

## **SOPP 5386 – HIGHER EDUCATION POLICY AT WORK: CASE STUDIES**

### **Syllabus**

<b>Course Title:</b>	Higher Education Policy at Work: Case Studies of Access and Equity from the World's Regions
<b>Instructor:</b>	Kata Orosz
<b>ECTS:</b>	4
<b>Term:</b>	Spring 2022
<b>Module:</b>	Higher Education Policy specialization (Elective)
<b>Relation to other courses:</b>	None

### **Background and Overall Aim of the Course**

This course provides an opportunity for students to learn about, and critically reflect on, higher education policy initiatives around the world in an inquiry-based learning framework. The course is explicitly designed to center issues of higher education access and equity in non-Western, non-Anglo-Saxon, and non-European contexts. The study of higher education access and equity issues in non-Western, non-Anglo-Saxon, and non-European contexts will not be limited to the inclusion of a more geopolitically diverse set of cases (e.g., discussing policies implemented in Africa, Latin-America, South-East Asia, etc.), but it will also involve a focus on policies which are implemented in or advocated for in Western contexts, but which are aimed to benefit marginalized groups (e.g., racial, ethnic, or linguistic minorities, refugees, etc.) in Western higher education contexts.

### **Learning Outcomes**

By the end of the course, students will be able to:

- Effectively collect, synthesize, and present information on policy initiatives in the broadly conceived field of higher education access and equity;
- Appraise policy design and implementation in areas related to higher education access and equity through the lens of critical theoretical perspectives;
- Produce learning materials for peers; and
- Manage peer learning in graduate-level classes with confidence.

## Learning Activities and Teaching Methods

In this course, students will learn about policy initiatives related to issues of higher education access and equity. The course features an inquiry-based learning approach, which combines research and peer-teaching activities with critical reflection. Students enrolled in this course will collectively define the specific content and learning outcomes for the course at the beginning of the term, with support from the instructor as needed. Students will take the lead on developing learning materials that will enable the entire class to study the policy initiatives selected. The course involves weekly classes, as well as a mandatory peer-teaching planning meeting with the course instructor.

The course is structured to allow for an in-depth investigation of a maximum of three cases. **Students will work in teams to develop a case study**, prepare learning materials associated with that case, and co-teach classes. Team size and number of cases investigated will depend on the number of students enrolled in the course.

**Members of each team will be required to attend one peer-teaching planning meeting during the semester.** These meetings will take place during Weeks 3 – 5 (see the section on *Course schedule, content and readings* for details). The tentative date and time of these meetings is **XXXX** (may be changed, depending on availability of students enrolled in the course.)

## Assessment

Students enrolled in this course will be expected to attend class; conduct research on a higher education access and equity policy or program of their choice and prepare learning materials for their peers based on it; attend a mandatory consultation with the course instructor; actively engage with the learning materials prepared by their peers; manage peer learning in one of the classes; and submit a 1500-word case study synthesis at the end of the term.

The final course grade will be calculated as follows:

- |                               |     |
|-------------------------------|-----|
| - Management of peer learning | 25% |
| - Class participation         | 25% |
| - Case study synthesis        | 50% |

## Student hours and consultations by appointment

Students are welcome to pose questions about the course material, assignments, and other academic matters during the instructor's weekly student hours. The student hours in the Spring 2022 term will be held on **XXXX**, in Room **B406**.

The instructor is also available for consultation by appointment. Students should request appointments for consultation by emailing the instructor at [OroszK@ceu.edu](mailto:OroszK@ceu.edu) at least 24 hours in advance of the requested meeting.

### **Responsibilities of the instructor**

- Come to class on time, prepared;
- Create a safe and inspiring learning environment for students;
- Communicate course-related expectations to students clearly and in a timely manner;
- Use consistent and clearly stated evaluation criteria to grade student assignments;
- Submit assignment grades within two weeks of the assignment deadline;
- Provide reasonably detailed, written feedback to students on their assignments;
- Respond to student emails within 24 hours, with the exception of weekends and holidays;
- Be available for student consultations during weekly student hours and by appointment;
- Be responsive to student feedback.

