



## **Educational Inequalities in the Life Course**

*2<sup>nd</sup> term Seminar (2016-2017)*

*Organised by Hans-Peter Blossfeld*

**Tuesdays 13:00-15:00, Sala del Capitolo, Badia Fiesolana**

Register with Adele Battistini ([Adele.Battistini@eui.eu](mailto:Adele.Battistini@eui.eu))

### **Description**

This seminar is for researchers who are interested in (cross-national comparative) life course research and/or educational inequality. It provides an overview of the state of the art in current education research and will introduce participants to the longitudinal studies of educational processes. The seminar will discuss central concepts of educational research (such as competence development, changes in self-concept, self-regulation, social skills, and motivation, the relationship between abilities, teacher's evaluations and teacher's recommendations, the role of educational certificates etc.). Major educational phases and transitions between these phases (within and between institutions) and their short- and long-term effects over the entire life span are a main topic of the seminar. The theoretical and empirical orientation of the course is centered around the impact of social origin on (1) competence development (primary effects) and (2) educational decision making (secondary effects); (3) the importance of differential learning environments and (cross-national) variations of educational institutions; (4) the role of gender and migration background for educational success; and (5) various kinds of returns to education (earnings, employment, better health, less crime, political participation etc.). The seminar meetings are organized around educational phases in the life course. They will start with effects of very early experiences in the family of origin, the short- and long-term effects of preschool childcare, the role of institutional sorting within and between schools in lower and upper secondary school, the impact of cross-national variations of vocational training and forms of lifelong learning and their effects on educational inequality in modern societies.

Researchers are expected to come to class fully prepared and to have thoroughly completed the assigned readings before each meeting. Participants must present the key readings of one or two meetings. For this purpose they have to send a PowerPoint presentation to the course website the day before class. These presentations will then be discussed in class together with the readings themselves. There is also the possibility that researchers present their own research projects on topics related to (comparative) educational inequality.

Researchers can write a term paper for this class as part of their general term paper requirements. They need, however, to make significant use of the readings of the syllabus and discuss important substantive and methodological issues of researching educational inequality. Those who wish to write a term paper should consult with me and submit both a paper copy and an electronic copy to me (and to Adele Battistini in cc).

**Tuesday January 10<sup>th</sup>, 2017**

**Introduction and Overview (Longitudinal analysis of educational histories, data on educational processes)**

G. H. Elder Jr. and M. J. Shanahan (2006): The life course and human development, in: R. E. Lerner (ed.) and W. Damon (ed.-in-chief), *The handbook of child psychology*, 6<sup>th</sup> Edition, Vol. 1, Theoretical models of human development, New York: Wiley, pp. 665-715.

H.-P. Blossfeld and J. von Maurice (2011): Education as a lifelong process, in: H.-P. Blossfeld, H.-G. Roßbach, and J. von Maurice (eds.): *Education as a lifelong process*, *Zeitschrift für Erziehungswissenschaft*, Special Issue 14:19-34.

**Tuesday January 17<sup>th</sup>, 2017**

**Results and Limitations of ‘Classical Studies’ (The Wisconsin study; the socioeconomic achievement process; socioeconomic background, ability, and achievement; educational expansion and changes in inequality of education)**

W. H. Sewell and R. M. Hauser (1975): Education, occupation, and earnings, Chapters 1 (pp. 1-13) and 3 (pp. 43-88).

H.-P. Blossfeld and Y. Shavit (1993): Persisting barriers. Changes in educational opportunities in thirteen countries, in: Y. Shavit and H.-P. Blossfeld (eds.): *Persistent inequality*, Boulder (CO.) 1993, Westview Press, pp. 1-23.

R. Breen, R. Luijkx, W. Müller and R. Pollak (2009): Nonpersistent inequality in educational attainment: evidence from eight European countries, *American Journal of Sociology*, 114: 1475-1521.

