Educational Inequalities over the Life Course

Organised by Hans-Peter Blossfeld

Tuesdays 11:00 - 13:00, Seminar Room 2, Badia Fiesolana

Please register with Monika.Rzemieniecka@eui.eu

Description

This seminar is offered to researchers interested in (cross-national comparative) life course research and/or educational inequality. It provides an overview of state of the art techniques and theories in modern educational research and will introduce participants to the longitudinal analysis of educational histories. We look at various central education processes (competence development, development of self-concept and self-regulation, changes in social skills and motivation etc.), major transitions in the educational career and the short- and long-term effects of educational experiences in various educational phases over the entire life span. The theoretical orientation of the course is centered around the impact of social origins 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 migration background for educational success; and (5) various kinds of returns to education (income, better health, less crime etc.). The seminar meetings are mainly organized around educational phases in the life course. They will start with the effects of very early experiences in the family of origin, the short- and long-term effects of preschool childcare, the role of institutional sorting on school careers in primary and secondary school, the impact of cross-national variations of vocational training and 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 and discuss the key readings from one or two meetings. For this purpose they have to send a short paper to the course website the night before class. These papers will then be presented by the participants and discussed in class together with the readings themselves. Researchers also have the possibility to present their own research on (comparative) educational inequality.

Researchers can write a term paper for this class as part of their general term paper requirements. They need to make significant use of the readings and topics on the syllabus and make contributions to discussions on the 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 email copy to me (Please cc also Monika.Rzemieniecka@eui.eu). The deadline for the submission of the first term papers is 11 January 2013. Once the paper is approved, the administrative assistant will update your credit award in your academic records.
Tuesday October 2\textsuperscript{nd}, 2012

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


Tuesday October 9\textsuperscript{th}, 2012

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).


Tuesday October 16\textsuperscript{th}, 2012

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


Tuesday October 23rd, 2012
Long-term effects of early childhood intervention (Perry Preschool Study; Carolina Abecedarian Project; Child Parent Centers)


**Tuesday October 30th, 2012**

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


**Tuesday November 6th, 2012**

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


Tuesday November 13th, 2012
Self-regulated learning; life-span theory of control


Tuesday November 20th, 2012
Differences in school systems and educational achievement


Tuesday November 27th, 2012
Educational Opportunities of Immigrants, acquisition of bilingualism


Vocational training, transition from education to work, career dynamics, and lifelong learning


