

World Education Research Association's International Research Network
School Segregation and Education Marketization

WEBINAR

Thursday February 9, 2023, 6 pm – 7 pm Eastern Time (New York, USA Time)
(*followed by a members-only meeting from 7 pm to 7:30 pm)

Presentation 1: Dr. Roslyn Arlin Mickelson (University of North Carolina at Charlotte, USA)
Racially Diverse Educational Pathways and STEM College Outcomes:
A Quantitative Analysis of Students in North Carolina

Presentation 2: Dr. Ee-Seul Yoon (University of Manitoba, Canada)
Education Marketization, School Segregation, and Complex Inequalities:
Evidence from Australia and Canada

Please see author bios and abstracts below or the attached PDF.

The webinar will be chaired by Dr. Steve Kotok (St John's University, USA)

Please [RSVP here](#) to receive the Zoom link.

This event is open to the public, so please encourage anyone who is interested to attend.

If you have any questions about this webinar, send your message to

ssem.wera@gmail.com

Follow us @ssem_wera



Dr. Roslyn Arlin Mickelson is Chancellor's Professor and Professor of Sociology, Public Policy, and Women & Gender Studies at the University of North Carolina at Charlotte. She taught public high school social studies in Southern California for nine years. Mickelson received her Ph.D.

from the University of California, Los Angeles in 1984. Prior to coming to the University of North Carolina at Charlotte in 1985, she completed a postdoctoral fellowship in public policy at the University of Michigan, Ann Arbor. Since the onset of her higher education academic career, Mickelson has examined the ways that race, ethnicity, gender, and social class shape the social context of educational opportunities, teaching and learning processes, and K-16 student outcomes. Currently, she and her research colleagues are examining the individual characteristics, family background, and school organizational factors that foster or impede underrepresented college students' success in attaining STEM degrees.



Dr. Ee-Seul Yoon is an Associate Professor of Educational Administration, Leadership, and Policy at the University of Manitoba in Winnipeg, Canada. Her research examines how the marketization and privatization of education impact equity, diversity,

decolonization, and inclusion in Canadian education systems. A 2021 recipient of the Terry G. Falconer Memorial Rh Institute Foundation Emerging Researcher Award, Yoon is conducting cutting-edge critical space research to understand schooling inequities facing diverse learners who experience discrimination in settler-colonial society in the era of neoliberalism. To see her recent publications, visit her [Google Scholar Profile](#).

Presentation 1 Abstract

Racially Diverse Educational Pathways and STEM College Outcomes: A Quantitative Analysis of Students in North Carolina

Martha Cecilia Bottia^a

Roslyn Arlin Mickelson^b (Presenter)

Elizabeth Stearns^c

^{a,b,c}*University of North Carolina at Charlotte*

This study investigates whether attending a sequence of racially diverse schools predicts STEM college outcomes. Such a relationship is important because increasingly the population of school-aged children is likely to attend racially segregated K-12 schools and colleges. STEM degrees position college graduates to enter interesting, high paying, prestigious, and socially useful occupations that offer opportunities for social mobility. Moreover, there is a projected shortage of people trained for future STEM workforce demands.

To explore the possible relationship between attending a sequence of diverse schools and STEM success, we use a unique panel dataset (N=14,980) of University of North Carolina system graduates. Our main analytical approach is multilevel modeling to examine the relationship between attending a sequence of racially diverse educational institutions and the odds of declaring and/or graduating with a STEM major.

We find evidence that students who attended a diverse sequence of schools are more likely to declare and graduate with a STEM major than those who did not. This is true for Black, White, and Asian college graduates. Our results from the small samples of Latinx and Native American graduates were inconclusive. We frame our results with theory of cumulative advantage. We offer science education policy reform recommendations that include fostering greater access to diverse K-12 schools and colleges. We conclude that narrowing the race/ethnic/gender/SES disparities in STEM graduation rates through greater access to diverse education is important for individual and societal advancement and is an issue of distributive justice.

Presentation 2 Abstract

Education Marketization, School Segregation, and Complex Inequalities: Evidence from Australia and Canada

Laura Perry, *Murdoch University*

Ee-Seul Yoon (presenter), *U of Manitoba*

Christopher Lubienski, *Indiana University*

School marketization and competition have been promoted as mechanisms for improving equity of student academic outcomes. Debate remains, however, whether marketisation policies (including school choice) ameliorate or exacerbate educational inequalities. We contribute to this debate by examining complex inequalities in two prosperous countries that have similar social, cultural and economic contexts but have embraced educational marketization to different degrees.

Drawing on data from the *Programme for International Student Assessment*, we show that Australian schooling has more 'choice' and competition, is more socially segregated, has larger school stratification of human and material resources, and has greater inequalities of educational outcomes than Canadian schooling. Based on these findings, we suggest that educational marketization exacerbates educational inequalities by increasing school social segregation and stratification of resources.