

Onward:

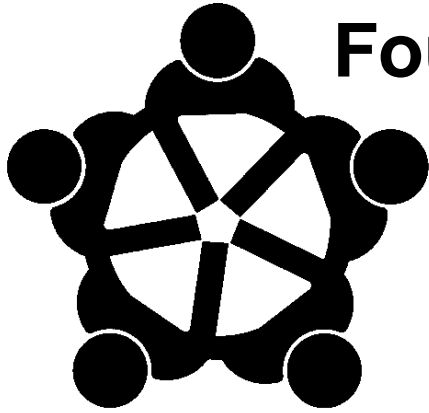
Continuing the Journey Towards Equitable Education

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National Literacy & Educational Equity Ambassador



@AcademicAmber



Foundations & Core Elements of Educational Equity

1. **What is Educational Equity?**
2. Why is it Important?
3. How do we Move Towards an Action Orientation?



EQUALITY



EQUITY

partially just, fair, and
or valid in equity as
common law.

eq·ui·ty (ek'wə·tē) *n.*

2. Something that is
based on the concepts
jurisprudence administers
primarily to mitigate the
loss or property, the val
uity or mortgage

Working Definition-Aspen Institute

“Educational equity mean that every student has access to the resources and educational rigor they need at the right moment in their education, regardless of race, gender, ethnicity, language, disability, family background, or family income.”

Aspen Institute, E.P. & Council of Chief state School Officers (CCSSO). (2017). *Leading for Equity: Opportunities for State Education Chiefs*. Washington, DC.Council of Chief State School Officers.



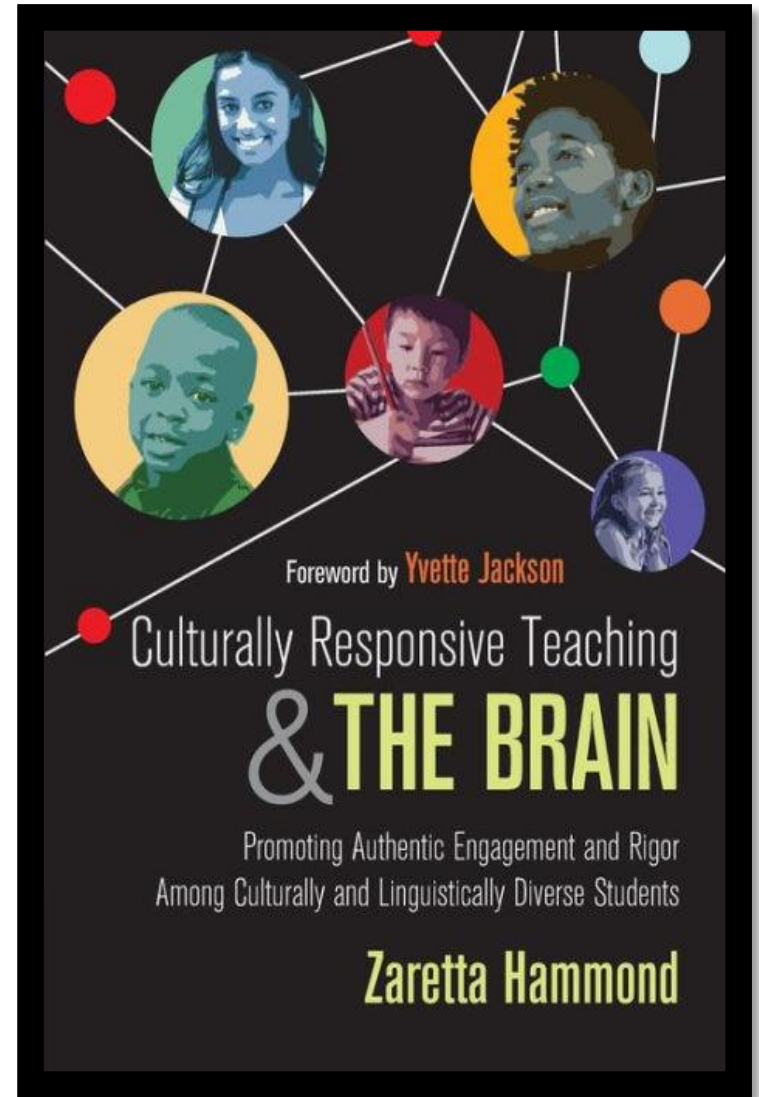
**When a flower
doesn't bloom
you fix the
environment
in which it
grows, not
the flower.**





