

# Inclusive Education

Reaching all you students

5.1.2e

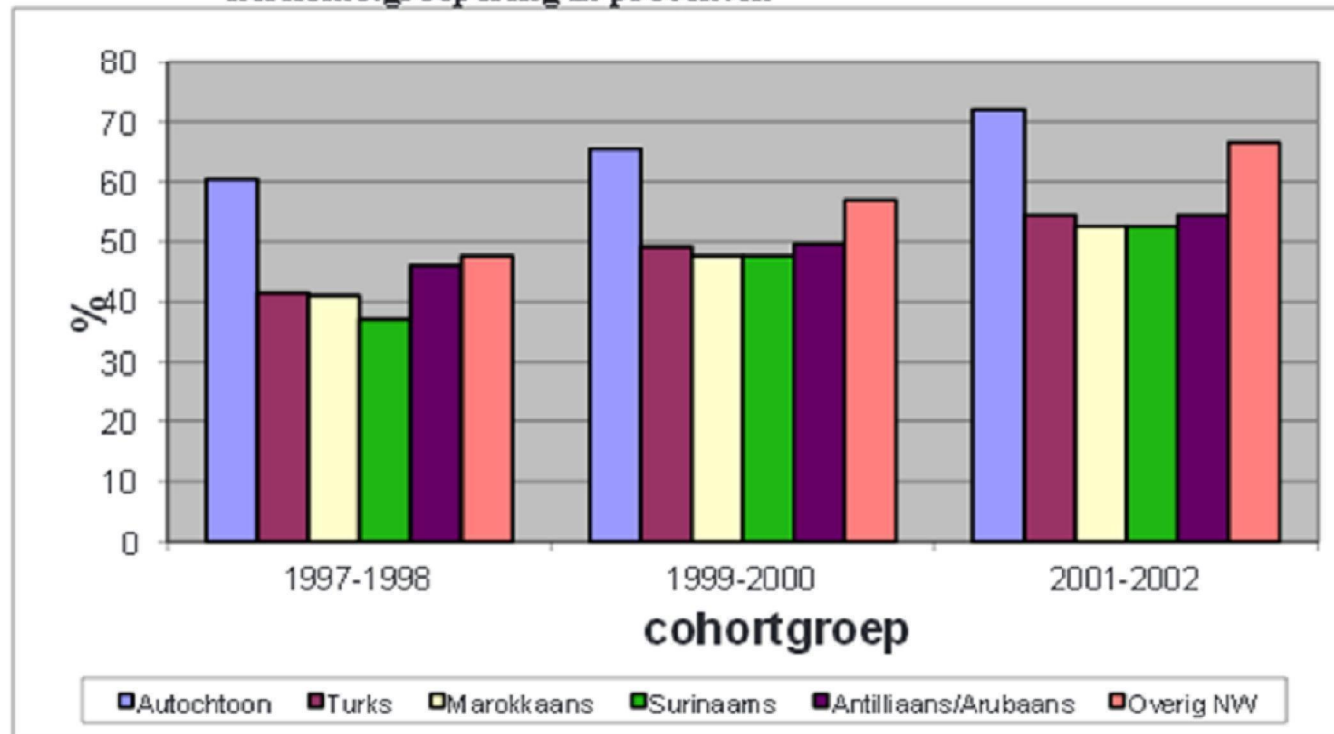


Universiteit  
Leiden

**ICLON**

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

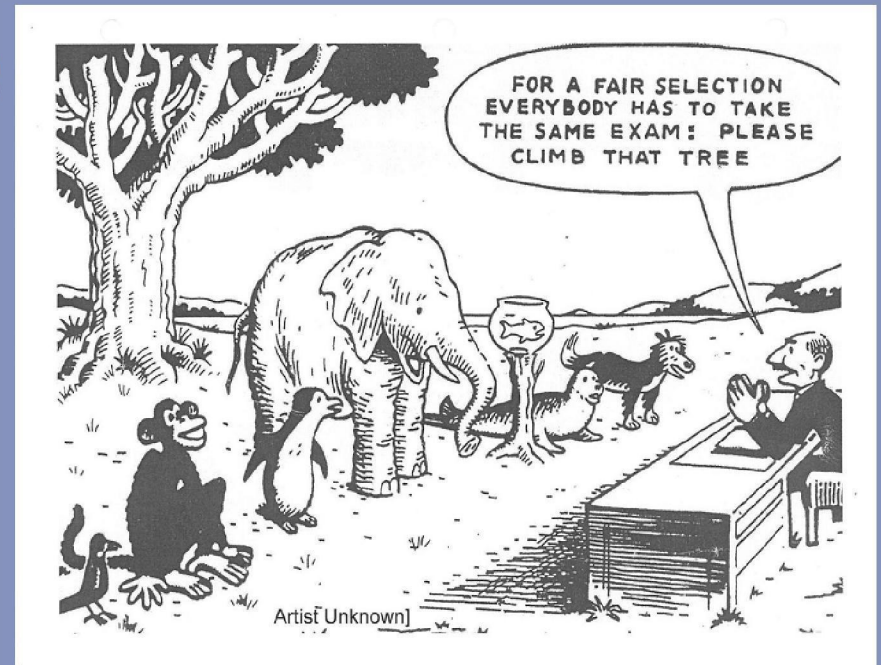
**Figuur 2.8** Studierendement na 7 jaar, wo-voltyjdstudenten naar cohort en herkomstsgroepering in procenten



Bron: CBS-StatLine, bewerking RW

# We Blame Their World

- Culture
- 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 can influence

- 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.