**Tuesday January 24<sup>th</sup>, 2017**

**Socioeconomic status and gene-environment interplay (Heritability; stability and change in intelligence; socioeconomic status and brain development; sensitive periods; accumulation; pathway models)**

M. J. Shanahan, S. Vaisey, L. D. Erickson, and A. Smolen (2008): Environmental contingencies and genetic propensities: social capital; educational continuation, and dopamine receptor gene DRD2, *American Journal of Sociology*, 114: S260-286.

E. I. Knudsen, J. J. Heckman, J. L. Cameron, and J. P. Shonkoff (2006): Economic, neurobiological, and behavioral perspectives on building America’s future workforce, in:

*Proceedings of the National Academy of Sciences (PNAS)*, July 5, 2006, No. 27: 10155-10162.

D. A. Hackman, M. J. Farah, and M.J. Meaney (2010): Socioeconomic status and the brain: mechanistic insights from human and animal research, in: *Nature Reviews/Neuroscience*, Vol. 11 (September 2010): 651-659.

**Tuesday January 31<sup>st</sup>, 2017**

**Long-term effects of early childhood intervention (Perry Preschool Study; Carolina Abecedarian Project; Child Parent Centers)**

A. J. Reynolds, A. J. Rolnick, M. M. Englund, and J. A. Temple (2010): Early childhood development and human capital, in: A. J. Reynolds, A. Rolnick, M. M. Englund, and J. A. Temple (eds.): *Childhood programs and practices in the first decade of life*, Cambridge et al.: Cambridge University Press, pp. 1-26.

C. R. Belfield, M. Nores, S. Barnett, and L. Schweinhart (2006): The High/Scope Perry Preschool Program. Cost-benefit analysis using data from the age-40 followup, *The Journal of Human Resources*, Vol.: XLI: pp. 162-190.

N. Kulic, J. Skopek, M. Triventi, and H.-P. Blossfeld (forthcoming/ Chapter 1): Childcare, early education, and social inequality: Perspectives for a cross-national and multidisciplinary study. In: H.-P. Blossfeld, N. Kulic, J. Skopek, and M. Triventi (eds.): *Childcare, early education and social inequality. An international perspective*, Vol. 4 eduLIFE Lifelong Learning Series, Cheltenham (UK) and Northampton (MA, USA): Edward Elgar (pp 1-26).

J. Skopek, N. Kulic, M. Triventi, and H.-P. Blossfeld (forthcoming/Chapter 15): Childcare, early education and compensation of educational disadvantage – Evidence from a multidisciplinary and international project, In: H.-P. Blossfeld, N. Kulic, J. Skopek, and M. Triventi (eds.): *Childcare, early education and social inequality. An international perspective*, Vol. 4 eduLIFE Lifelong Learning Series, Cheltenham (UK) and Northampton (MA, USA): Edward Elgar (1-27).

**Tuesday February 7<sup>th</sup>, 2017**

**Primary and secondary effects of social background (performance versus choice in education)**

M. Jackson (2013): How is inequality of educational opportunity generated? The case of primary and secondary effects, in: M. Jackson (ed.): *Determined to succeed? Performance versus choice in educational attainment*, Stanford: Stanford University Press, Chapter 1 (pp. 1-33).

C. Kartonaski, M. Jackson, and D. R. Cox (2013): Primary and secondary effects: some methodological issues, in: M. Jackson (ed.): *Determined to succeed? Performance versus choice in educational attainment*, Stanford: Stanford University Press, Chapter 2 (pp. 34-55).

F. Rudolphi (2013): Ever declining inequalities? Transitions to upper secondary and tertiary education in Sweden, for the 1972-1990 birth cohorts, in: : M. Jackson (ed.): *Determined to succeed? Performance versus choice in educational attainment*, Stanford: Stanford University Press, Chapter 7 (pp. 185-227).

## **Tuesday February 14th, 2017**

### **Development and measurement of competencies across the life course**

S. Weinert, C. Artelt, M. Prenzel, M. Senkbeil, T. Ehmke, and C. H. Carstensen (2011): Development of competencies across the life span, in: H.-P. Blossfeld, H.-G. Roßbach, and J. von Maurice (eds.): Education as a lifelong process, *Zeitschrift für Erziehungswissenschaft*, Special Issue 14: 67-86.

