I. LEARNING OBJECTIVES, OUTCOMES AND PRE-REQUISITES

Learning Objectives
This course goal is to present up-to-date empirical research studies devoted to social inequality in education and interventions aimed to decrease its effects. During the course students will examine the following major questions: 1) What does inequality in education mean? 2) What is the degree of educational inequality? 2) What are the ways social inequality is reproduced in education? 3) What are the mechanisms that may increase educational outcomes of students from deprived social groups? 4) How students of different social groups choose their educational trajectory and what are returns to education of different level (in terms of earnings, employment, health etc.)? 5) What are the effects of different school policies aimed to decrease inequality in education? During the course focus is made on socioeconomic, gender and race/ethnicity dimensions of inequality.

Learning Outcomes
On completion of this course students will become aware of contemporary studies devoted to educational inequality. Besides that students will be able to
— Analyze the role of family background in students’ outcomes,
— Understand and critically analyze the role of schooling policies in gaining equality of students’ educational opportunities and chances for success in life,
— Critically analyze a range of theoretical perspectives related to educational inequality,
— Understand social and economic effects of education,
— Critically analyze perspectives of interventions in education,
— Retrieve knowledge from a variety of sources,
— Integrate results of quantitative and qualitative studies to reach defensible and creative conclusions,
— Discuss an intervention in education from diverse perspectives,
— Explain, evaluate, and interpret facts, theories and assumptions related educational inequality,
— Evaluate school policies and teachers practices from the perspective of their potential effect on educational inequality.

**Place of the Course in Education Program**

This course is based on the following disciplines taking place at the first year of study:
— “Economics of Social Sector”
— “Social Theory on Education”
— “Methods of Quantitative Data Analysis”
— “Regional Differentiation of Educational Systems”

During the course, students acquire knowledge and skills they need for successful preparation of their master thesis. Besides that, this course provides a basis for other disciplines such as “Evidence Based Practice in Management”, “Strategic Management in Education” and “Causal Analysis”.

**Course Pre-requisites**

Before the course students should have basic knowledge of statistics and methods of data analysis provided by the disciplines at the first year of the master program. They should be able to interpret data analysis outcomes presented in educational journals. They should be also aware of education system structure in Russia and of common measurements of students’ educational outcomes.

**II. COURSE CONTENT**

**Topic 1. The concept of inequality of educational opportunities**
When do the demands for equal education opportunities arise? Educational opportunities. Inequality of educational inputs. Inequality of educational outcomes. Inequality and meritocracy. Inequity vs Inequity. The major schools task in terms of reducing inequality of educational opportunities.

**Topic 2. Inequality of educational outcomes in dynamics over time and in cross-countries comparison**

Educational attainment by different population groups (defined by family income, cultural capital, gender and race). Inequality of school students’ functional literacy. Inequality in adults' skills.
Topic 3. Heritability - social environment interplay
Heritability of cognitive and non-cognitive skills. Heritability of academic achievements. Relationship of family background, neighbourhoods and brain development. Twins studies.

Topic 4. Families investments into children
Social class differences in families’ expenditures on learning-related items and activities (Early Childhood Longitudinal Study). Childrearing practices of families of different socioeconomic status and race. Concerted cultivation and natural growth styles of parenting (Unequal Childhoods Study). Socioeconomic and racial parenting and time use disparities and gaps in children’s academic outcomes (Panel Study of Income Dynamics Child Development Supplement). Programs increasing parental involvement into education and their effects.

Topic 5. Shirt-term and long-term effects of preschool education
Effects of early education on cognitive skills and academic success in school of socially disadvantaged children. Effects of early education on individual outcomes at labour market. Studies of Head Start and Perry Preschool programs effects.

Topic 6. Social segregation in schools and tracking

Topic 7. Teachers expectations for students’ outcomes
Self-fulfilling Prophecy. Pygmalion Study. Teacher behaviour toward high- and low-expectations students. Teachers’ stereotypes (based on students’ socio-economic status, gender or race/ethnicity) and bias in expectations for students' outcomes. Predictive validity without self-fulfilling influence. Relationship between teacher inaccuracy in expectations and students’ outcomes.

Topic 8. In-school mechanisms that work for social inequality reproduction or for improvement of outcomes of lower achieving, lower socio-economic status students
Glass-ceiling effect in education. Resilient students and factors of academic resilience in cross-countries comparison. School mission and school climate in different social contexts. School curriculum and extracurricular activities in relationship to students’ social background. Educational standards and schools accountability. Hidden curriculum. Personal support for students and students’ engagement with school. Teaching practices that may increase lower achieving students’ outcomes.

Topic 9. Transition from general school to a vocational school or a college
How do students of different social classes choose their educational trajectories? How do schools affects students’ choice of educational trajectories? Maximally Maintained Inequality and Effectively Maintained Inequality concepts. Primary and Secondary Effects (performance versus socioeconomic status) in education choice. Gender inequality in transition to college.

