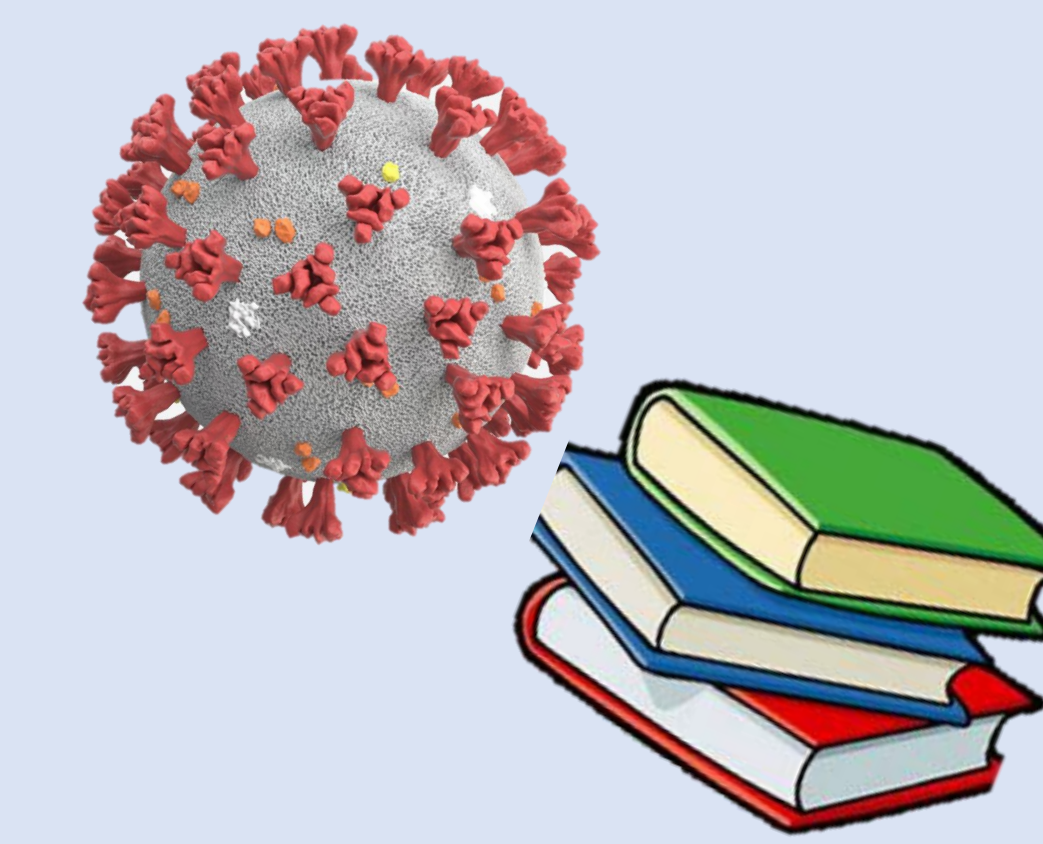


From The Kitchen to The Classroom: COVID-19, Social and Cultural Capital, and K-12 Schooling



By: Brittany Dominguez

Background:

Social capital, or resource-filled relationships, (Coleman 1988) and cultural capital, or one's level of familiarity of a culture (Bourdieu 1984) play a role in academic achievement disparities.

Researchers (Dufur, Parcel, and McKune, 2008; Goddard, 2003; Macleod, 2009) note that young people with greater amounts of social capital and the traditionally valued white middle-class cultural capital, tend to perform better in schools.



Cultural Capital and Schools:

- Schools reproduce differences and inequities (Bourdieu and Passeron 1977)
- Non-dominant and dominant cultures coexist and develop value based on the environment, so we must study both (Carter 2003)
- School cultures and demographic composition alter experiences (Carter 2016)

Social Capital and Schools:

- Social capital is built by the groups of people we live with and what we learn from them and can expect them to do (Coleman 1988)
- First and second-generation immigrants tend to carry less social capital than their counterparts and they benefit from networking differently based in their cultures (Koa and Rutherford 2007)

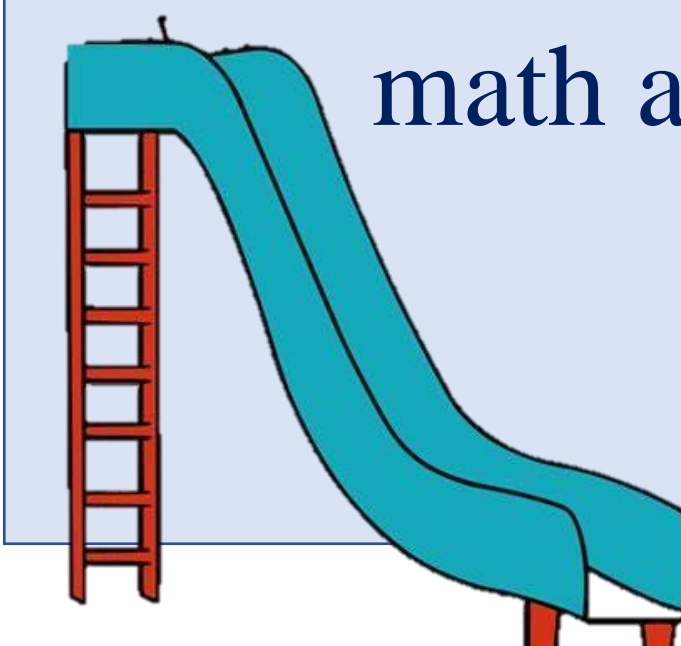


Disasters and Education:

- Capitalist use disaster situations to push for the commodification of education in vulnerable communities as seen during hurricane Katrina and in Iraq (Saltman 2007)
- Differences in social capital affect a community's resilience during disaster (Shimada 2015)

Summer Learning Slide:

- First generation, low-income students experience the summer learning melt to a higher degree due to differences in summer activities (Rall 2016)
- Researchers expect a 50% COVID-19 learning loss in math and reading based on summer loss statistics (Kuhfield and Tarasawa 2020)



Research Questions:

- How has COVID-19 magnified or ameliorated the effect of cultural and social capital on education inequity if at all?
- How do the instructional experiences between those with greater access to the traditionally valued cultural and social capital differ from those with traditionally less valued cultural and social capital?
- Do concerns about future academic success differ between those with varying cultural and social capital?

Approach:

- Semi-structured interviews with families making less than \$31,000/year
- Narrative analysis, coding interviews for different themes and perceptions.

"My neighbor's kids attend the same school, so we took turns organizing the homework and watching the kids." (Participant 1)

Relationship:

"Neighbor's"

Reciprocal action:

"took turns"

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