“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

-Atul Gawande,
Better: A Surgeon's Notes on
Performance



Context



Systemic



Personal

Physical and situational inequality on airplanes predicts air rage

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We posit that the modern airplane is a social microcosm of class-based society, and that the increasing incidence of “air rage” can be understood through the lens of inequality. Research on inequality typically examines the effects of relatively fixed macrostructural forms of inequality, such as socioeconomic status; we examine how temporary exposure to both physical and situational inequality, induced by the design of environments, can foster antisocial behavior. We use a complete set of all onboard air rage incidents over several years from a large, international airline to test our predictions. Physical inequality on an airplane—that is, the presence of a first class cabin—is associated with more frequent air rage incidents in economy class. Situational inequality—boarding from the front (requiring walking through the first class aisle) versus the middle of the plane—also significantly increases the odds of air rage in both economy and first class. We show that physical design that highlights inequality can trigger antisocial behavior on airplanes. More broadly, these results point to the importance of considering the design of environments—from airplanes to office layouts to stadium seating—in understanding both the form and emergence of antisocial behavior.

physical inequality | situational inequality | antisocial behavior | justice | class | air rage

Recent media attention has been devoted to the phenomenon colloquially known as “air rage” (1, 2), a form of antisocial behavior by airplane passengers becoming abusive or unruly, targeting crew members and other passengers, and endangering flight safety. Such incidents can be emotionally traumatic for passengers and staff, and expensive and reputationally damaging for airlines (3). Although virtually no empirical research examines the antecedents of this hazardous and increasingly common phenomenon, popular explanations for air rage include crowded planes, frustrating delays, and shrinking seats (1, 2). We advance an alternative view: the modern airplane reflects a social microcosm of class-based society, making inequality salient to passengers through both the physical design of the plane (the presence of a first class cabin) and, more subtly, the boarding procedure (whether economy passengers must pass through the first class aisle). We hypothesize that both types of inequality on airplanes—physical (presence of first class) and situational (boarding location)—elicit antisocial behavior (negative, often aggressive behaviors that are harmful to others) (4).

Since Durkheim (5) scholars across disciplines have investigated inequality and social class. The influence of social class—individuals’ material resources and relative rank in the socioeconomic hierarchy—is ubiquitous, and can affect critical outcomes, such as health, well-being, emotion, and behavior (6–12). Economic scholars often conceptualize class as socioeconomic status, comprised of relatively chronic and macrostructurally determined factors, such as education, income, and geographic location (e.g., refs. 13 and 14). Our theoretical account suggests that inequality also manifests in everyday environments via both physical and situational factors. We argue that both physical and situational inequality increases the salience of individuals’ rank in the socioeconomic hierarchy, and shapes individuals’ likelihood of antisocial behavior.

We define physical inequality as inequality in physical space or amenities in the built environment; for example, commuters might provide canteen for staff but private offices for executives, and many public spaces, from stadiums to airplanes, have tiered seating systems. Second, within environments with physical inequality, we refer to variation in the salience of that physical inequality as situational inequality. For example, a floor plan that requires staff to walk past executive offices to arrive at their cubicles, or stadium or airplane seating that requires passing through the expensive seats to arrive at the low expense ones. Indeed, previous research suggests that people’s perceptions of their relative socioeconomic status are influenced by situational factors (15–17) and that the salience of inequality exerts an impact, as evidenced by poorer health outcomes in impoverished neighborhoods that border wealthier areas (18).

