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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
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| **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.
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| **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.
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| **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).
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| **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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