



Understanding the Effects of Stigmas and Stereotypes, a UDL perspective

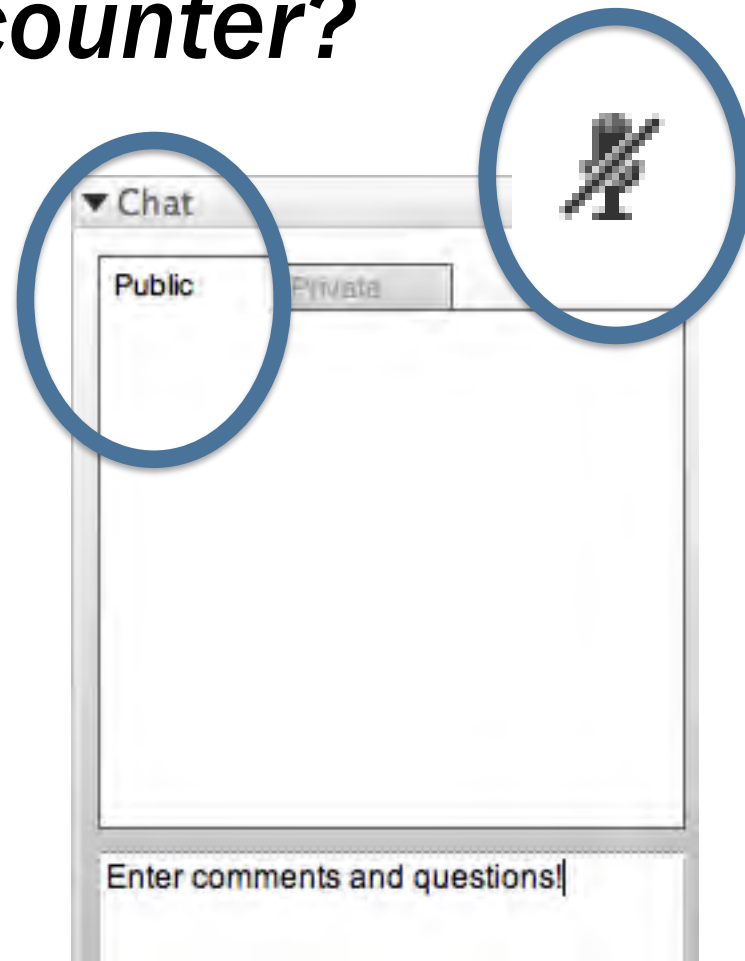
March 29, 2016

CAST free webinar series



What are some stereotypes your students encounter?

Feel free to make comments or ask questions throughout the conversation in the public chat box



Contribute to the conversation: CAST social media



Use **#CASTPL** in your tweets and posts!

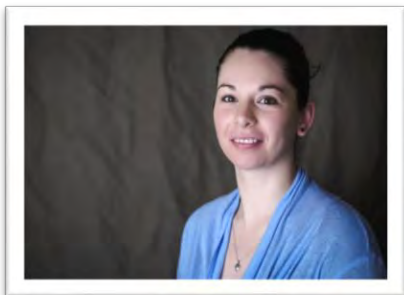
#UDLchat: 1st & 3rd Wednesdays of the month, 9-9:30pm ET



With us today:



Allison Posey



Alie Berg



Sami Daley



Goals for today:

- Define stereotype threat and classroom effects
- Discuss strategies to mitigate the effects of stereotype threat as align to UDL



What is stereotype threat?

The risk of confirming a negative stereotype about one's group.



What is NOT stereotype threat? (though also worrisome)

- Disadvantage due to limited background knowledge, limited language proficiency, etc
- Explicit bias against a particular group



What does the research show?

