social Class* Ron Thompson, 2019-02-25 *Education Inequality and Social Class* provides a comprehensive discussion of the empirical evidence for persistent inequality in educational attainment It explores the most important theoretical perspectives that have been developed to understand class based inequality and frame further research With clear explanations of essential concepts this book draws on empirical data from the UK and other countries to illustrate the nature and scale of inequalities according to social background discussing the interactions of class based inequalities with those according to race and gender The book relates aspects of inequality to the features of educational systems showing how policy choices impact on the life chances of children from different class backgrounds The relationship between education and social mobility is also explored using the concepts of social closure positionality and social congestion The book also provides detailed discussions of the work of Pierre Bourdieu and Basil Bernstein two important theorists whose contributions have generated thriving research traditions much used in contemporary educational research *Education Inequality and Social Class* will be essential reading for postgraduate and advanced undergraduate students engaged in the study of education childhood studies and sociology It will also be of great interest to academics researchers and teachers in training *Educational Inequalities* Kalwant Bhopal, Uvanney Maylor, 2013-11-07 While there is considerable literature on social inequality and education there is little recent work which explores notions of difference and diversity in relation to race class and gender This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK Australia USA New Zealand and Europe Contributors investigate the ways in which dominant perspectives on difference intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas and seek to locate the dimensions of difference within recent theoretical discourses with an emphasis on race class and gender as key categories of analysis **The Social Psychology**

of Inequality Jolanda Jetten, Kim Peters, 2019-10-31 Economic inequality has been of considerable interest to academics, citizens, and politicians worldwide for the past decade and while economic inequality has attracted a considerable amount of research attention it is only more recently that researchers have considered that economic inequality may have broader societal implications. However, while there is an increasingly clear picture of the varied ways in which economic inequality harms the fabric of society, there is a relatively poor understanding of the social psychological processes that are at work in unequal societies. This edited book aims to build on this emerging area of research by bringing together researchers who are at the forefront of this development and who can therefore provide timely insight to academics and practitioners who are grappling with the impact of economic inequality. This book will address questions relating to perceptions of inequality, mechanisms underlying effects of inequality, various consequences of inequality, and the factors that contribute to the maintenance of inequality. The target audiences are students at advanced undergraduate or graduate level as well as scholars and professionals in the field. The book fills a niche of both applied and practical relevance, strongly emphasizing theory and integration of different perspectives in social psychology. Given the broad interest in inequality within the social sciences, the book will be accessible to sociologists and political scientists as well as social, organizational, and developmental psychologists. The insights brought together in *The Social Psychology of Inequality* will contribute to a broader understanding of the far-reaching costs of inequality for the social health of a society and its citizens. This edited volume brings together cutting-edge social psychological research addressing one of the most pressing issues of our times: economic inequality. Collectively, the chapters illuminate why inequality has negative effects on individuals and societies, when and for whom these negative effects are most likely to emerge, and the psychological mechanisms that maintain inequality. This comprehensive volume is an essential read for those interested in understanding and ameliorating inequality. Brenda Major, Distinguished Professor, Department of Psychological and Brain Sciences, University of California. This invaluable volume demonstrates the indispensable and powerful contribution that social psychologists can make to our understanding of societal inequality. For those outside of social psychology, it provides a unique and comprehensive overview of what social psychology has to offer, and for social psychologists, it is exemplary in demonstrating how to make a systematic contribution to the understanding of a hotly debated real-world issue. Scholars and students alike, and from various disciplines, will gain much from reading this fascinating and inspiring social psychological journey. Maykel Verkuyten, Professor in Interdisciplinary Social Science, University of Utrecht. *The Social Psychology of Inequality* offers a superb and timely social psychological analysis of the causes and consequences of increasing wealth and income gaps. With its refreshingly international authorship, this volume offers profound insights into the cognitive and social mechanisms that help maintain but potentially also to overcome an economy that is rigged in favor of the wealthy. A new and stimulating voice illustrating science in the service of a fairer and more democratic society. Anne Maass, Professor of Social Psychology, University of Padova. This volume assembles an

impressive list of leading international scholars to address a timely and important issue the causes and consequences of economic inequality The approach to the topic is social psychological but the editors and chapters make valuable connections to related literatures on socio structural influences in allied disciplines such as economics political science and sociology The Social Psychology of Inequality offers cutting edge insights into the psychological dynamics of inequality and novel synthesis of structural and individual level influences and outcomes of inequality It should attract a wide audience and will set the agenda for research on economic inequality well into the future John F Dovidio Carl Iver Hovland Professor of Psychology and Public Health Yale University **Reproduction of Inequality and Social Exclusion** Uddhab Pyakurel,2021-01-05