## COURSE SCHEDULE, CONTENT AND READINGS

### **Week 1: Policy studies in higher education: Key issues & the need for decolonizing methods and approaches**

Date & time: **TBD**

Class 1: The first session of Week 1 will begin with a discussion of course participants, and an overview of course content and assessment. After the introductions, and course overview, we will discuss main areas of inquiry in higher education research, with a focus on access and equity policies and programs. Which higher education access and equity issues have researchers from around the globe studied, using what methodological approaches? What were the motivations for these research agendas? Which issues have not been studied and why?

Class 2: In the second session of Week 1, we will discuss areas of higher education policy – with a focus on access and equity policies – that have and have not been studied by scholars through the lens of coloniality. We will critically examine the underlying logic of educational research, and the ramifications of this underlying logic for the issues and people who have (not) been studied by higher education scholars.

#### Required readings:

- Alatas, S. F. (2003). Academic dependency and the global division of labour in the social sciences. *Current Sociology*, 51(6), 599-613.
- Bird, K. S., & Pitman, L. (2019). How diverse is your reading list? Exploring issues of representation and decolonisation in the UK. *Higher Education*, 79, 903–920.
- Quijano, A. (2007). Coloniality and modernity/rationality. *Cultural Studies*, 21(2-3), 168-178.

### **Week 2: Higher education access & equity: Key concepts & indicators**

Date & time: **TBD**

Class 3: In the first session of Week 2, we will familiarize ourselves with key concepts of the scholarship on higher education access and equity. We will focus on the college access and choice model of Perna (2006) and the dimensions of equity of access proposed by McCowan (2016). We will reflect on the strengths and limitations of these conceptual models in studying higher education access and equity issues in various contexts around the world.

Class 4: In the second session of Week 2, we will consider indicators of educational equity and inequality commonly used by national and intergovernmental actors. We will discuss what is, and is not, shown by these indicators and consider alternative measures of educational access and equity. During this class, we will also begin identifying potential case studies for the course. Students will make “pitches” for case studies and potential topics for the peer-taught sessions will be discussed.

Required readings:

- Alcott, B., Rose, P., Sabates, R., and Torres, R. Measuring equity for national education planning. In: *Handbook on measuring equity in education*, 80-107. UNESCO Institute for Statistics: Montreal.
- McCowan, T. (2016). Three dimensions of equity of access to higher education. *Compare: A Journal of Comparative and International Education*, 46(4), 645-665.
- Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. *Higher Education: Handbook of Theory and Research*, XXI, 99-157.

Recommended reading (skim only):

- The Pell Institute and Penn AHEAD (2021). *Indicators of higher education equity in the United States – 2021 historical trend report*. Retrieved from <https://files.eric.ed.gov/fulltext/ED613170.pdf>

### **Week 3: Types of access and equity policies & their legitimizing discourses**

Date & time: **TBD**

Class 5: In the first session of Week 3, we will look at typologies of higher education access and equity policies and consider the variation of access policy types across diverse national and cultural contexts. We will also consider the political and societal discourses on higher education access and equity, and the implications of various legitimizing discourses for access policy instrumentation and implementation.

Class 6: In preparation for the case studies to be presented and discussed by course participants in Weeks 5 and 6, in the second session of Week 3 we will familiarize ourselves with the principles and stages of inquiry-based learning during the third class of the course. We will look at existing examples of inquiry-based learning in higher education, and deliberate which approaches, if any, seem most suitable for the topics considered for cases to be studied by course

participants. We will discuss how to prepare annotated session plans and start drafting learning outcomes for the peer-taught sessions.