We argue that exposure to both physical and situational inequality can result in antisocial behavior. Our proposal is consistent with prior research on inequality in several ways. First, criminological and economic research typically examines how variation in stable macrostructural factors, such as socioeconomic status, predicts outcomes, including violent crime and economic mobility (13, 14, 19–21); we show that in addition to such stable macrostructural factors, even temporary exposure to physical inequality—being literally placed in one’s “class” (economy class) for the duration of a flight—relates to antisocial behavior, and that situational inequality—being restricted to economy or first class via the boarding procedure—further predicts such behavior. Second, building on recent research demonstrating that increasing the visibility of inequality decreases prosocial behavior by relatively higher social

Significance

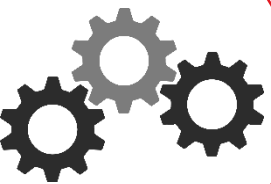
We suggest that physical and situational inequality are built into people’s everyday environments—such as the modern airplane—and that exposure to these forms of inequality can elicit antisocial behavior. Analysis reveals that air rage is more common in economy class on airplanes, where inequality is physically present, and in both economy and first class when inequality is situationally salient. We extend research demonstrating that the salience of inequality decreases prosocial behavior by higher class individuals, showing that temporary exposure to physical and situational inequality predicts antisocial behavior among individuals in both higher and lower classes. Moreover, we explore a novel predictor of inequality-induced antisocial behavior—the design of physical environments—inspiring research on macrostructural forms of inequality.

Author contributions: K.A.D. and M.I.N. conceived the study; K.A.D. and M.I.N. designed research; K.A.D. and M.I.N. performed research; K.A.D. analyzed data; and K.A.D. and M.I.N. wrote the paper.

The authors declare no conflict of interest.

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Systemic Context

“Physical and situational inequality on airplanes predicts air rage.”



“A persuasive and highly readable account of how rising inequality, and not just absolute poverty, is undermining our politics, social cohesion, long-term prosperity, and general well-being.”

PRESIDENT BARACK OBAMA

THE BROKEN LADDER

How Inequality Affects

the Way We

Think, Live, and Die

KEITH PAYNE



Equity for ALL





Personal

Excuse me
do i know you?





Foundations & Core Elements of Educational Equity

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2. **Why is it Important?**
3. How do we Move Towards an Action Orientation?

