Students From Low Socioeconomic Status Backgrounds In Pdf

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Socioeconomic Inequality and Student Outcomes Louis Volante 2019-08-31 This book examines socioeconomic inequality and student outcomes across various Western industrialized nations and the varying success they have had in addressing achievement gaps in lower socioeconomic status student populations. It presents the national profiles of countries with notable achievement gaps within the respective school-aged student populations, explains the trajectory of achievement results in relation to both national and international large-scale assessment measures, and discusses how relevant education policies have evolved within their national contexts. Most importantly, the national profiles investigate the effectiveness of policy responses that have been adopted to close the achievement gap in lower socioeconomic status student populations. This book provides a cross-national analysis of policy approaches designed to address socioeconomic inequality. Poverty is NOT a Learning Disability Tish Howard 2015-01-27 Children of low socioeconomic status often enter school with poor skills, leading them to be misidentified as learning disabled. Educators in Grades K-12 can allocate resources for special education services more effectively and meet the needs of low SES students by preventing students from being placed in the wrong program and by providing readiness supports. Offering an in-depth look at schools that have realized effective results in remarkable time frames, the authors challenge educators and parents to consider how low expectations can affect student achievement—and emphasize optimism as a necessary tenet of schools’ day-to-day teaching/learning programs and school-community relationships. This resource provides: Training resources for teaching low SES students Assessment tools for identifying learning needs Strategies for building relationships of trust and collaboration throughout the school community Data charts that illustrate the increase in student achievement from schoolwide initiatives A bibliography and glossary of pertinent research and terminology/With these strategies and tools, schools can meet the developmental and environmental needs of their most vulnerable students and watch student achievement and confidence soar!

Background Papers and Reports of the National Commission on Responsibilities for Financing Postsecondary Education 1993

Fostering Engagement for Students From Low-socioeconomic Status Backgrounds Using Project-based Mathematics Allison Huy 2008

PISA 2012 Results: Excellence through Equity (Volume I) Giving Every Student the Chance to Succeed OECD 2013-12-03 This second volume of PISA 2012 results defines and measures equity in education and analyses how equity in education has evolved across countries between PISA 2003 and 2012. The Psychology of Working David Blustein 2013-01-11 In this original and major new work, David Blustein places working at the same level of attention for social and behavioral scientists and psychotherapists as other major life concerns, such as intimate relationships, physical and mental health, and socioeconomic inequalities. He also provides readers with an expanded conceptual framework within which to think about working in human development and human experience. As a result, this creative new synthesis enriches the discourse on working across the broad spectrum of psychology’s concerns and agendas, and especially for those readers in career development, counseling, and policy-related fields. This textbook is ideal for use in graduate courses on counseling and work or vocational counseling.

Achieving Equity and Quality in Higher Education Mahmood Shah 2018-07-05 Across the world, higher education is witnessing exponential growth in both student participation and types of educational providers. One key phenomenon of this growth is an increase in student diversity: governments are widening access to higher education for students from traditionally underrepresented groups. However, this raises questions about whether this rapid growth may in fact compromise academic quality. This book presents case studies of how higher education institutions in diverse countries are maintaining academic excellence while increasing the access and participation of students from historically underrepresented backgrounds. Including case studies spanning four continents, the authors and editors examine whether increasing widening participation positively impacts upon academic quality. This volume will be of interest and value to students and scholars of global higher education, representation and participation in education, and quality in higher education.

Socioeconomic Inequality and Educational Outcomes Markus Broer 2019-05-15 This open access book focuses on trends in educational inequality using twenty years of grade 8 student data collected from 13 education systems by the IEA’s Trends in Mathematics and Science Study (TIMSS) between 1995 and 2015. While the overall positive association between family socioeconomic status (SES) and student achievement is well documented in the literature, the magnitude of this relationship is contingent on social contexts and is expected to vary by education system. Research on how such associations differ across societies and how the strength of these relationships has changed over time is limited. This study, therefore, addresses an important research and policy question by examining changes in the inequality of educational outcomes due to SES over this 20-year period, and also examines the extent to which the performance of students from disadvantaged backgrounds has improved over time in each education system. Education systems generally aim to narrow the achievement gap between low- and high-SES students and to improve the performance of disadvantaged students. However, the lack of quantifiable and comprehensible measures makes it difficult to assess and monitor the effect of such efforts. In this study, a novel measure of SES that is consistent across all TIMSS cycles allows students to be categorized into different socioeconomic groups. This measure of SES may also contribute to future research using TIMSS trend data. Readers will gain new insight into how educational inequality has changed in the education systems studied and how such change may relate to the more complex picture of macroeconomic changes in those societies.