This book is a detailed account of how hierarchy has been maintained historically by the Nepali state affirming the uniqueness of a caste based social order by bringing outsiders especially ethnic groups and religious minorities into the caste fold Focusing on the contemporary state of Dalits the community that was and is put at the bottom of a very hierarchical social order in Nepal the author argues that the traditional caste based social order is still prevalent in the new Nepal even after the recent socio political and constitutional changes Illustrated by scientifically employed and interpreted data mainly in the three sectors of education politics and employment the book postulates that people who were and are born into the high caste still have more access to the resources and opportunities available in society in comparison with those born into the lower caste It further argues that although reservation policies are in place to address social exclusion these could not bring expected outcomes mainly due to the lack of engagement if not ignorance of both dominant groups and the community in the margin The absence of clarity among political actors on the positive discrimination and affirmative actions has contributed to backtracking the recently created space in line with inclusive Nepal *Schooling and Social Identity* Patrick Alexander,2020-01-30 This book examines the nature of age as an aspect of social identity and its relationship to experiences of formal education Providing a new and critical approach to debates about age and social identity the author explores why age remains such an important aspect of self making in contemporary society Through an ethnographic account of a secondary school in the south east of England the author poses three principal questions Why are schools in English organised according to age How do pupils and teachers learn to act their age while at school Ultimately why does age remain such an important and complex organising concept for modern society Cutting across lines of class and gender this timely book will be of interest to students and scholars of self making and identity in educational contexts and others interested in how schooling socialises young people into categories of age as the foundational building blocks of modern society

Education, Equality and Human Rights Mike Cole,2002-11-01 First published in 2000 Routledge is an imprint of Taylor Francis an informa company **Handbook of Qualitative Research in Education** Sara Delamont,2012-01-01 The Handbook of Qualitative Research in Education offers both basic and advanced discussions of data collection analysis and representation of all the best qualitative methods used in educational research It contains four comprehensive yet concise

sections on perspectives settings data collection and data analysis and representation Authors from North America Europe Australia and New Zealand contribute to a wide ranging and provocative Handbook that will inspire novice researchers and re invigorate experienced scholars Its 44 well documented chapters will serve academics and graduate students in educational research across all sectors of education from pre school to graduate school and all settings from formal to non formal

Education, Work and Identity Michael Tomlinson, 2013-02-14 Education Work and Identity explores changing patterns of education and work the dynamic relationship between these two institutions and the wider social and economic contexts shaping them It locates this in processes of social and economic change in particular the shift towards globalization and the post industrial economy The book examines how these changes have reshaped individuals educational transitional and labour market experiences It also explores key themes and approaches in understanding the education and labour market interplay and the way in which education and work institutions shape people s orientations and identities around work

The Sage Handbook of Sociology of Education Mark Berends, Barbara Schneider, Stephen Lamb, 2023-12-06 The Sage Handbook of Sociology of Education is an international and comprehensive groundbreaking text that serves as a touchstone for researchers and scholars interested in exploring the intricate relationships between education and society Leading sociologists from five different continents examine major topics in sociology from a global perspective This timely thought provoking Handbook features contributions from leading and emerging sociology scholars who provide their own cultural and historical perspectives on diverse yet universal topics these include educational policy social stratification and cross national research 39 Chapters delve into the pressing issues faced by our global society such as the effects of residential mobility on educational outcomes gender and ethnic inequalities and the impact of COVID 19 on early childhood education Readers will gain a multifaceted view of the contours of educational inequality from various international perspectives and focusing on country differences as well as recommendations for expanding the practices programs and policies that could reduce the rising tide of inequities especially for populations most at risk This Handbook offers rich diverse perspectives on the interplay between education social inequality and human rights around the world making it an invaluable resource for students researchers and practitioners across a range of fields including sociology education and social policy PART 1 Education and Persistent Inequality PART 2 Social Family Contexts PART 3 Schools Educational Policy PART 4 Neighborhoods Community PART 5 Education Innovation in a Global Context

Social Justice and Culturally-Affirming Education in K-12 Settings Chitiyo, Jonathan, Pietrantoni, Zachary, 2023-01-27 Social justice is a philosophy that has gathered momentum over the past few years to bring to light the inequities that exist within our society In the field of education social justice illuminates the challenges that marginalized students and minority students face compared to other students Social Justice and Culturally Affirming Education in K 12 Settings seeks to bring together social scientists researchers and other practitioners to delve into social justice issues in K 12 settings and considers the various

challenges and future directions that are associated with this field Covering key topics such as inclusive education educational reform and school policies this reference work is ideal for administrators policymakers researchers academicians practitioners scholars instructors and students [An Introduction to the Study of Education](#) David Matheson,2014-01-14 What is education This core textbook will help students in pursuit of this question by providing a comprehensive gentle and reflective introduction to the initial study of education Updated in line with the latest policies reforms and issues within education this third edition includes full exploration of the historical sociological philosophical and psychological roots of education a focus on all levels of education pre school primary secondary post 16 and lifelong learning the latest controversies and debates within education new material on compulsory education special educational needs and post 16 developments clear insights into the role and background of research within education **White Middle-Class Identities and Urban Schooling** D. Reay,G. Crozier,D. James,2011-03-31 This book examines experiences and implications of against the grain school choices where white middle class families choose ordinary and low performing secondary schools for their children It offers a unique view of identity formation taking in matters like family history locality and whiteness *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 *Emerging Perspectives from Social Realism on Knowledge and Education* Graham McPhail,Richard Pountney,Leesa Wheelahan,2024-10-28 This book brings the key ideas and concepts of social realism to bear on current debates in the fields of knowledge and curriculum The key concern of this collection is to highlight matters related to knowledge and the influence these dimensions have on the formation of curricula pedagogy identity and equity in educational contexts Presenting new perspectives on the place of various types and forms of knowledge in contemporary education this book explores two central questions what type of knowledge is most important to include in a curriculum and what is meant