I. Neumann, V. C. Duchardt, T. Ehmke, M. Grüßig, A. Heinze, and E. Knopp (forthcoming): Modeling and assessing of mathematical competence over the lifespan, in: C. Artelt, S. Weinert, and C. H. Carstensen (eds.): Competence assessment within the NEPS, *Special Issue of the Journal for Educational Research Online (JERO)*, 50-86.

K. Berendes, S. Weinert, S. Zimmermann, and C. Artelt (forthcoming): Assessing language indicators across the life span with the German National Educational Panel Study (NEPS), in: C. Artelt, S. Weinert, and C. H. Carstensen (eds.): Competence assessment within the NEPS, *Special Issue of the Journal for Educational Research Online (JERO)*, 196-249.

## **Tuesday February 21<sup>st</sup>, 2017**

### **Individual as co-producer of development; life-span theory of control**

J. Heckhausen and R. Schulz (1995): A life-span theory of control, *Psychological Review*, 102: 284-304.

J. Heckhausen and R. Schulz (1999): Selectivity in life-span development. Biological and societal canalizations and individuals' development goals, in: J. Brandstädter and R. M. Lerner (eds.): Action & self-development. Theory and research through the life span, Thousand Oaks et al.: Sage, pp. 67-103

## **Tuesday February 28<sup>th</sup>, 2017**

### **Different school systems and educational achievement**

E. A. Hanushek and L. Woessmann (2011): The economics of international differences in educational achievement, in: E. A. Hanushek, S. Machin, and L. Woessmann (eds.): Handbooks in economics, Vol. 3, The Netherlands: North Holland, pp. 89-200.

M. Triventi, N. Kulic, J. Skopek and H.-P. Blossfeld (2016): Secondary school systems and inequality of educational opportunity in contemporary societies. In: H.-P. Blossfeld, S. Buchholz, J. Skopek and M. Triventi (eds.): Models of secondary education and social inequality. An international comparison, Vol. 3 eduLIFE Lifelong Learning Series, Cheltenham (UK) and Northampton (MA, USA): Edward Elgar (3-24).

M. Triventi, J. Skopek, N. Kulic, S. Buchholz, and H.-P. Blossfeld (2016): Varieties of secondary education models and social inequality – Conclusions from a large-scale international comparison. In: H.-P. Blossfeld, S. Buchholz, J. Skopek and M. Triventi (eds.): Models of secondary education and social inequality. An international comparison,

Vol. 3 eduLIFE Lifelong Learning Series, Cheltenham (UK) and Northampton (MA, USA):  
Edward Elgar (377-400).

**Tuesday March 7th, 2017**

**Educational Opportunities of Immigrants, acquisition of bilingualism**

J. O. Jonsson and F. Rodolphi (2010): Weak performance – strong determination: School achievement and educational choice among children of immigrants in Sweden, *European Sociological Review*, 27: 487-508.

R. Alba, J. Sloan, and J. Sperling (2011): The integration imperative: the children of low-status immigrants in the schools of wealthy societies, *Annu. Rev. Sociol.*, 37: 395-415.

A. F. Heath, C. Rethon, and E. Kilpi (2008): The second generation in Western Europe: education, unemployment, and occupational attainment, *Annu. Rev. Sociol.*, 34: 211–35.

**Tuesday March 14th, 2017**

**Vocational training, transition from education to work, and lifelong learning**

W. Müller and Y. Shavit (1998): The institutional embeddedness of the stratification process. A comparative study of qualifications and occupations in thirteen countries, in: Y. Shavit and W. Müller (eds.): *From school to work. A comparative study of educational qualifications and occupational destinations*, Oxford: Clarendon Press, pp. 1-48.

S. Hillmert and M. Jacob (2002): Social inequality in higher education. Is vocational training a pathway leading to or away from university?, *European Sociological Review*, 19: 319-334.

E. Kilpi-Jakonen, D. Vono de Vilhena, Y. Kosyakova, A. Stenberg, and H.-P. Blossfeld (2011): The impact of formal adult education on the likelihood of being employed: a comparative overview, *Studies of Transition States and Societies*, 4: 48-68.