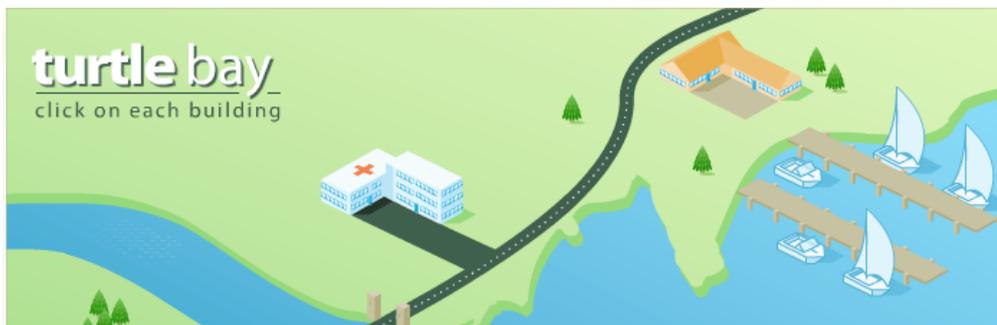


Equity in Education Role Play

KEYWORDS



Equity; Primary Education; Blended learning; e-Learning; Reusability

ABSTRACT

Participants engage in a role-based case study into the issue of equity in primary education through which they deepen their knowledge and understanding multiple influences on given situations. The roles were clearly defined and constructed to ensure a balance of views within the discussion.

CONTACT

David Macdonald, CEDIR,
University of Wollongong,
davidmcd@uow.edu.au

DESCRIPTION

The scenario revolves around new residents to a small coastal, regional town. The new residents are doctors who have a child that requires the use of a wheelchair. The nearest school does not have the necessary facilities to accommodate this child and suggests that the doctors transport their daughter across town to a school that does have the required facilities.

The child is in their final year of primary school and the school believes that there are better uses for the money which will benefit all students rather than spending on just one student.

AUDIENCE/GROUP SIZE

There are twenty-four different roles, divided into four distinct groups. As this is to be use in a multi-location environment the four distinct groups were necessary to ensure involvement of students from each location in each group. The full size of the cohort was 120 students so five different environments were set with selective release of students into each environment.

LEARNING OPPORTUNITIES

Relevant learning objectives:

- Have developed an understanding of the social contexts of education and be able to use socio-cultural perspectives to analyse schooling and education
- Have the capacity to identify and discuss issues of diversity, difference and cultures in schooling and education
- Have knowledge of NSW DET equity policy documents
- Be able to access current electronic journals, critically analyse.

TIME AND SETTING

The Equity role play is embedded as a 4-week activity within a core subject in the Bachelor of Teaching, Bachelor of Arts, course within the Faculty of Education at University of Wollongong.

RESOURCES

- Scenario.
- Role descriptions.
- A “student guide”
- Online access to relevant equity websites both New Zealand (the doctor’s home country) and Australia
- Reflective report guide
- An interactive town map

PROCESS

The role play is conducted using the asynchronous discussion forum in a learning management site. The forum is anonymous and participants title their postings using their role name.

Participants are required to make a first posting which is a statement of their stance within the group. The group responds, during week one and two, and decides on a unified stance. This is presented at the town meeting with subsequent discussion during week three.

The final submission will be a “Considered Standpoint Essay”. This will be written from the point of view of a first year teacher and will expand upon the viewpoints presented in the summative statements.

ASSESSMENT

Each person will post a summative statement from their characters point of view at the end of week two of the role play. The final document will be a “Considered Standpoint Essay”. This will be written from the point of view of a first year teacher and will expand upon the viewpoints presented during the town meeting.

FACILITATOR ISSUES

The main roles of the facilitator are to establish creditable roles and to undertake periodic checks of the discussion to ensure no illegal or discriminatory postings are being made and that equity principles are being maintained.

REUSABILITY

Scenarios and role descriptions are PDF files.

Map is produced in Flash and is designed to be reused with the medical faculty.

The role play can be used in educational settings or for medical educational purposes.