by disciplinary knowledge The chapters use empirical examples to illustrate how the issues play out on a global stage interweaving the social justice concern of equitable access to disciplinary knowledge throughout In particular the authors address the emerging theorisation of issues related to the decolonisation of curricula the recontextualisation of non traditional knowledge into the curriculum and teacher education Offering new philosophical and theoretical perspectives this book will be of interest to researchers scholars and students examining the fields of knowledge and curriculum and the sociology of education more broadly Leaders in the Sociology of Education Alan R. Sadovnik,Ryan W.

Coughlan,2016-10-26 *Leaders in the Sociology of Education* Intellectual Self Portraits contains eighteen self portraits written by some of the leading sociologists of education in the world Representing the United States the United Kingdom and Hong Kong the authors discuss a variety of factors that have affected their lifetime of scholarship including their childhoods their education and mentors the state of the field during their coming of age the institutions where they have worked the major sociologists during their lifetimes the political and economic conditions during their lifetimes and the social and political movements during their lifetimes These autobiographical essays reveal a great deal not only about their work and their influences but also about themselves Taken as a whole the book provides sociology of knowledge about the creation of sociology of education research since the 1960s It reveals a number of important themes central to all of the authors work including educational inequality the influence of the classical sociological theorists Karl Marx Max Weber and Emile Durkheim and the influence of more recent classical sociologists of education Basil Bernstein Pierre Bourdieu and James Coleman The authors research represents a variety of theoretical and methodological orientations including functionalism conflict and critical theory interactionist theory and feminist theory as well as quantitative qualitative and mixed methods research Finally the editors discuss a number of lessons to be learned from the lives and works of these sociologists of education *Handbook of Social Psychology* Lisa Slattery Walker,Gretchen Peterson,2025-06-09 This thought provoking

Handbook presents an overview of social psychology as a sub discipline of sociology and psychology Chapters analyse how social interactions and environments influence human behaviours and emotions providing critical insights into identity theory group processes social structures and the sociology of emotions Institutional Determinants of Social Inequality

Frédérique Autin,Fabrizio Butera,2016-05-09 Understanding the factors that create and maintain social inequities is a core question in social psychology Research has so far focused on the role of individual stereotyping prejudice and discrimination However there is no such thing as a biased act of prejudiced individuals structural factors in the reproduction of social inequalities Indeed people are immersed in a world and that is the way forward In this research topic we propose to bring together the ideology and practice of the government This can be done by the researcher who is responsible for the work of the researcher the researcher the researcher the researcher the researcher the researcher the researcher and the researcher Eg teachers recruiters leaders Taking the perspective of the company as a whole This could be the highlight of

the process Perpetuation of the institutional functioning Grading tracking recruitment and ideologies eg meritocracy individualism protestant work ethic shape the psychological experience of dis advantaged people Eg teachers recruiters leaders Taking the perspective of the company as a whole This could be the highlight of the process Perpetuation of the institutional functioning Grading tracking recruitment and ideologies eg meritocracy individualism protestant work ethic shape the psychological experience of dis advantaged people Eg teachers recruiters leaders Taking the perspective of the company as a whole This could be the highlight of the process Perpetuation of the institutional functioning shape the psychological experience of dis advantaged people Eg teachers recruiters leaders Taking the perspective of the company as a whole This could be the highlight of the process Perpetuation of the institutional functioning Taking the perspective of the company as a whole This could be the highlight of the process Perpetuation of the institutional functioning Taking the perspective of the company as a whole This could be the highlight of the process Perpetuation of the institutional functioning

Intersectionality in Educational Research Dannielle Joy Davis,James L. Olive,Rachelle J. Brunn-Bevel,2023-07-03 The purpose of this work is to advance understanding of intersectional theory and its application to research in education The scholars whose work appear in this volume utilize intersectional theory and research methods to work in fields and disciplines such as Education Sociology Women s Studies Africana Studies Human Development Higher Education Administration Leadership Studies and Justice Studies The book illustrates how intersectional theory can be used in both quantitative and qualitative education research on college student access and success faculty satisfaction and professional development and K 12 educational issues such as high school dropouts and bullying This book is unique as no other book ties intersectionality to the research process Key Features Readers will learn the basic tenets of intersectionality and how it can be useful in education research Readers will learn how intersectionality can be used to analyze both quantitative large scale survey and qualitative interview participant observation and ethnographic data Lastly readers will learn how intersectionality can be particularly useful in examining the experiences of diverse groups of students attending elementary schools high schools colleges and universities and faculty working at post secondary institutions Intersectionality is increasingly being used in research and education This theory holds great promise in exploring students experiences in terms of access success and outcomes for marginalized groups In essence application of the theory promotes critical complex thinking regarding the intersectionality of race class and gender and their outcomes

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