Exploring the Ways in which Students From Low Socioeconomic Backgrounds Experience a Sense of Belonging at Elite Institutions Horri Faith Mappid 2016 Institutions of higher learning have a distinct responsibility of serving and supporting the varied needs of their admitted students. In recent years, elite institutions have offered generous financial aid packages and expanded their recruitment efforts to diversify their enrollment and increase access to students from low socioeconomic backgrounds. However, a wealth of research indicates that students from low socioeconomic backgrounds face unique social challenges at elite institutions as they experience a dissonance in their experiences from their affluent peers (Arick, 2008). Once enrolled among privileged peers, economically challenged students at elite institutions may experience feelings of exclusion or lack of belonging (Ostrove, 2007). Grounded in Strayhorn’s 2012 Model of College Students’ Sense of Belonging and approached from a constructivist paradigm using narrative inquiry, this qualitative study explores the ways in which students from low socioeconomic backgrounds experience a sense of belonging at elite institutions. The seven participants of this study were currently enrolled undergraduate students at a small, private, residential, elite institution situated in a rural setting in the Southeast. Through two individual interviews and a photo elicitation exercise, the students shared the ways in which they experienced a sense of belonging at their institution. The findings were categorized into two themes: Campus Experiences (including representations of affluence, both on campus and from their peers, unanticipated campus costs, campus involvement, and their social integration and relationships with peers) and Social Class Identity Formation and Reconciliation (awareness of their own socioeconomic status, their attitudes towards money, value formation, and familial and cultural influence). Each of the experiences they shared painted a picture of the ways in which they experienced a sense of belonging at their institution and provided implications for practice for higher education administrators in creating inclusive communities for all students.