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TODAY'S HOURS

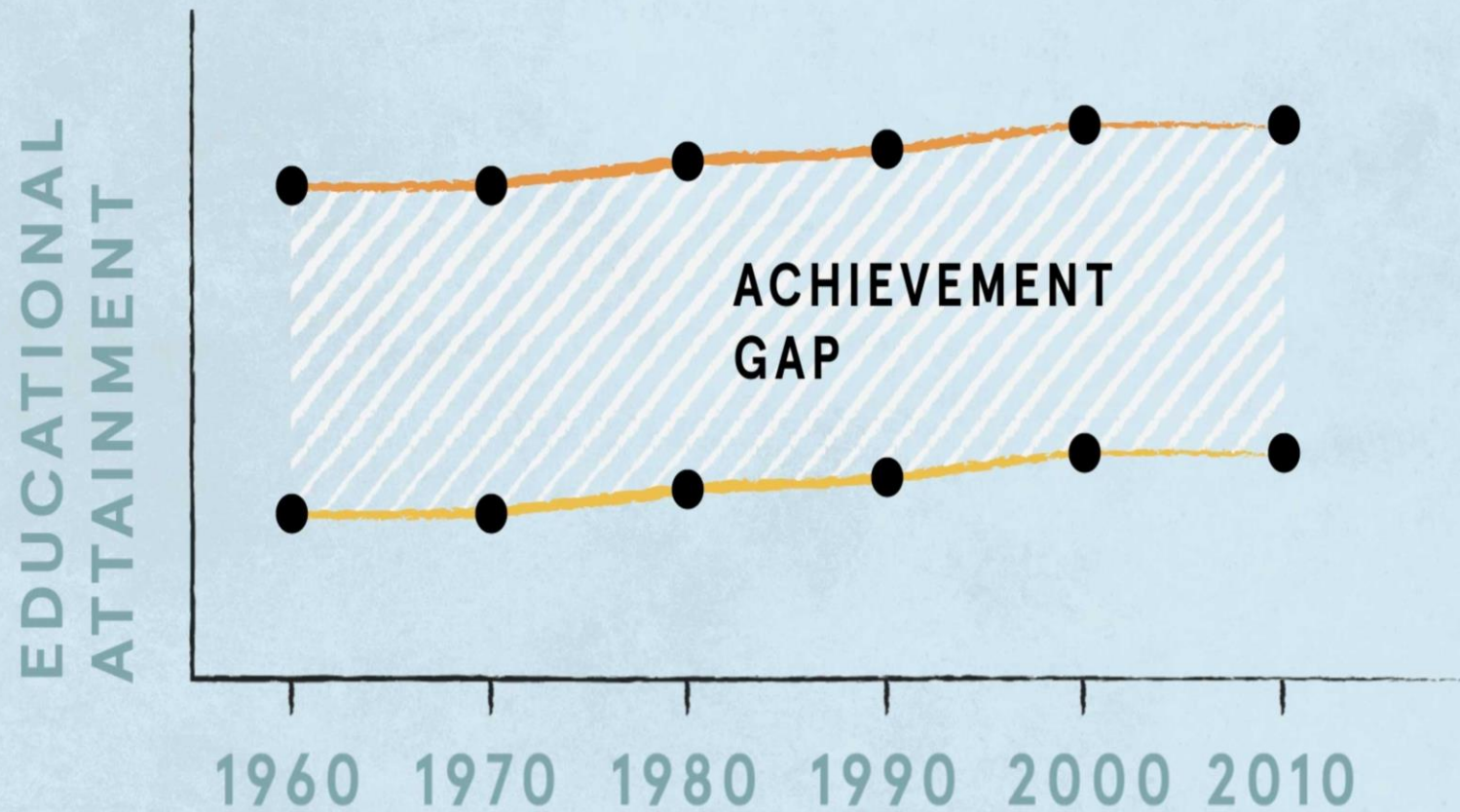
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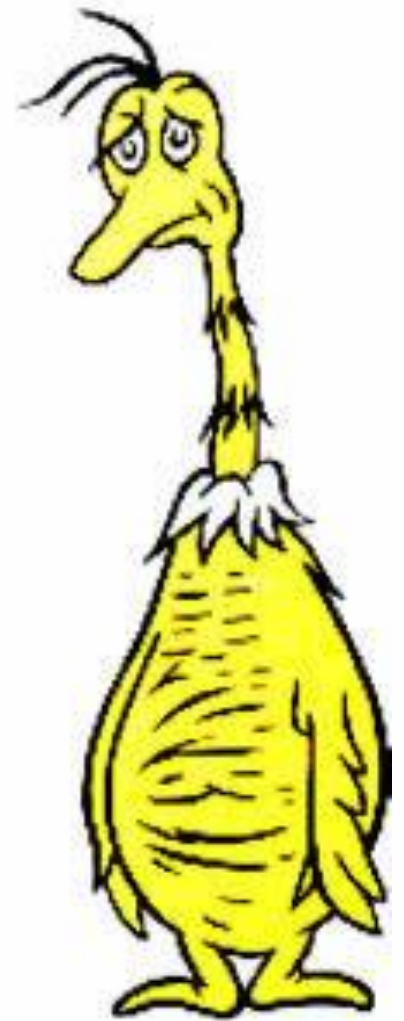
Changing Population



Educational Equity in Action

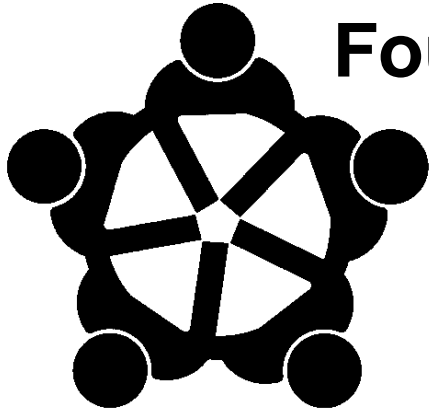
Mind the Gap





Diverse Schools, Classrooms, & Learning Experiences Benefit All Students





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Personal:

Moving Towards an Action Orientation





VIDEO

IMPLICIT
BIAS ?

50 COGNITIVE BIASES TO BE AWARE OF

SO YOU CAN BE THE VERY BEST VERSION OF YOU

Memory

Fundamental Attribution Error

We judge others on their personality or fundamental character, but we judge ourselves on the situation.



Sally is late to class; she's lazy. You're late to class; it was a bad morning.

Social

Self-Serving Bias

Our failures are situational, but our successes are our responsibility.



You won that award due to hard work rather than help or luck. Meanwhile, you failed a test because you hadn't gotten enough sleep.

Learning

In-Group Favoritism

We favor people who are in our in-group as opposed to an out-group.



Francis is in your church, so you like Francis more than Sally.