First: Stereotype threat can be triggered by aspects of the environment outside of our control

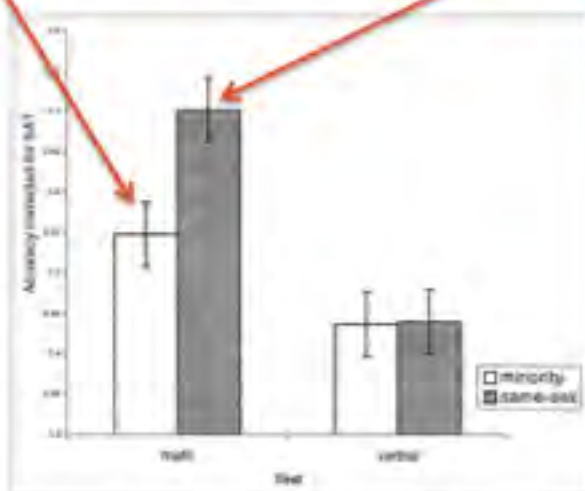
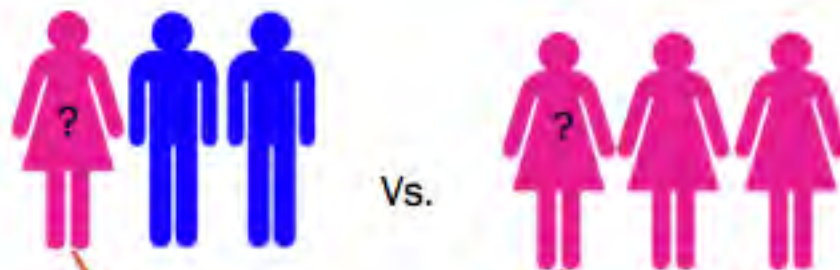
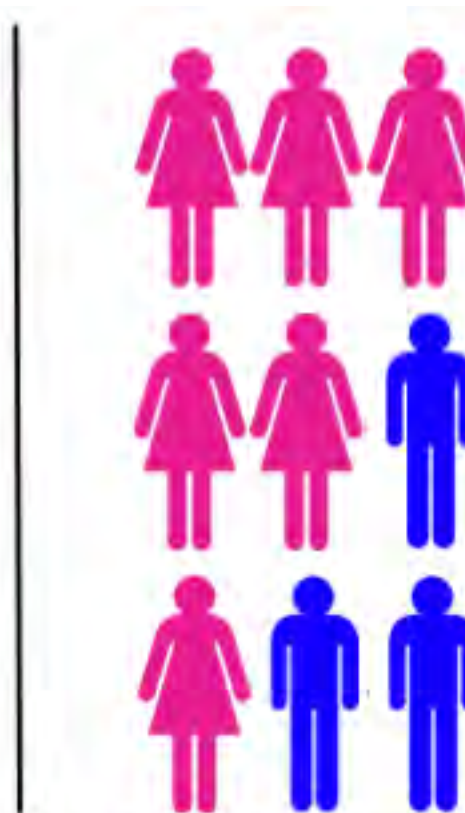


Fig. 2. Accuracy of test performance (correct for Scholastic Assessment Test (SAT) score) as a function of test composition of group and the type (same than numerical gender) class.