EBOOK: From Vocational to Higher Education: An International Perspective Gavin Moodie 2008-10-16 This book discusses current issues in vocational and higher education and the relations between them. As well as concentrating on the well developed English-speaking countries - the UK, US, Canada, Australia and New Zealand - the book also considers important developments in continental Europe: in particular: The Bologna process in higher education The Copenhagen declaration on enhanced European co-operation in vocational education and training The development of a European qualifications framework From Vocational to Higher Education is key reading for university lecturers, those studying for higher degrees in higher education, managers and policy makers. First-in-Family Students, University Experience and Family Life Sarah O'Shea 2017-03-13 This book examines the university experiences of first-in-family university students, and how these students’ decisions to return to education impact upon their family members and significant others. While it is well known that parental educational background has a substantial impact on the educational levels of family and dependents, it is unclear how attending university as a first-in-family student translates into the family and community of the learner. With the continuing requirements for higher education institutions to increase the participation of students from a range of diverse backgrounds and educational biographies, this is a major gap in understanding that needs to be addressed. Exploring how this university participation is understood at an individual, familial and community level, this book provides valuable insights into how best to support different student requirements. This book will be of great interest to students and researchers in the fields of education and sociology, as well as policy-makers in education and diversity initiatives. Teacher Expectations and Students from Low Socioeconomic Background Michele Regalia 2013 This study explores teachers’ academic expectations of students from low socioeconomic status (SES) in Costa Rica for the purpose of cross-cultural comparison. A group of 17 teachers from two different elementary schools located in a small town in Costa Rica were questioned about their expectations of low SES students enrolled in their classes. Findings show a mixture of favorable and unfavorable expectations of low SES students among the teachers. Teachers who hold unfavorable expectations describe the families of low SES students as poor role models with a poor work ethic. Findings suggest that teachers’ unfavorable academic expectations for low SES students are influenced by student immigrant status. Cross-cultural similarities
between the findings of this study and studies regarding teacher attitudes toward English learners of low SES in the U.S. are discussed followed by implications for the field of teacher education. The following are appended: (1) Survey--English version; and (2) Survey--Spanish version. (Contains 1 table.) The Emotional Toll of Paying for College Haidi Annette Jacobe 2020 Typically historical inquiries in higher education have been centered on privileged individuals from wealthier backgrounds who had the opportunity of attending primarily prestigious institutions. The experiences of college women from lower to middle class socioeconomic backgrounds have been for the most part ignored. This dissertation explores how socioeconomic backgrounds shaped the experiences of college women from the late nineteenth century to the early twentieth century, focusing on lower class students. With no universal financial aid program, the majority of these women were from families who could afford to pay tuition. Women from lower socioeconomic backgrounds did attend college, but their individual experiences are often missing in the literature. The historiography chapter explores how previous historians have considered the impact of socioeconomic status on the experiences of White women in higher education concerning the purpose of higher education for women, demographics, curriculum, the extracurriculum, and careers after college. Generally, the purpose of women's higher education depended on the type of socioeconomic student that the institution attracted; wealthier college women had more options in college and were training to be wealthy wives and less wealthy women had fewer options and were training for paid employment. While little is known about these women from less advantaged backgrounds, partly because they were in the minority and partly because they are not well represented in the primary sources that exist, there are two women included in this study who give insight into the experience of being a lower to middle socioeconomic status student in college from the late nineteenth century to the early twentieth century. M. Madeline Southard struggled with financial insecurity during college, which led to food insecurity and caused anxiety that manifested in decreased mental health. She relied on her Christian faith as the main coping mechanism to alleviate the struggles of being a low socioeconomic student. The chapter on K. Gretta Ordway, describes how a middle-class student managed to attend a prestigious and expansive institution in an era before government-funded financial aid. Attending college created a financial hard in her family, and Ordway had to navigate the often-unclear institutional practices related to financial aid. Being excluded in campus life due to being a less wealthy student at a primarily wealthy college also contributed to mental health issues. These college women went to college a decade apart and in different institutions, but they are connected because of their struggle to pay for their college educations. Their experiences in higher education have the ability to shed light on the current situation students from lower socioeconomic backgrounds face today. The Effects of Race and Socio-economic Status on Student Achievement Ronald Frederick Fortune 1979 Social Class Person by Environment Interactions: Consequences of a Motivational Asymmetry Hua Ni 2019 The present research examines the responses of students from higher versus lower social class