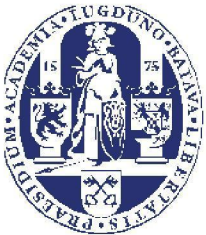


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Reaching all you students

5.1.2e

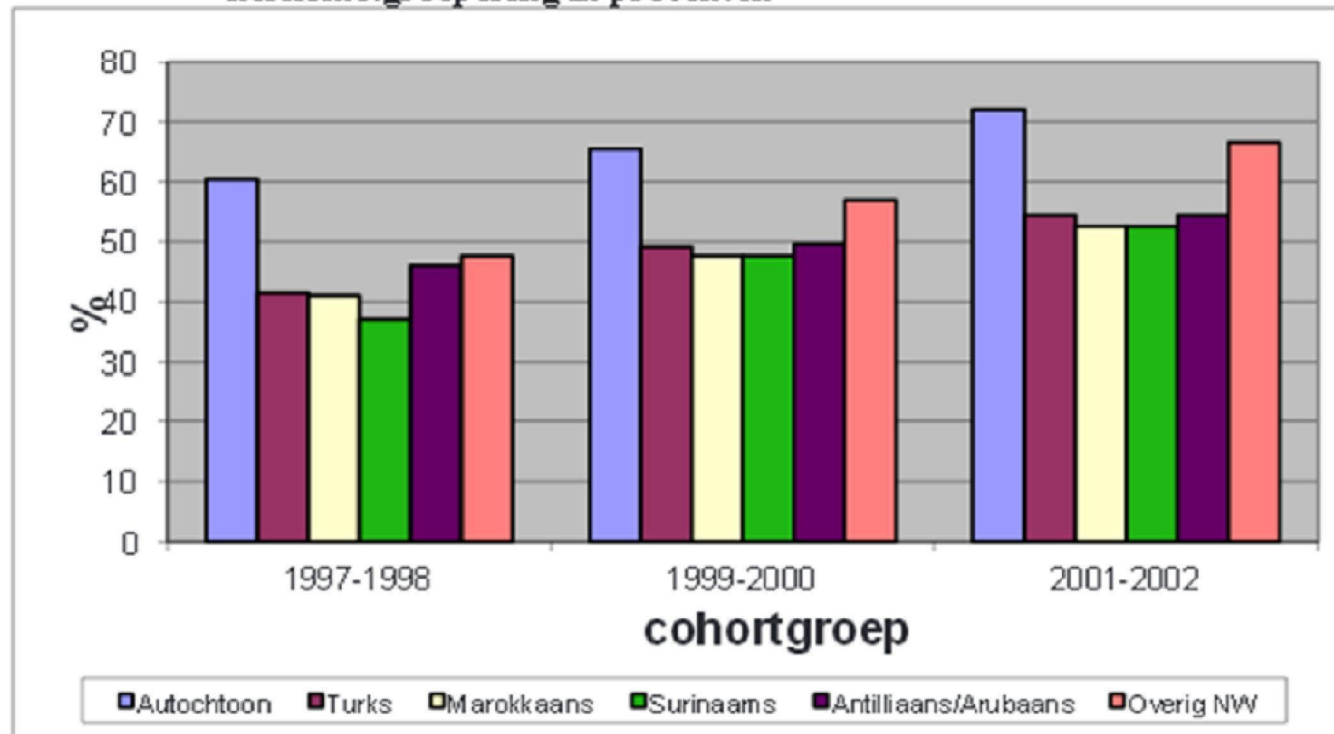


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Some student groups do not achieve as much as we would like them to achieve.