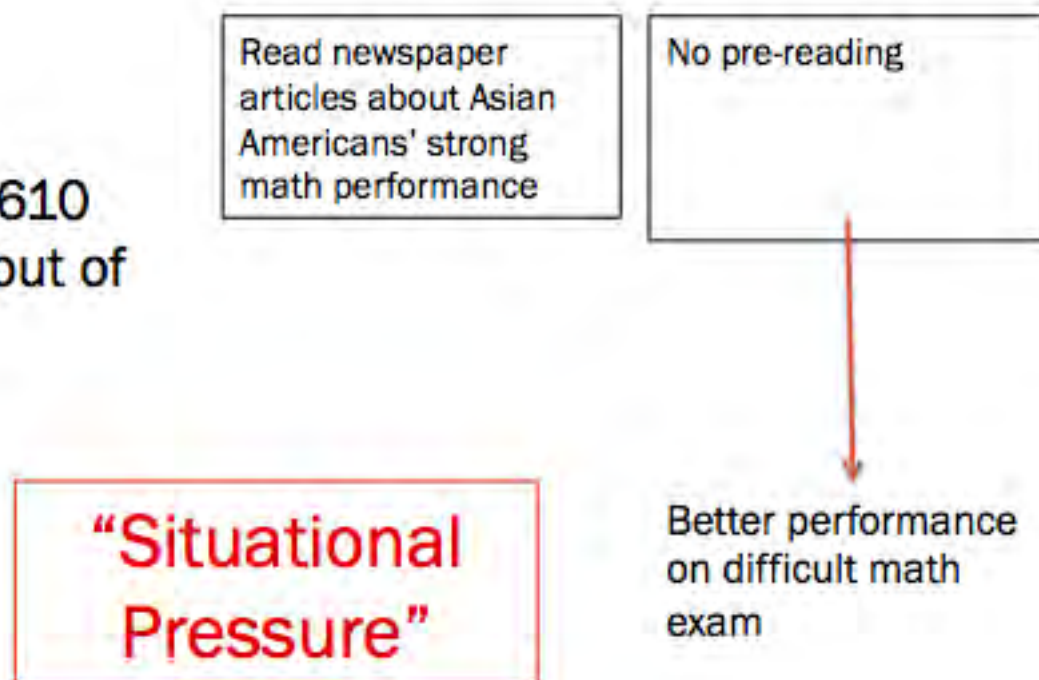
(Inzlicht & Ben-Zeev, 2000, *Psych Science*)



What else does the research show?

Second: We can also induce stereotype threat, even for groups you might think not vulnerable

- White males
- At Stanford
- Have above a 610 on Math SAT (out of 800)



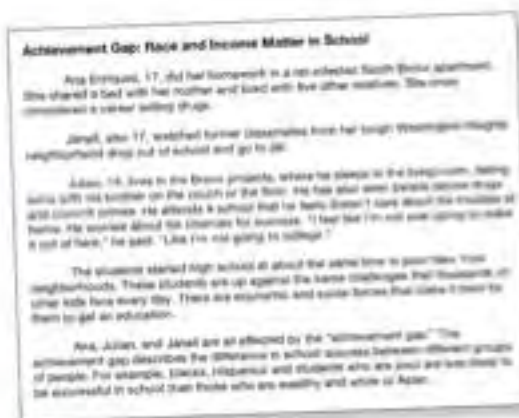
(Aronson et al., 1998, *Journal of Experimental Social Psychology*)



What did Inquiry Primed study?

Spring & Fall 2014

How does stereotype threat play out in 8th-grade science classrooms?



Funding for this research provided by the Discovery Research in K12 program at the National Science Foundation (#1313713)



Inquiry Primed Experimental Study

Spring & Fall 2014

How does stereotype threat play out in 8th-grade science classrooms?

Students, teachers, and observers all rated “threat” days as having **lower levels of collaboration and student interaction** than non-threat days ($p < .05$).

How did today's class make you feel about yourself? Why?

“Today in class I felt comfortable, because my partner listened to my ideas.”

“It made me feel smart because I gave good ideas to my group.”

“Ok - although sometimes a small amount of negativity can cast a bad shadow on the class”

“stupid people said I was stupid”



Inquiry Primed Experimental Study

Spring & Fall 2014

Overall take-aways:

- 1) This is a risk not just for certain students, but for ALL students, and
- 1) Stereotype threat meaningfully affects the kinds of collaborative, inquiry-based experiences that we know are important to developing as scientists



What are some mitigation strategies?

