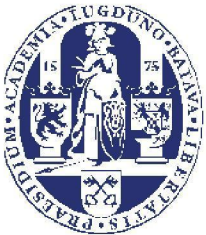


Inclusive Education

Reaching all you students

5.1.2e



Universiteit
Leiden

ICLON

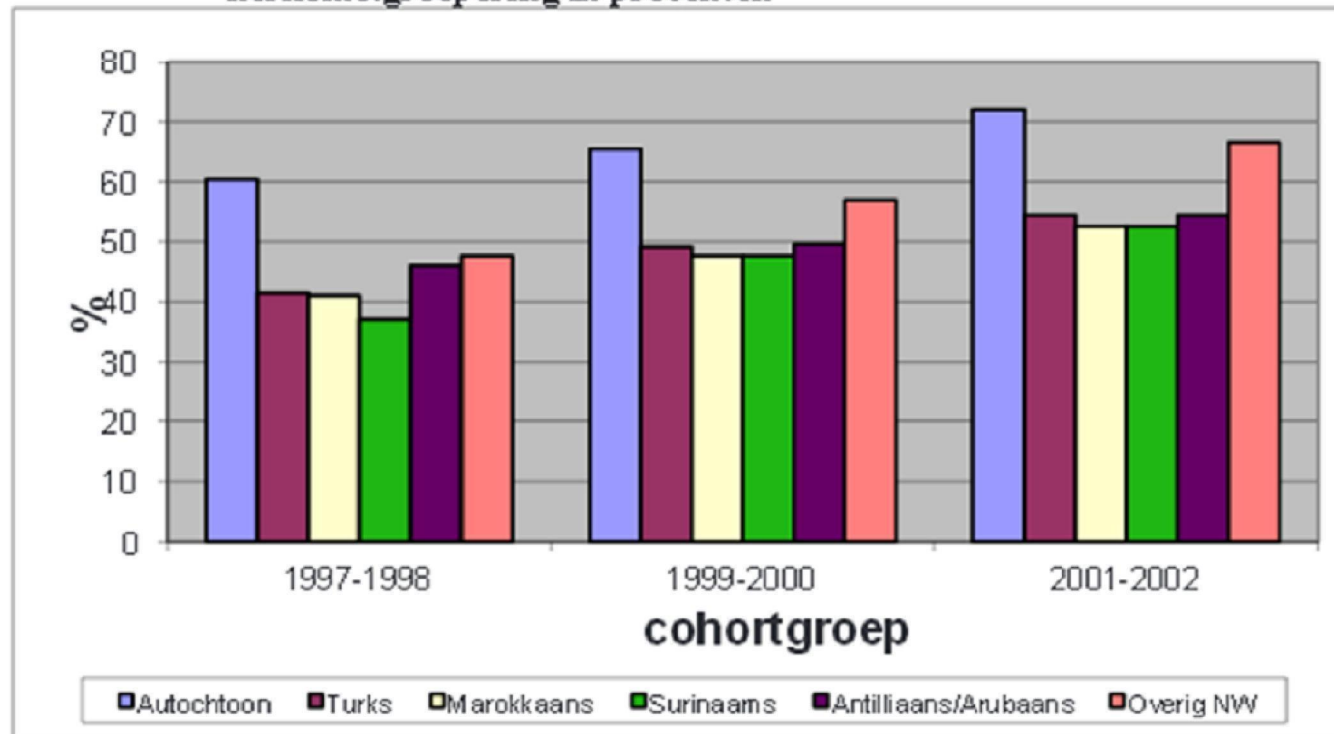
Definition of Cultural Sensitivity

Cultural sensitivity means being aware that cultural differences and similarities exist and have an effect on values, learning, and behavior.