Belief

Bandwagon Effect

Ideas, fads, and beliefs grow as more people adopt them.



Sally believes fidget spinners help her children. Francis does, too.

Money

Politics

Groupthink

Due to a desire for conformity and harmony in the group, we make irrational decisions, often to minimize conflict.



Sally wants to go get ice cream. Francis wants to shop for T-shirts. You suggest getting T-shirts with pictures of ice cream on them.

Halo Effect

If you see a person as having a positive trait, that positive impression will spill over into their other traits. (This also works for negative traits.)



"Taylor could never be mean; she's so cute!"

Moral Luck

Better moral standing happens due to a positive outcome; worse moral standing happens due to a negative outcome.



"X culture won X war because they were morally superior to the losers."

False Consensus

We believe more people agree with us than is actually the case.



"Everybody thinks that!"

Curse of Knowledge

Once we know something, we assume everyone else knows it, too.



Alice is a teacher and struggles to understand the perspective of her new students.

Spotlight Effect

We overestimate how much people are paying attention to our behavior and appearance.



Sally is worried everyone's going to notice how lame her ice cream T-shirt is.

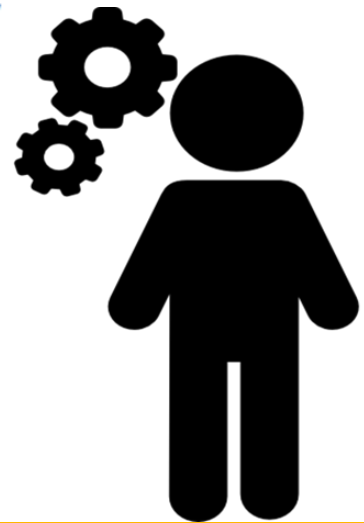
VIDEO

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Body Ritual Among the Nacirema

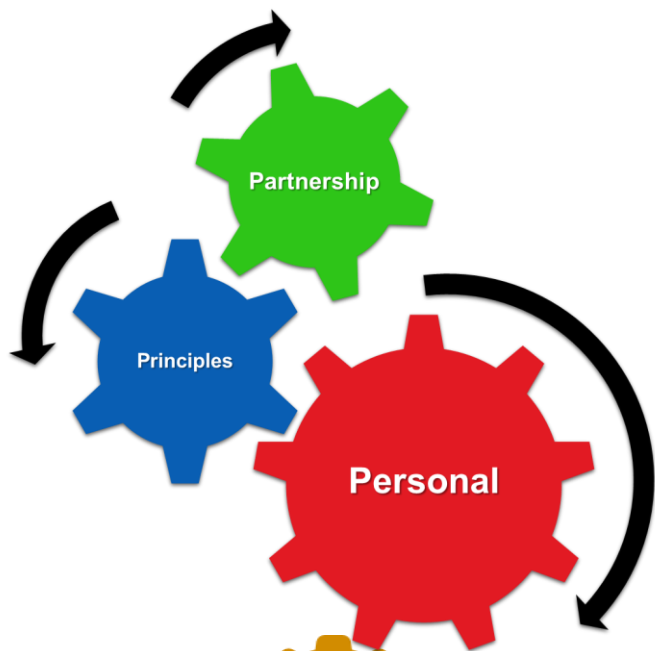
by Horace Miner

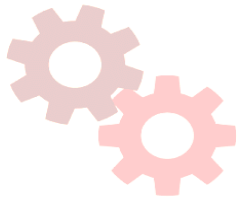
from *American Anthropologist*, 1956, 58(3), 503-507