Required readings:

- Clancy, P. and Goastellec, G. (2007). Exploring access and equity in higher education: Policy and performance in a comparative perspective. *Higher Education Quarterly*, 61(2), 136-154.
- Gale, T., & Tranter, D. (2011). Social justice in Australian higher education policy: An historical and conceptual account of student participation. *Critical Studies in Education*, 52(1), 29-46.
- Mergner, M, Leisyte, L., & Bosse, E. (2019). The widening participation agenda in German higher education: Discourses and legitimizing strategies. *Social Inclusion*, 7(1), 61-70.

Resources for preparing session plans:

- [Writing a session plan](#)
- [Preparing session plans](#)
- Example of an annotated session plan [copy uploaded to Moodle]

**Week 4: Impact of access and equity policies**

Peer-teaching planning meeting for Teams 1 & 2 on [Date] at [Time].

Date & time: TBD

Classes 7 and 8: In these sessions, we will consider what is known, and not known, about the impact of various higher education access and equity policies on individual and societal outcomes. We will consider both the immediate impact of access and equity policies (i.e., impact on aspirations, application, and enrollment), as well as the mid- and long-term impact of such interventions. We will critically reflect on the underlying theory of change of access and equity programs and consider ways in which they might reinforce coloniality in higher education provision.

Required readings:

- Abu-Saad, I. (2016). Access to higher education and its socio-economic impact among Bedouin Arabs in Southern Israel. *International Journal of Educational Research*, 76, 96-103.
- Means, D., Pyne, K. (2016). After access: Underrepresented students' postmatriculation perceptions of college access capital. *Journal of College Student Retention: Research, Theory & Practice*, 17(4), 390-412.
- Muhr, T. (2016). Equity of access to higher education in the context of South-South cooperation in Latin America: A pluri-scalar analysis. *Higher Education*, 72(4), 557-571.

**Recommended readings (skim only):**

- Bennett, A., Naylor, R., Mellor, K., Brett, M., Gore, J., Harvey, A. et al. (2015): *The Critical Interventions Framework Part 2: Equity initiatives in Australian higher education: A review of evidence of impact*. La Trobe. Retrieved from [https://opal.latrobe.edu.au/articles/report/The\\_Critical\\_Interventions\\_Framework\\_Part\\_2\\_Equity\\_Initiatives\\_in\\_Australian\\_Higher\\_Education\\_A\\_review\\_of\\_evidence\\_of\\_impact/14987034](https://opal.latrobe.edu.au/articles/report/The_Critical_Interventions_Framework_Part_2_Equity_Initiatives_in_Australian_Higher_Education_A_review_of_evidence_of_impact/14987034)
- Robinson, D. & Salvestrini, V. (2020). *The impact of interventions for widening access to higher education: A review of the evidence*. Centre for Transforming Access and Student Outcomes in Higher Education (TASO). United Kingdom. Retrieved from <https://epi.org.uk/publications-and-research/impact-of-interventions-for-widening-access-to-he/>

**Week 5: Case studies by student teams**

Peer-teaching planning meeting for Team 3 on [Date] at [Time].

Date & time: TBD

Class 9: Case study by Team 1

Class 10: Case study by Team 2

Note: The topics and questions to be addressed during Classes 9 and 10 will be determined by Teams 1 & 2 during Week 4.

Required readings / home assignments: To be determined by Teams 1 and 2.

**Week 6: Case studies by student teams & Concluding reflections**

Date & time: TBD

Class 11: Case study by Team 3

Note: The topics and questions to be addressed during Class 11 will be determined by Team 3 during Week 5.

Required readings / home assignments: To be determined by Teams 1 and 2.

Class 12: During the final session of the course, led and facilitated by the course instructor, we will reflect on what has been accomplished in the course. We will discuss the conceptualizations of the case studies and reflect on the extent to

which these conceptualizations were successful in adopting a stance towards understanding higher education access and equity initiatives in their socio-political contexts in ways that do not reinforce coloniality. We will summarize what has already been learned from the cases and identify further areas of inquiry.