*Stafford, Bowman, Eking,
Hanna, & Lopoies-DeFede (1997)*

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

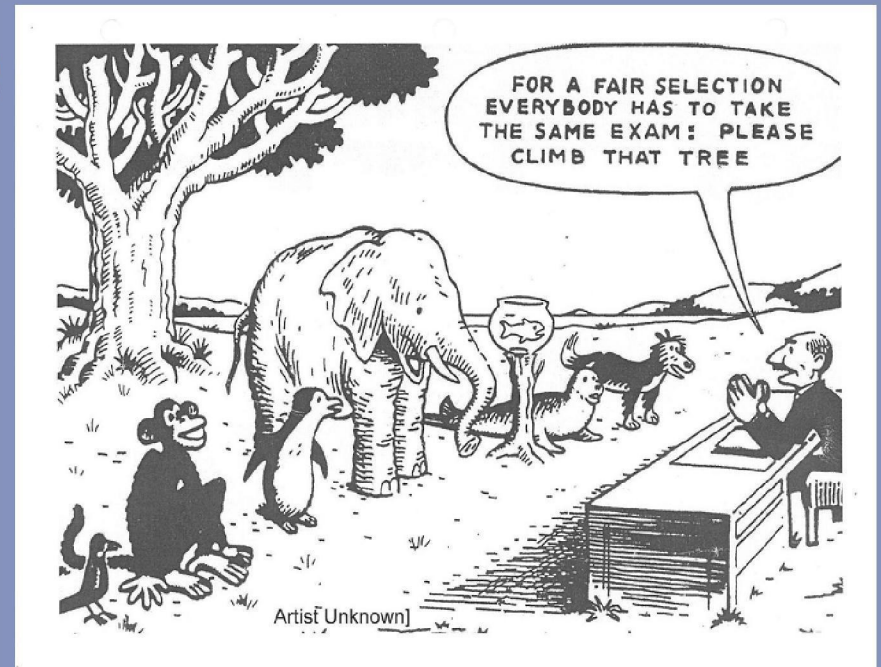
Figuur 2.8 Studierendement na 7 jaar, wo-voltydstudenten naar cohort en herkomstsgroepering in procenten



Bron: CBS-StatLine, bewerking RW

We Blame Their World

- Culture/ language
- Poverty
- Environment
- Dysfunctional families
- Away from home



And Develop a Language to Define Them as

- Underprepared
- Culturally disadvantaged
- Unmotivated
- At risk

But there are phenomena which we are responsible for

- Stereotype threat
- Pygmalion effect
- Implicit associations

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.**

5.1.2e

Example of Stereotype threat

Study by Steele & Aronson (1995)

RQ: Does the stereotype that African Americans perform less well on cognitive tests, activated using a minimal primer, affect their achievement?

Comparing two conditions:

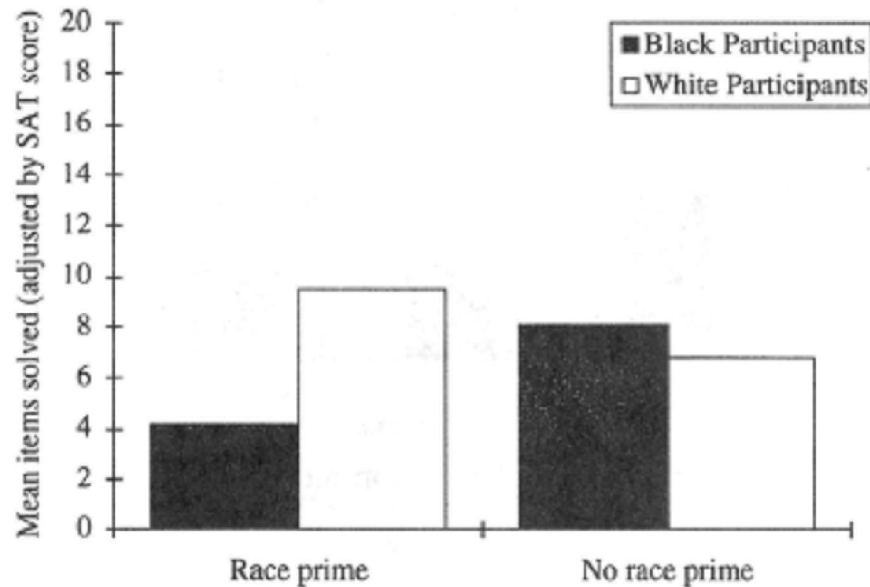
- The “race prime” condition in which participants are asked to answer a question on their ethnic background before taking the test.
- The “no race prime” condition, in which the respondents do not get this question.