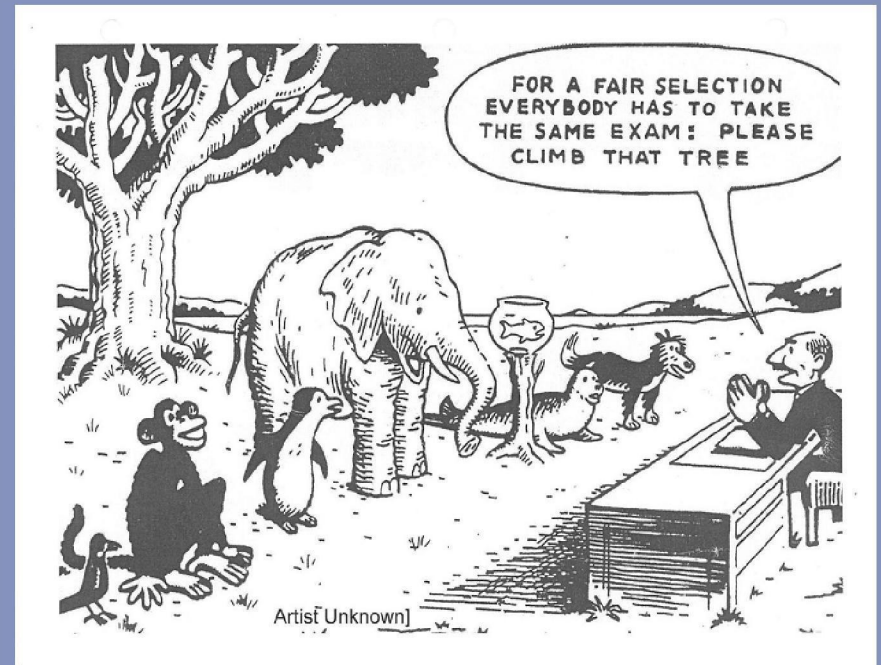
Figuur 2.8 Studierendement na 7 jaar, wo-volijtstudenten naar cohort en herkomstsgroepering in procenten



Bron: CBS-StatLine, bewerking RW

We Blame Their World

- Culture
- Poverty
- Bilingual
- Environment
- Dysfunctional families
- ...



And Develop a Language to Define Them as

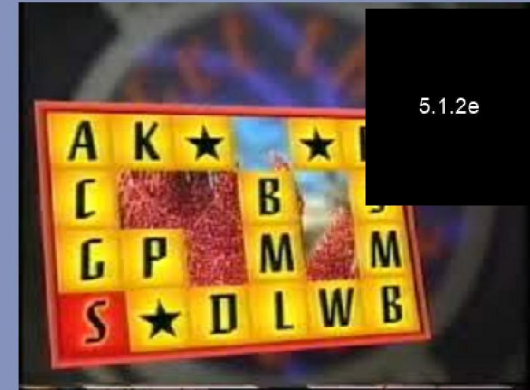
- Underprepared
- Culturally disadvantaged
- Unmotivated
- At risk

But there are Phenomena which we can influence

- Implicit associations
- Stereotype threat
- Pygmalion effect

Implicit associations

- Steer impulsive behaviour
- Under time pressure
- Implicit/ tacit
- Strongly culturally laden



This can lead to Aversive Racism

<https://www.youtube.com/watch?v=qvkXVHXQ8-k>

And further ...

<https://youtu.be/R5R57zPbm5I>

Stereotype threat

The ST is experienced when a person with the stereotypic features finds him or herself in a situation where the negative stereotype is pertinent/existent.

In that situation, others interpret your actions in terms of the stereotype, and it can become a self-characterization. It causes you to behave according to your stereotype.

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Example of a study on Stereotype threat

Spencer, Quin & Steele, 1997

Research question: Does the stereotype that girls perform less well on math influence their achievement?

Two conditions:

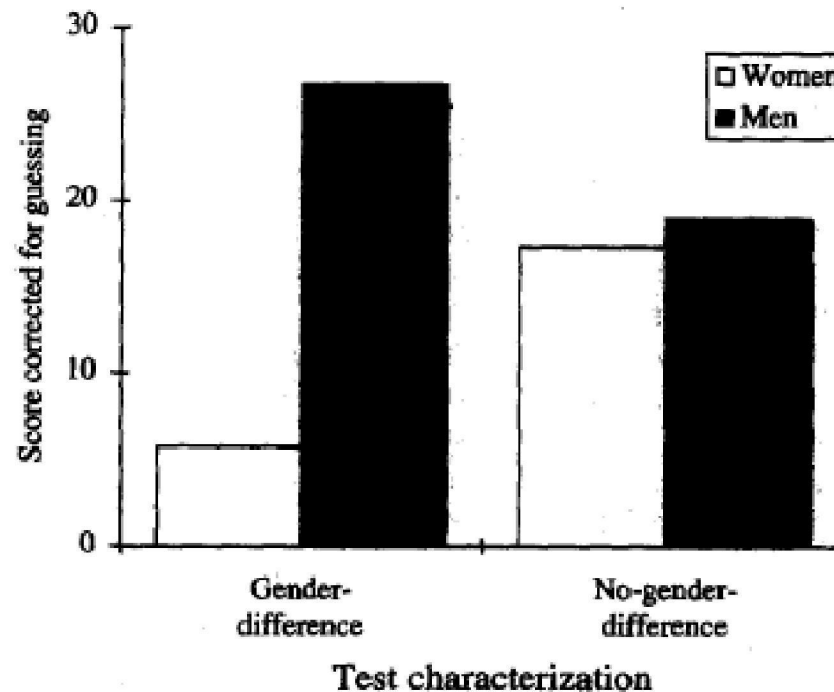
- The “gender difference” condition: before taking the test, men and women were told that on average men score better.
- The “no gender difference” condition: before taking the test, men and women were told that the test does not show any average gender differences.

The participants in the two conditions do not differ on a pretest.

Results

Figure 1

Mean Performance on a Difficult Math Test as a Function of Gender and Test Characterization

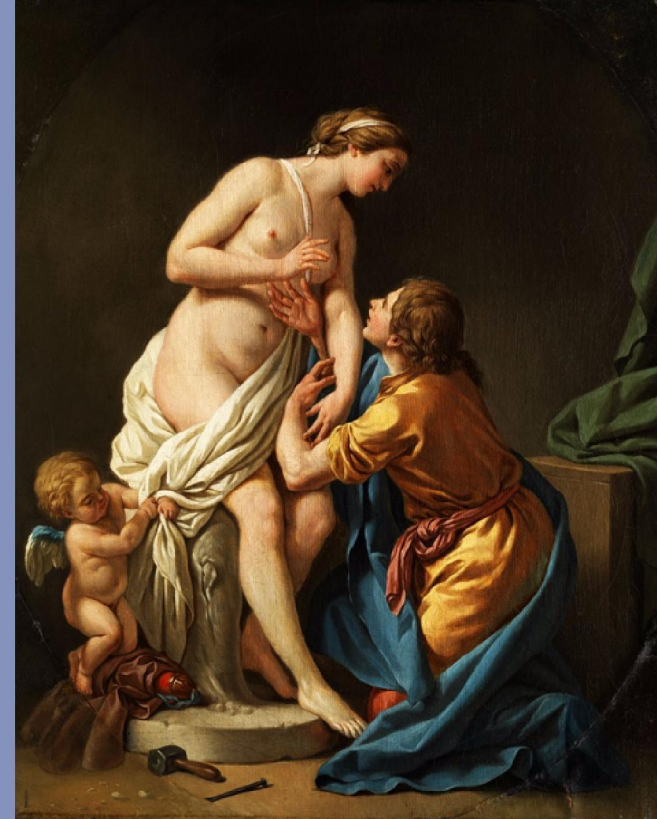


Stereotype threat

- The examples show that students start behaving according to their stereotype.
- When the stereotype is negative, consequence in long term may be that high achievement is no longer associated with identity.

Pygmalion effect

Teachers' expectancies affect students' academic progress



- higher expectations lead to an increase in performance
- low expectations lead to a decrease in performance

Teachers and Pygmalion effect

Factors underlying the Pygmalion effect in classrooms:

- Input
- Response opportunities
- Feedback
- Climate

In conclusion

- Higher Education programs and staff contribute to the achievement gap of underrepresented groups
- Staff need to be aware of ‘stereotype threat’ and ‘Pygmalion effect’
- Staff need to be aware of their expectations, use of primers, and implicit associations
- And staff need to explicitly work towards positive framing of all groups

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Reaching students with autism

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Case descriptions



- Individual: write down a (recent) event or situation (**critical incident**) in which you were confronted with a student with autism.
- In groups of three: **Share** your ‘critical incidents’ (take 15 min. for each incident)
- Use the insight from previous presentation to gain better **understanding of incident**
- Give two **alternative ways** to deal with the incident in future.
- **Report** (on flip-over) incidents and alternative responses.