backgrounds as they are exposed to new socioeconomic environments. We hypothesize that there is a motivational asymmetry between students depending on their socioeconomic status (SES) - while students from low-SES backgrounds are motivated to enter and adapt to high-SES environments because these environments contain opportunities for upward social mobility, students from high-SES backgrounds are not motivated to enter or adapt to low-SES environments because those environments do not contain interpersonal relationships or opportunities for advancement for them. Therefore, we predict that students from both high and low-SES backgrounds will rate high-SES environments as being more conducive towards status/achievement goals than low-SES environments, and students from low-SES backgrounds will be motivated to enter high-SES environments in pursuit of these status goals. Time spent in high-SES environments may result in students from low-SES backgrounds feeling a similar amount of belonging in both high and low-SES environments, leading to greater adaptation to different socioeconomic environments and the development of a bicural social class identity. Meanwhile, we predict that these processes will not occur for students from high-SES backgrounds because they are motivated to avoid new (i.e., lower) socioeconomic environments. In three studies done with students at a prestigious university, we found support for the motivational asymmetry framework, specifically relating to questions around interpersonal belonging and opportunities for status/advancement. Students from high-SES backgrounds reported more belonging in high-SES environments than low-SES environments, whereas students from low-SES backgrounds reported equal amounts of belonging in both environments (Study 1). Both high and low-SES students reported higher perceptions of status, as well as greater perceived levels of future belonging and future status in high-SES environments as compared to low-SES environments (Study 2). However, while low-SES students reported moving between different socioeconomic environments more than high-SES students, we did not find differences in bicural social class identities or adaptation between high and low-SES students (Study 3). Implications and future directions are discussed. Equality of Educational Opportunity James S. Coleman 1966 Strategies for Facilitating Inclusive Campuses in Higher Education Jaime Hoffman 2019-07-25 This volume provides educators with a global understanding of the successes and challenges associated with facilitating inclusive campuses in higher education amidst the growing diversity of students by providing evidence-based strategies and ideas for implementing equity and inclusion at higher education institutions around the world. Teacher Attitudes and Perceptions of Low and High Socioeconomic Status Students Patty C. Norm 2016 In this qualitative study, the author explored the perceptions of 10 middle-class, teachers regarding the socioeconomic class of both impoverished and advantaged students with whom they worked. Teachers in two public elementary schools from one Intermountain West school district participated; one school generally served children living in poverty and the other generally served affluent children. Through analysis of surveys, interviews, teacher journals, and researcher journal, the complex and often times contradictory feelings these teachers have about the socioeconomic class of students were revealed. Literature in class, socioeconomic class, deficit thinking, race and whiteness, and identity and multiple identities, situated the study. The author, who grew up in poverty herself, weaved in her own complex and often times contradictory memories and feelings about poverty throughout the manuscript. The work revealed that teacher SES positively led them to a belief of normality. All teachers expressed the belief that parents were instrumental in determining their children's academic success. Teachers had also not recognized that their perceptions contributed to student learning. Perceptions were based on teacher SES upbringing, belief system, gender, race, and class. Students at high socioeconomic schools were perceived to be leaders, well-dressed, supported by families, and in constant need of enrichment. In contrast, students at low socioeconomic schools were perceived to need discipline and structure, opportunities to gather background knowledge, and support from parents. Teachers felt student behavior was connected to their backgrounds, role models, race, class, and gender. Rarely did teachers feel students could attribute success or failure to their own actions. The final overarching theme was referred to as SES-blindness in which teachers stated they did not notice the socioeconomic status (SES) of the students, or they felt all of their students were the same. The author noted there was much overlap between the literature on White teacher perceptions of children of color and teacher perceptions of children living in poverty. Teaching with Poverty in Mind Eric Jensen 2010-06-15 In Teaching with Poverty in Mind: What Being Poor Does to Kids’ Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain’s very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students’ resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, Teaching with Poverty in Mind reveals: “What poverty is and how it affects students in school,” “What drives change both at the macro level (within schools and districts) and at the micro level (inside a student’s brain),” “Effective strategies from those who have succeeded and ways to replicate those best practices at your own school;” and “How to engage the resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students. Education at a Glance 2007 OECD Indicators OECD 2007-09-18 These indicators look at who participates in education, what is spent on it, how education systems operate and the results achieved. Effective Teaching and Support of Students from Low Socioeconomic Backgrounds 2012 This resource was developed as part of a national research project, Effective teaching and support of students from low socioeconomic status backgrounds: Resources for Australian higher education. The guide provides