Implicit Bias



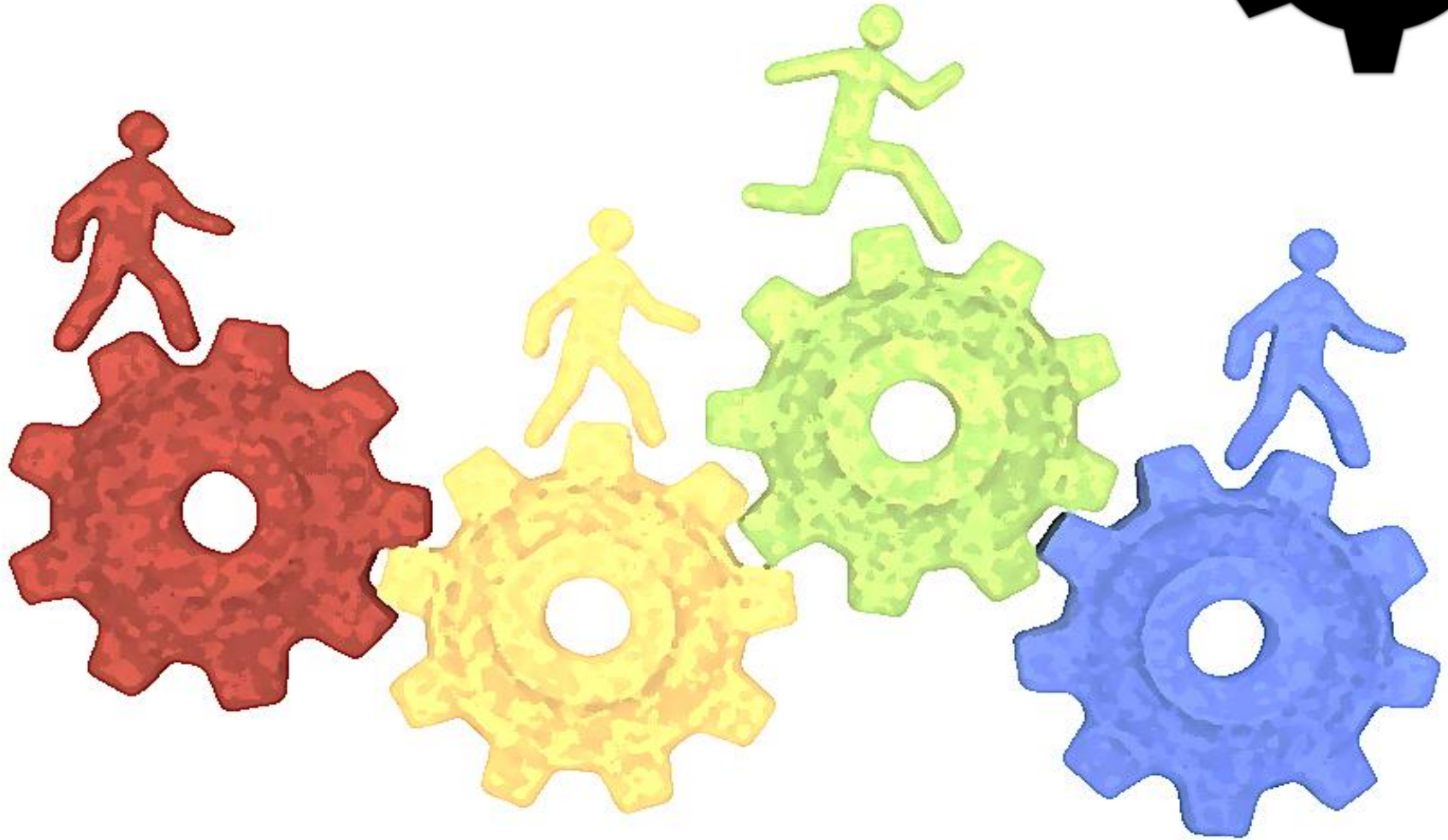
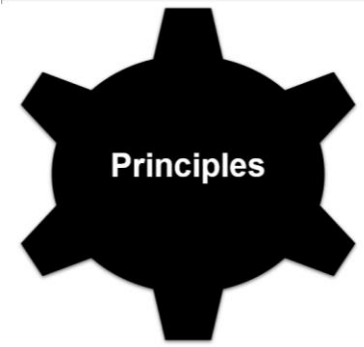




Educational Equity in Action



Moving Towards an Action Orientation



McGraw - Hill



Our vision is to unlock the full potential of each learner.