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# 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:

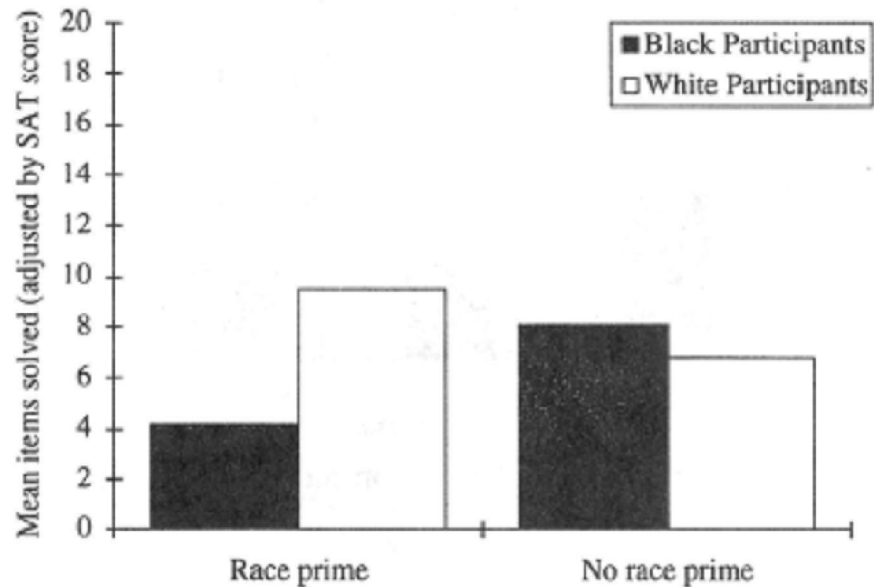
- The “race prime” condition in which participants are asked to answer a question on their ethnic background before taking the test.
- The “no race prime” condition, in which the respondents do not get this question.

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.



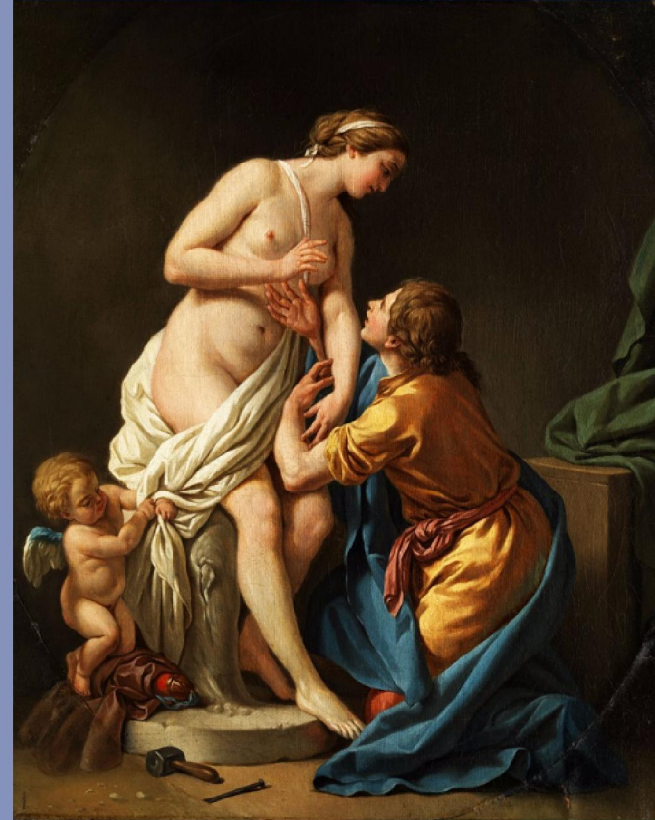
# Stereotype threat

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



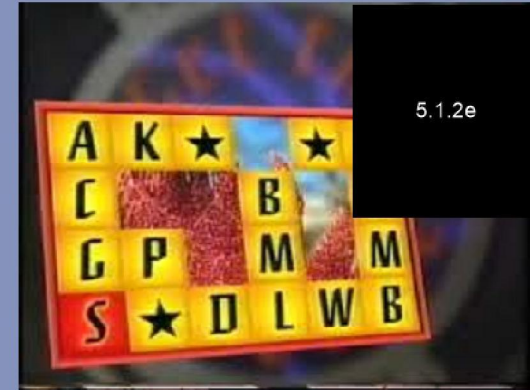
# Teachers and Pygmalion effect

Factors underlying the Pygmalion effect in classrooms:

- Climate
- Input
- Response opportunities
- Feedback

# 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>

# Hands on



- What would for you be a ‘challenging’ situation in you teaching with respect to *cultural diversity*?
- Share this situation with your colleagues; what would they do in such situations?



# 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 groups