practical advice about the teaching characteristics and strategies that contribute to the success of students from low socioeconomic status (SES) and about the ways in which student agency may be enabled. Inclusion and Diversity Sue Grace 2008-12-01 How should you prepare for the first day of class? How can you encourage all students to participate in discussions? How do you ensure disabled students can take part in field work? Increasingly, universities are drawing from a less traditional group of students – international students, disabled students, part time students, and mature students. This book offers specific, practical advice on the issues that teachers encounter when teaching in a diverse classroom. Inclusion and Diversity highlights good practice for all students, and provides a helpful structure around the day-to-day experiences of staff and students as they make contact with each other. With reference to the international literature, and discussing some of the educational principles that underpin an inclusive curriculum, this book covers a wide range of useful topics so that teachers will have quick access to guidelines on different aspects of teaching and learning: small and large group teaching e-learning work placements students’ lives out of the classroom personal tutoring skills agenda assessment employability and further study Addressing a range of themes, including student age, ethnicity, disability, sexuality and gender, this book aids all practitioners in higher education today – particularly those new lecturers meeting their students for the first time – to develop a better understanding of the issues involved in teaching a diverse range of students. Universities in Transition Heather Brook 2014-12 Universities are social universes in their own right. They are the site of multiple, complex and diverse social relations, identities, communities, knowledges and practices. At the heart of this book are people enrolling at university for the first time and entering into the broad variety of social relations and contexts entailed in their ‘coming to know’ at, of and through university. For some time now the terms ‘transition to university’ and ‘first-year experience’ have been at the centre of discussion and discourse at, and about, Australian universities. For those university administrators, researchers and teachers involved, this focus has been framed by a number of interlinked factors ranging from social justice concerns to the hard economic realities confronting the contemporary corporatizing university. In the midst of changing global economic conditions affecting the international student market, as well as shifting domestic politics surrounding university funding, the equation of dollars with student numbers has remained a constant, and has kept universities’ attention on the current ‘three Rs’ of higher education – recruitment, retention, reward – and, in particular, on the critical phase of students’ entry into the tertiary institution environment. By reseeing students-from-low-socioeconomic-status-ball-grounds-in-pdf.pdf
the transition to university" as simultaneously and necessarily entailing a transition of university — indeed universities — and of their many and varied constitutive relations, structures and practices, the contributors to this book seek to reconstitute the "first-year experience" in terms of multiple and dynamic processes of dialogue and exchange amongst all participants. They interrogate taken-for-granted understandings of what "the university" is, and consider what universities might yet become. A Qualitative Study Exploring If Superintendents Self-perceived Childhood Socioeconomic Status Influence the Practices, Policies and Goals They Establish for Students of Low Socioeconomic Status Michael M. Piccirillo 2016 Poverty is the greatest challenge facing public school leaders today. This is not to say that poverty is a new problem, however, as the gap between rich and poor grows economically, so does the gap representing equity of outcomes between students from privilege and students from disadvantage. Today's leaders must be trained with the skills to manage the increasingly diverse demographics of their schools, however, they must also possess the leadership conviction and determination to ensure equity of access and outcomes for all the students they serve. This study poses the question, what is the origin of a leader's convictions when it comes to equity? This study provided an opportunity to explore whether a relationship exists between the self-perceived childhood socioeconomic status of public school superintendents and their attitudes, aspirations and behaviors toward students from low socioeconomic backgrounds in their districts. A qualitative research design was used and data was collected through interviews of 14 superintendents of public school districts in the Capital Region of Upstate New York. The researcher specifically focused on actions the superintendents took to improve the achievement of students from low socioeconomic background through goal setting, resource allocation and policy-making. The data was analyzed for themes in conjunction with four research questions and elicited 15 findings. The results of the research from this study support the influence of self-perceived childhood socioeconomic status on leadership actions. However, the results of the study also point to the influence of other factors in childhood such as parental expectations and adult experiences as having an impact on leadership development. Several recommendations have resulted from this study, but perhaps the most significant is the potential impact on hiring practices. When a leader's life experiences are accounted for, from childhood through adulthood, school districts can better determine if this leader is the best match for the organization. It is recommended that Boards of Education and hiring committees develop questions to elicit greater depth in responses from candidates regarding experiences that have shaped their attitudes, aspirations and beliefs toward the achievement of all of their students. The issue of equity of outcomes cannot be addressed without leaders who truly believe all students can learn.