Topic 10. Social and economic effects of education for students of different gender
and socioeconomic status

Intergenerational and cross generational social mobility. Adults’ skills, education level and rate of returns to schooling. Formal education attainment and labor market outcomes. Education level and health. Role of personal agency and lifelong learning for earnings.

III. STUDENTS’ KNOWLEDGE CONTROL

<table>
<thead>
<tr>
<th>Type of control</th>
<th>Form of control</th>
<th>2nd year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current (weekly)</td>
<td>Homework assignment</td>
<td>* *</td>
<td>Students will prepare 7-10 min presentations in PowerPoint or similar program based on the articles they are expected to read. They will present at seminars.</td>
</tr>
<tr>
<td>Final</td>
<td>Essay</td>
<td>*</td>
<td>Students will write a 1,5-2 thsnd. words essay.</td>
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Homework Assignments

Students are expected to prepare presentations based on journal articles or books chapters devoted to the course topics. Presentations are to be made in groups of 2-3 students. Students present at seminars.

Each presentation should take 7-10 minutes and include the answers on the following questions. 1) What social and educational problems does the article (book chapter) cover? Why are they important? 2) What is the research question? 3) What data are used? 4) What are the methods of analysis? What are their limitations? 5) What are the research results? 6) What do research results mean for further discussion?

Students’ presentations are to be assessed by the following criteria:
— Coverage of all the required questions mentioned above (0-2 points),
— Clarity and consistency of presentation, correctness of speech (0-2 points),
— Ability to find and explain strong and weak points in the presented research – in its focus, data, methods or conclusions validity (0-3 points)
— Ability to connect the results of the presented research with broader context, other research studies or policy interventions (0-3 points)

Based on these criteria teacher evaluates presentations in 10-points scale. If homework is not made in time it is downgraded by 2 points.

Essay

Essay is to be assessed by the following criteria:
— The text is related to the topic, clear and consistent (0-2 points)
Statements are based on the results of research studies and/or cases of policy interventions (0-2 points)

Interpretation of the mentioned research results is accurate; their validity is taken into account (0-2 points)

Social context and education institute characteristics is analyzed (0-2 points)

Students conclusions and or suggestions of interventions are related to the analysis made (0-2 points)

Based on these criteria teacher evaluates essay in 10-points scale.

Grading System
Teacher evaluates students’ homework (presentations) and a final essay. The resulting grade is calculated using the following formula:

\[ O_{\text{final}} = 0.7 \times \frac{\sum O_{\text{home}}}{N} + 0.3 \times O_{\text{essay}} \]

where N – is the number of homework assignments (presentations), \( O_{\text{home}} \) is a score for a homework (presentation), \( \frac{\sum O_{\text{home}}}{N} \) is an average score for assigned homeworks, \( O_{\text{essay}} \) is a score for a written essay. Rounding is to be performed according to arithmetic rules.

IV. EXAMPLES OF KNOWLEDGE CONTROL

Example of a Home Assignment (Current Control)
Students are expected to prepare presentations based on journal articles or books chapters devoted to the course topics. After each lecture, teacher provides the list of books and articles based on the list of optional reading (see ch.). Students may choose articles not present in the reading list. For the list of questions that each presentation should address see ch.III.

Example of the Final Control Assignment
Possible topics of an essay are the following:

- Out-of-school activities and educational outcomes of lower social class students
- Gender differences in education attainment in Soviet and Post-Soviet Russia
- Dynamics of access to school resources for students of different social class
- Pros and cons of tracking in schools
- Regional (territorial) differences in access to educational resources
- Ethno-cultural differences in styles of parenting
- School policies that could increase parental involvement in Russia
- School policies that increase educational outcomes of migrant students
- Teacher expectations and gender differences in educational outcomes
- Cross-generational social mobility in Post-Soviet Russia
- Factors of school segregation in Russia
Socio-cultural differences in educational trajectories in Russian schools
Gender differences in higher education attainment and outcomes at the labor market
Education level, cognitive skills and outcomes at the labor market
Education level and agency as factors of social mobility

Student may choose a topic related to the course but not present in this list.

V. EDUCATIONAL RESOURCES

5.1 Required Reading


5.2 Optional Reading


— All, W. L. I. B. In It Together: Why Less Inequality Benefits All. doi: 10.1787/9789264235120-en


### 5.3 Software

<table>
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<th>№</th>
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<th>Access</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Microsoft Windows 10</td>
<td>Provided by HSE</td>
</tr>
<tr>
<td>2</td>
<td>Microsoft Office Professional Plus 2010</td>
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### 5.4 Internet Resources

<table>
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<th>Access</th>
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<tbody>
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<td></td>
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### 5.5 Material and Technical Support of the Course

Computer or laptop, LCD projector, white board and board pens will be used at lectures and seminars.