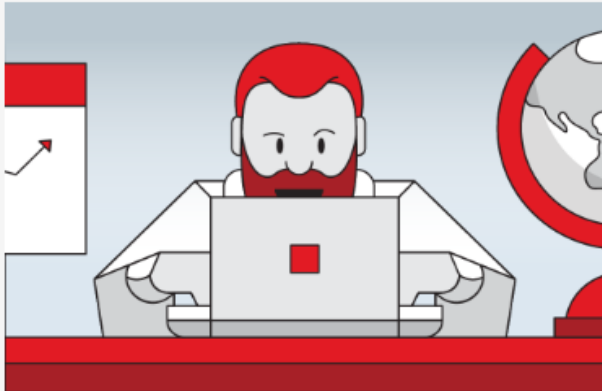
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Ten Guiding Principles for Equity in Education

Guiding Principles for Equity in Education



Dr. Annie Snyder, Sr. Learning Scientist

Dr. Lanette Trowery, Sr. Director,
Learning Research and Strategy

Kelly McGrath, Chief Academic &
Product Development Officer

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Part One: Adopt an Equity Mindset

- **Commit:** Understand that equity is a journey that requires collaborative commitments.
- **Collaborate:** Value and prioritize inclusive communication.
- **Frame:** Foster a culture that encourages self-reflection and new perspectives.

Part Two: Drive Your Equity Plan

- **Nurture:** Provide social and emotional supports to all students and staff.
- **Empathize:** Implement culturally responsive teaching practices.
- **Build:** Replace institutional inequities with innovative supports.
- **Challenge:** Ensure that all students are held to high expectations.

Part Three: Expand Your Equity Vision

- **Support:** Deliver ongoing professional learning opportunities.
- **Listen:** Continually solicit feedback.
- **Persist:** Drive positive change through perseverance.

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Featured



McGraw-Hill in Inspired Ideas
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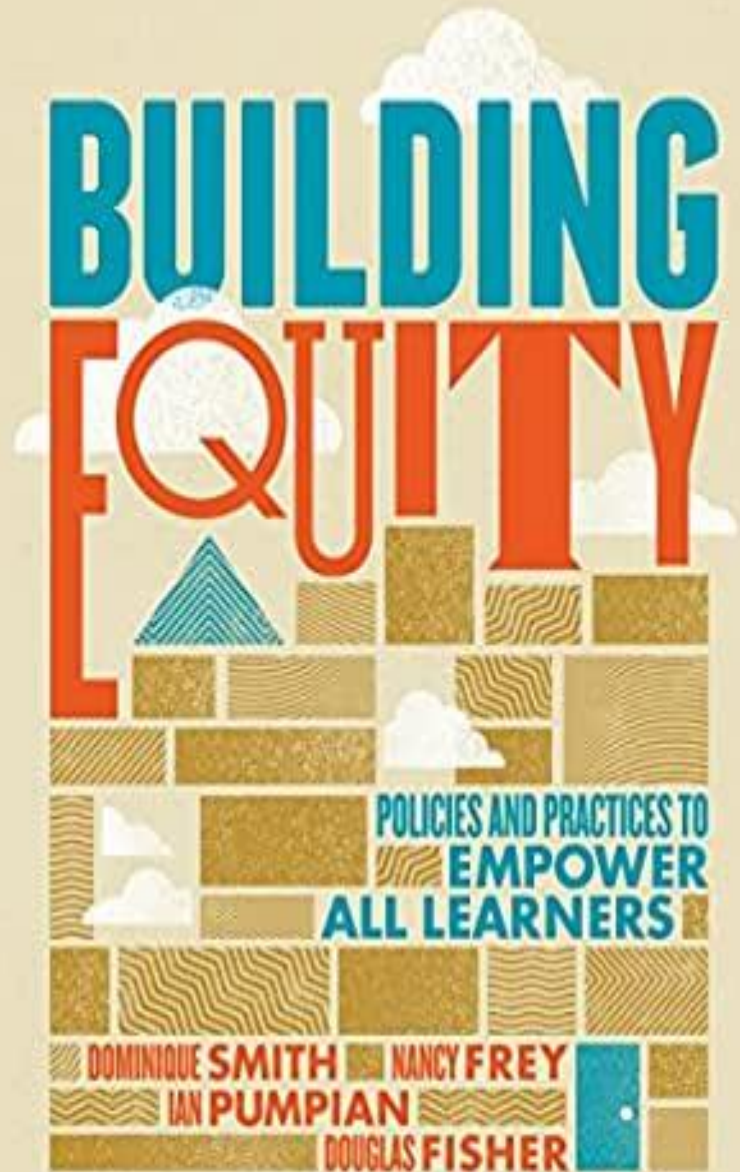
Culturally Responsive Social and Emotional Learning (SEL)