Students from Low Socioeconomic Status Backgrounds in Higher Education 2011 The objective of this document is to present an annotated bibliography of recent literature (2000-2011), in the broad area of the experience of students from low socioeconomic backgrounds (LSBs) in higher education. This bibliography was originally developed by Dr. Helen O'Shea in 2010 as a contribution to the literature base for the research project, Focusing on their success: Students from low socioeconomic backgrounds at Deakin University, funded by the Strategic Teaching and Learning Grants Scheme (STALGs). In 2011, it was developed and updated by Associate Professor Andrys Orman and Dr Jade McKay as part of the Australian Learning and Teaching Council project, Effective teaching and support of students from low socioeconomic backgrounds: Resources for Australian higher education. The bibliography provides a summary of recent literature and a useful entry to the vast literature in the area, and is intended to serve as a resource for HE researchers who wish to undertake scholarly or research work in the area of the low-SES student experience. [Objective]. The Handbook of Bilingualism Tij K. Bhatia 2008-08-09 The Handbook of Bilingualism provides state-of-the-art assessments of the central issues that arise in consideration of the phenomenon of bilingualism ranging from the representation of these two languages in the bilingual individual's brain to the various outcomes of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

PISA 2018 Results Volume III Where All Students Can Succeed OECD 2019-12-03 This is one of six volumes that present the results of the PISA 2018 survey, the seventh round of the triennial assessment. Volume II, Where All Students Can Succeed, examines gender differences in student performance, and the links between students’ socio-economic status and immigrant background, on the one hand, and student performance and well-being, on the other. Social Class Identity in Student Affairs Georgianna L. Martin 2018 “The purpose of this volume is to explore the discourse, research, and practice related to social class identity in higher education and student affairs. To begin, it is important to note that current public discussions of social class often conflate it with race, erroneously assuming that people of color are from poor or working classes and white individuals are from middle and upper classes. In addition, much of the existing research focuses on socioeconomic status or income, not social class identity. Further, the intersectional nature of identity (e.g., race and class, gender and class, ability and class) complicates the ways in which social class has been (and in many instances has not been) addressed in the United States. An understanding of how social class influences college students’ experiences and understanding of their identity has been sparse in the literature, student development theory, policy, and practices of colleges and universities. Some have even referred to social class issues on college campuses as virtually invisible due to the absence of dialogue about, and programs to address, student disparity in regard to social class. Similarly, in a recent research on college students’ social class-based experiences and identity, students from low socioeconomic status backgrounds echoed this sentiment recalling their own experiences struggling to identify peers who came from a similar social class origin. With an understanding that these complicating factors play a role in explorations of this construct, this volume will focus on the complexities and inherent themes common to social class-based experiences.” Page 7 Youth in Education Christiane Timmerman 2016-01-22 Youth in Education explores the multiple, interrelated social contexts that young people inhabit and navigate, and how educational institutions cope with increasing ethnic, cultural and ideological diversity. Schools, families and communities represent important settings in which young people must make successful transitions to adulthood, and the classroom often becomes a battleground in which these contexts and values interact. With contributions from the UK, Belgium, Germany and Canada, the chapters in this book explore rich examples from Europe and the USA to suggest strategies that can help to counter negative perceptions, processes of stigmatization and disengagement, instead prioritising peer support and cooperative learning to give pupils a renewed sense of worth. This book takes the growing ethno-cultural diversity in education systems to heart and studies the various related educational processes from a multidisciplinary and multi-method approach. It aims to offer more insight into underlying mechanisms that are often implicit, but can be important factors that positively or negatively influence educational trajectories and outcomes. It is essential reading for researchers, academics and postgraduate students in the fields of education, sociology, higher education, policy and politics, and social and cultural geography. Low-Income Students and the Perpetuation of Inequality Gary A. Beng 2016-05-13 Drawing upon quantitative data gathered from the U.S. Census and U.S. Department of Education, as well as interviews with students from a variety of socio-economic and ethnic backgrounds, Low-Income Students and the Perpetuation of Inequality examines the question of who really benefits from public higher education. It engages with questions of social capital, opportunity, funding and access to education, presenting a rich discussion of social mobility, the value of college education and the impact of education upon the redistribution of income. A thorough exploration of the real impact of college on American society, this volume will appeal to social scientists with interests in education, social capital, social stratification, class and social mobility. National Education Longitudinal Study of 1988 Philip Kaufman 1992 The study described in this report examined the characteristics of eighth-grade students who were at risk of school failure. The study used data from the National Education Longitudinal Study of 1988, which is a large-scale, national longitudinal study begun in the spring of 1988 when 25,000 eighth graders attending public and private schools across the nation were surveyed along with their students’ parents, teachers, and school principals. The students were re-surveyed in 1990, and the base year and follow-up data of NELS:88 taken together provide a wealth of information about eighth graders’ as they move in and out of the U.S. school system and into the varied activities of early adolescence. This study, focused on at-risk students within the eighth grade cohort, examined the following sets of variables: (1) basic demographic characteristics; (2) family and personal background characteristics; (3) the amount of parental involvement in the student’s education; (4) the students’ academic history; (5) student behavioral factors; (6) teacher perceptions of the students; and (7) characteristics of the students’ schools. Black, Hispanic American, and Native American students and students from low-socioeconomic backgrounds were more likely to be at-risk. Male eighth graders were more likely to have low basic skills, but were more likely to drop out. After controlling for sex and socioeconomic status, Black and Hispanic American dropout rates were found to be the same as that for Whites. However, even when controlling for sex and economic status, Black and Hispanic American students were more likely than White students to perform below basic proficiency levels. Included are 15 tables in the text and 31 tables in 2 appendices. (UB) Self and Social Identity in Educational Contexts Kenneth I. Mavor 2017-02-24 This innovative volume integrates social identity theory with research on teaching and education to shed new and fruitful light on a variety of different pedagogical concerns and practices. It brings together researchers at the cutting edge of new developments with a wealth of teaching and research experience. The work in this volume will have a significant impact in two main ways. First and foremost, the social identity approach that is applied will provide the theoretical and empirical platform for the development of new and creative forms of practice in educational settings. Just as the application of this theory has made significant contributions in organisational and health settings, a similar benefit will accrue for conceptual and practical developments related to educators and educators – from small learning groups to larger institutional settings – and in the development of professional identities that reach beyond the classroom. The chapters demonstrate the potential of applying social identity theory to education and will stimulate increased research activity and interest in this domain. By focusing on self, social identity and education, this volume investigates with unprecedented clarity the social and psychological processes by which learners’ personal and social self-concepts shape and enhance learning and teaching. Self and Social Identity in Educational Contexts will appeal to advanced students and researchers in education, psychology and social identity theory. It will also be of immense value to educational leaders and practitioners, particularly at tertiary level. School Effectiveness and School Improvement Louise Stoll 1995 The last decade has seen a burgeoning of interest in the twin fields of school effectiveness and school improvement by politicians, policy makers and practitioners. For some, the drive has been to raise standards and increase accountability through inspection and assessment measures, believing that the incentive of accountability and market competition will lead to improvement. Alternatively, reform and restructuring have led many people in schools to create their own agenda and ask, "How do we know that what we are doing makes a positive difference to our pupils?" and, "What can we do to provide pupils with the best possible education?" This paper explores the two paradigms...
that underpin notions of school effectiveness and school improvement. We start with their definitions and aims. Key factors of effectiveness and improvement are examined and fundamental issues discussed. We conclude with a description of attempts to link the two areas of work. 

