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Titolo	STEM, Social Mobility and Equality : Avenues for Widening Access // by Kate Hoskins, Bernard Barker
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Descrizione fisica	1 online resource (192 pages) : illustrations
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Lingua di pubblicazione	Inglese
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Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. The contemporary social mobility and equality policy context - framing the problem -- Chapter 3. Making Chemists -- Chapter 4. Equality policies and initiatives at Marsden -- Chapter 5. The limits of Equality Policy -- Chapter 6. Conclusion.
Sommario/riassunto	" A carefully executed study that critically examines the realities of STEM for the possibility of achieving social mobility and equality. This book provides rich insights into the identities of Chemistry undergraduates and the experiences of staff with Athena Swan and the challenges of equity policies. A quality and timely sociological contribution to science education research and scholarship." —Billy Wong, University of Reading, UK "This book provides compelling evidence not only of the failure of UK social mobility policy but why it

fails. This book is essential reading for all those concerned about inequalities in education. It combines a carefully, considered genealogical analysis of the social mobility of university students studying STEM subjects with the powerful message that social mobility policies have been woefully inadequate." —Diane Reay, University of Cambridge, UK This book examines the role of the family in intra and inter-generational social movement. The authors take a genealogical approach to researching social mobility, using a university chemistry department as a case study to explore participants' motives for pursuing a STEM undergraduate degree and the influences that have shaped them. Assessing the roles of genealogy, family and higher education in shaping their aspirations and careers, the authors examine the contributions of these variables to the students aspirations. With a wealth of empirically rich qualitative data, the authors identify areas where work is required to achieve greater equality of access to high performing chemistry departments and enhance career outcomes, which could be applied more widely. This book will appeal to scholars of educational inequalities and widening access, particularly in terms of STEM education. Kate Hoskins is Reader in Education at Brunel University, UK. Bernard Barker is Emeritus Professor of Educational Leadership and Management at the University of Leicester, UK and Chair of Governors at Queen Katharine Academy, UK.