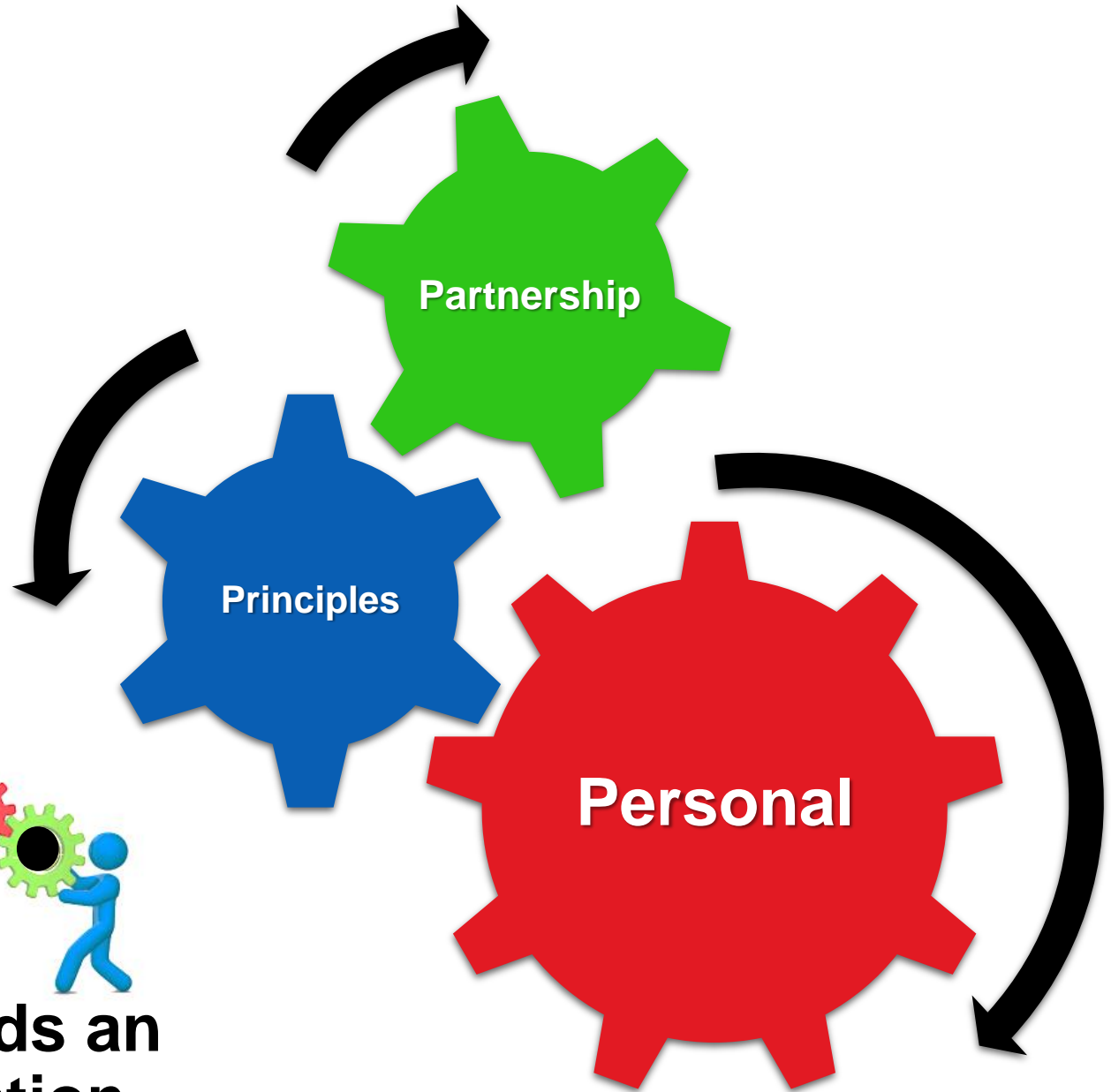
By Dr. Anne Snyder and Claire Cook, Applied...

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2 responses 

“To extend the conversation about equity for all students and to provide educators with a comprehensive model for evaluating their current systems while providing a blueprint for improvement. Our students deserve no less than a high-quality, inclusive, equitable learning experience.”





Moving Towards an Action Orientation

Onward:

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