Class and Campus Life Elizabeth M. Lee 2016-04-22 In the New York Times reported, "The bright children of janitors and nail salon workers, bus drivers and fast-food cooks may not have grown up with the edifying vacations, museum excursions, daily doses of NPR and prep schools that groom hy applicants, but they are coveted candidates for elite campuses." What happens to academically talented but economically challenged "first-gen" students when they arrive on campus? Class markers aren't always visible from a distance, but socioeconomic differences permeate campus life—and the inner experiences of students—in real and sometimes unexpected ways. In Class and Campus Life, Elizabeth M. Lee shows how class differences are enacted and negotiated by students, faculty, and administrators at an elite liberal arts college for women located in the Northeast. Using material from two years of fieldwork and more than 140 interviews with students, faculty, administrators, and alumnae at the now-maligned Linden College, Lee adds depth to our understanding of inequality in higher education. An essential part of her analysis is to illuminate the ways in which the students’ and the college’s practices interact, rather than evaluating them separately, as seemingly unrelated spheres. She also analyzes underlying moral judgments brought to light through cultural connotations of merit, hard work by individuals, and making it on your own that permeate American higher education. Using students’ own descriptions and understandings of their experiences to illustrate the complexity of these issues, Lee shows how the lived experience of socioeconomic difference is often defined in moral, as well as economic, terms, and that tensions, often unspoken, undermine students’ senses of belonging.