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

Results

Figure 3

Mean Performance on a Difficult Verbal Test as a Function of Whether Race Was Primed



Note. SAT = Scholastic Assessment Test.

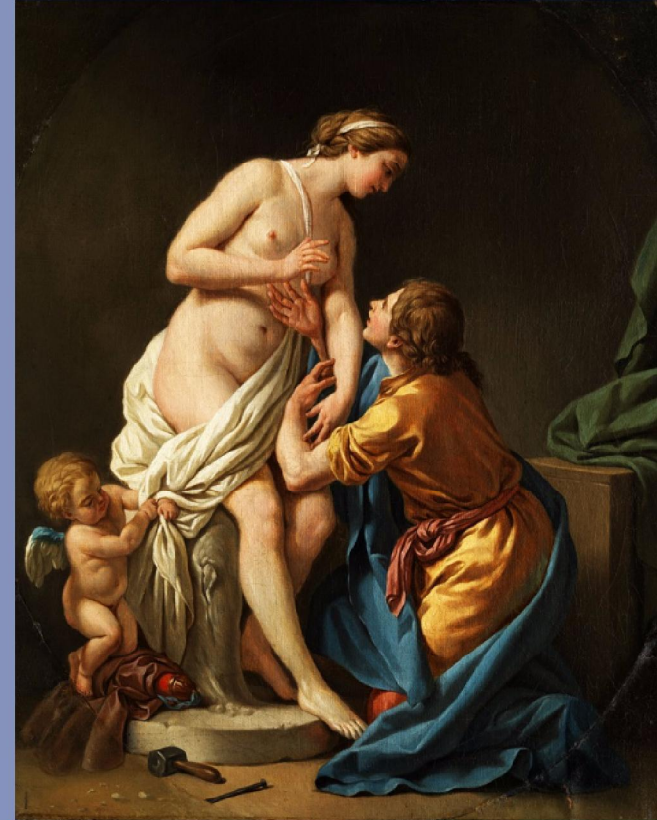
Stereotype threat

- The examples show that students start behaving according to their stereotype.
- When the stereotype is negative towards high achievement: -> can lead to “school disengagement”

Pygmalion effect

Teachers' expectancies affect students' academic progress

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



Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the Classroom*. New York: Holt, Rinehart & Winston.

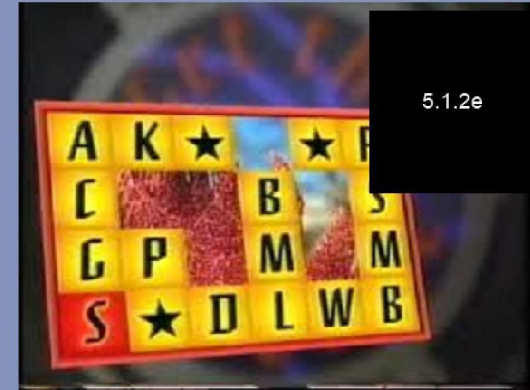
Teachers and Pygmalion effect

Factors underlying the Pygmalion effect in classrooms:

- Intellectual climate
- Input to individual students
- Response opportunities
- Feedback

Implicit associations

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



5.1.2e

This can lead to Aversive Racism

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

And further ...

<https://youtu.be/R5R57zPbm5I>

In conclusion

- Higher Education programs and staff contribute to the achievement gap
- 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 student groups