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| **Topic** | | **The impact of socio-economic-status on educational equality** | |
| **Intended Learning Outcomes (ILO’s)** | | | |
| * Recognise the challenges faced by students/professionals coming from lower SES * What are the impacts of educational inequality and the wider implications for society and the individual? * Research and discuss way to reduce educational inequality * What is the institutional support available to disadvantaged students - financial, pastoral, * How to Analyse EDI issues with a case study | | | |
| **Materials required** | | | |
| * Slides * Mentimeter quiz * Video interview * Handouts for group discussion * Whiteboard or flipchart | | | |
| **Plan of activities** | | | |
| **Time (in minutes)** | **Activity** | | **Hand-outs, resources & bookings needed** |
| **5 mins** | **Introduction**   * **Objective**: Introduce the lesson and state the Intended Learning Objectives (ILOs). * **Activity**: Use a Mentimeter quiz to get initial impressions * **Instructions**:   + Display the first slide with the ILOs.   + Explain each ILO clearly to the students.   + Launch the Mentimeter quiz and ask students to share their initial thoughts on educational inequality and institutional support.     - Estimate rough stats: | | Menti-meter questions |
| **10-20 mins** | **Interview video**   * **Objective**: Show the video interview to provide insights and provoke thought on the topic. * **Activity**: Watch the video interview * **Instructions**:   + Play the video interview with the bursary manager.   + Encourage students to take notes on key points and any shifts in their perspectives. | | Video interview |
| **15 mins** | **Group Discussion**   * **Objective**: in-depth discussions on key topics from the interview. * **Activity**: Discuss in small groups and fill in handouts. * **Instructions**:   + Distribute handouts with discussion questions. - in this folder   + Organize students into small groups and assign each group a set of questions. | |  |
| **10 mins** | **Class Discussion and Feedback**   * **Objective**: Share group findings and engage in a class-wide discussion. * **Activity**: Groups present their discussions and insights. * **Instructions**:   + Ask each group to present a summary of their discussions.   + Facilitate a class-wide discussion to compare different perspectives. | |  |
| **5 mins** | **Key Takeaways and Summary**   * **Objective**: Summarize the key points and ensure all ILOs are covered. * **Activity**: Highlight the main takeaways and connect them to the ILOs. * **Instructions**:   + Use the whiteboard or flipchart to list the key takeaways from the lesson.   + Summarize how the lesson addressed each of the ILOs.   + Encourage students to reflect on what they have learned and how it applies to their understanding of educational inequality and institutional support. | |  |
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| **Handout Questions:** | | | |
| **Challenges Faced by Low SES Students**:   * List the main challenges faced by low SES students in attaining elite education. * Discuss how these challenges differ from those faced by more privileged students.   **Impact on the Wider Economy**:   * Explain how educational inequality can impact the wider economy. * Identify the main causes of educational inequality mentioned in the interview.   **Institutional Support**:   * Compare the effectiveness of government and private sector initiatives in promoting social mobility. * Research examples of successful initiatives from both sectors.   **Pastoral vs. Financial Aid**:   * Conduct a cost-benefit argument of pastoral and financial aid in promoting EDI.   **Additional Factors**:   * Identify other factors that may influence educational inequality that were not mentioned in the interview (e.g., COVID-19, cost of living). | | | |
| **Reading List** | | | |
| Crawford, C., Gregg, P., Macmillan, L., Vignoles, A. & Wyness, G., 2016, Higher education, career opportunities, and intergenerational inequality. \*Oxford Review of Economic Policy\*.  Gregg, P., Macmillan, L. & Vittori, C., 2018, Intergenerational income mobility: access to top jobs, the low-pay no-pay cycle and the role of education in a common framework. \*J Popul Econ\*, vol. 32.  Crawford, C., 2014, Socio-economic differences in university outcomes in the UK: drop-out, degree completion and degree class. London: IFS.  Kong, K., 2020, Academic Resilience of Pupils from Low Socioeconomic Backgrounds. \*Journal of Behavioral Science\*, vol. 15. | | | |

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