Dimensions of Literacy Stephen B. Kucor 2004-12-13 This popular text examines literacy from a multidimensional and interdisciplinary perspective. It “unpackages” the various dimensions of literacy—linguistic, cognitive, sociocultural, and developmental—and at the same time accounts for the interrelationships among them. The goal is to provide a conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded. Toward a New Model of Student Persistence in Higher Education Tara M. Falcone 2013 As a group, low-income, low-socioeconomic status, first-generation and working class students have lower persistence rates and educational attainment than their peers from higher- socioeconomic backgrounds. These gaps in college persistence and degree attainment have endured over the years with no evidence that they are diminishing in time. This is a significant problem in the field of higher education that has received little attention in the literature to date. In this work, relevant literature will be reviewed to create a new model of college student persistence specifically for low-income, low-socioeconomic status, first-generation and working class students. This new model combines Tinto’s (1993) theory of institutional departure and Rendon's (1994, 2002) theory of validation with a Bourdieuian framework. The resulting model is a multi-theoretical framework that highlights structural factors and individual agency. It may be well suited for capturing the complexities of low-income, low-socioeconomic status, first-generation and working class students’ postsecondary experiences. However, it is yet to be empirically tested.

Teacher Expectations in Education Christine M. Rubie-Davies 2017-08-16 The influence of teacher expectations on student outcomes is routinely explored by professors, administrators, teachers, researchers, journalists, and scholars. Written by a leading expert on teacher expectations, this book situates the topic within the broader context of educational psychology research and theory, and brings it to a wider audience. With chapters on the history of the teacher expectation field, student perceptions of teacher expectations, and implications for practice, this concise volume is designed for use in educational psychology courses and any education course that includes social-psychological aspects of classrooms in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike. 

Education, Social Background and Cognitive Ability Gary N. Marks 2013-10-23 Are socioeconomic inequalities in education declining? Is socioeconomic background becoming less important for people’s occupational class or status? How important is cognitive ability for education and later occupational outcomes? How do countries differ in the importance of socioeconomic background for education and work? Gary N. Marks argues that in western industrialized countries, pervasive views that socioeconomic background (or class background) has strong and changing relationships with education and later socioeconomic outcomes, resistant to policy and social change, are unfounded. Marks provides a large amount of evidence from many countries showing that the influence of socioeconomic background for education is moderate and most often declining, and socioeconomic background has only very weak impacts on adults’ occupation and earnings after taking into account education and cognitive ability. Furthermore, Marks shows that cognitive ability is a more powerful influence than socioeconomic background for educational outcomes, and that in addition to its indirect effects through education has a direct effect on occupation and earnings. Its effects cannot be dismissed as simply another aspect of socioeconomic background, nor do the usual criticisms of ‘cognitive ability’ apply. The declining effects for socioeconomic background and the importance of cognitive ability support several of the contentions of modernization theory. The book contributes to a variety of debates within sociology: quantitative and qualitative approaches, explanatory and non-explanatory theory, the relationship between theory and empirical research, the role of political ideology in research, sociology as a social science, and sociology’s contribution to knowledge about contemporary societies. It will appeal to professionals in the fields of education and sociology as well as postgraduate students and academics involved in the debate. Effective Teaching and Support of Students from Low Socioeconomic Status Backgrounds Marcia Devlin 2012 This guide provides practical advice about the teaching characteristics and strategies that contribute to the success of students from low socioeconomic status and about the ways in which student agency may be enabled.

Globalisation, Higher Education, the Labour Market and Inequality Antonia Kupfer 2014-07-16 Globalisation, Higher Education, the Labour Market and Inequality addresses the global transformation of higher education in relation to changes in the labour market. It focuses on the relative impact of elements of globalisation on social inequality, and provides insights into the ways in which these general forces of change are transformed into specific policies shaped by global forces and the various national values, institutional structures and politics of the specified societies. The book begins with a theoretical conceptualization for a comparative understanding of globalization, higher education, labour markets and inequality. This is followed by a range of mainstream accounts from an international selection of contributors of the ways in which national systems have responded to the forces of globalisation and the increasing demand for higher education graduates – in Australia, the Czech Republic, Germany, Japan, New Zealand and the UK. Finally, contributors explore more specific concerns such as the transition from higher education to the labour market in China and Sweden, the division of the “knowledge workers” into traditional social groups in the US, and the role and salience of Doctoral programmes in South Africa in developing a knowledge economy. This book was originally published as a special issue of the Journal of Education and Work.