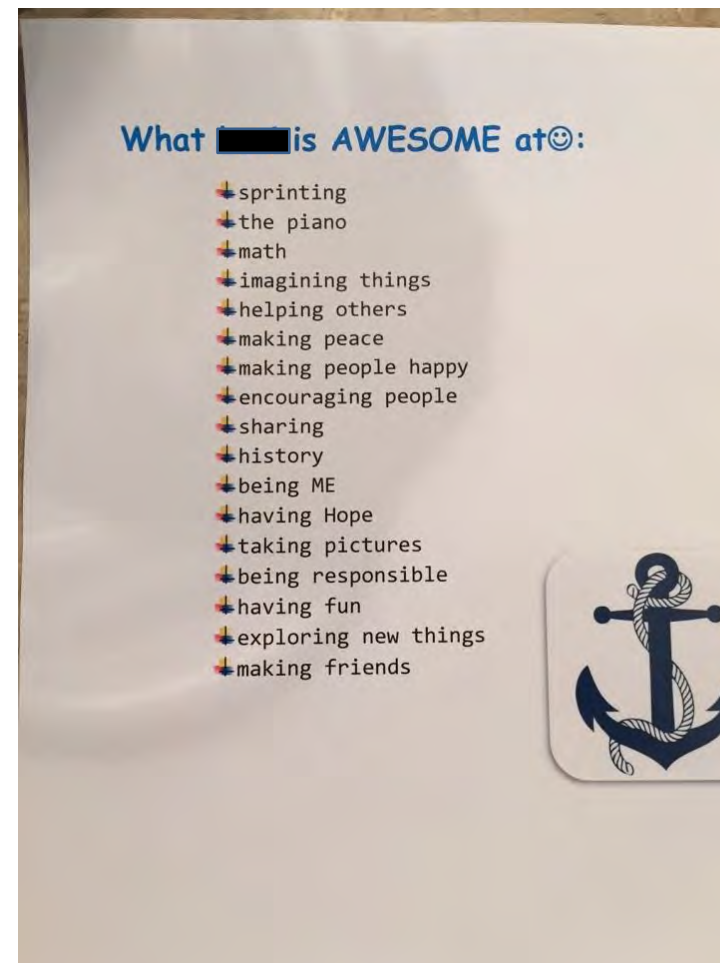
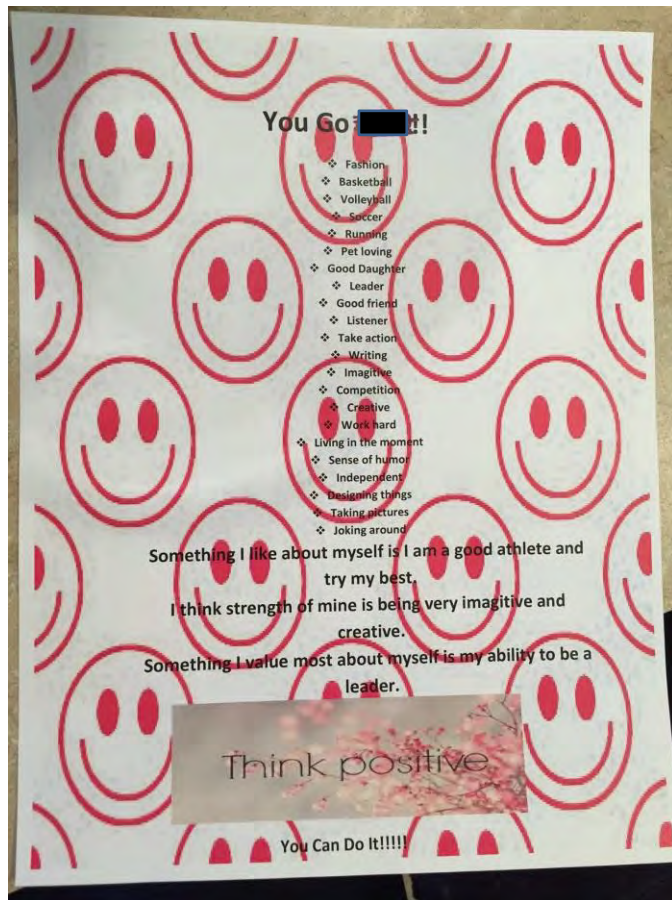
We have identified three areas of focus to improve inquiry-based science instruction.

1. Instruction

2. Feedback as a lever

1. Fostering peer-to-peer interactions





For more about this kind of intervention: <https://www.perts.net/resources>



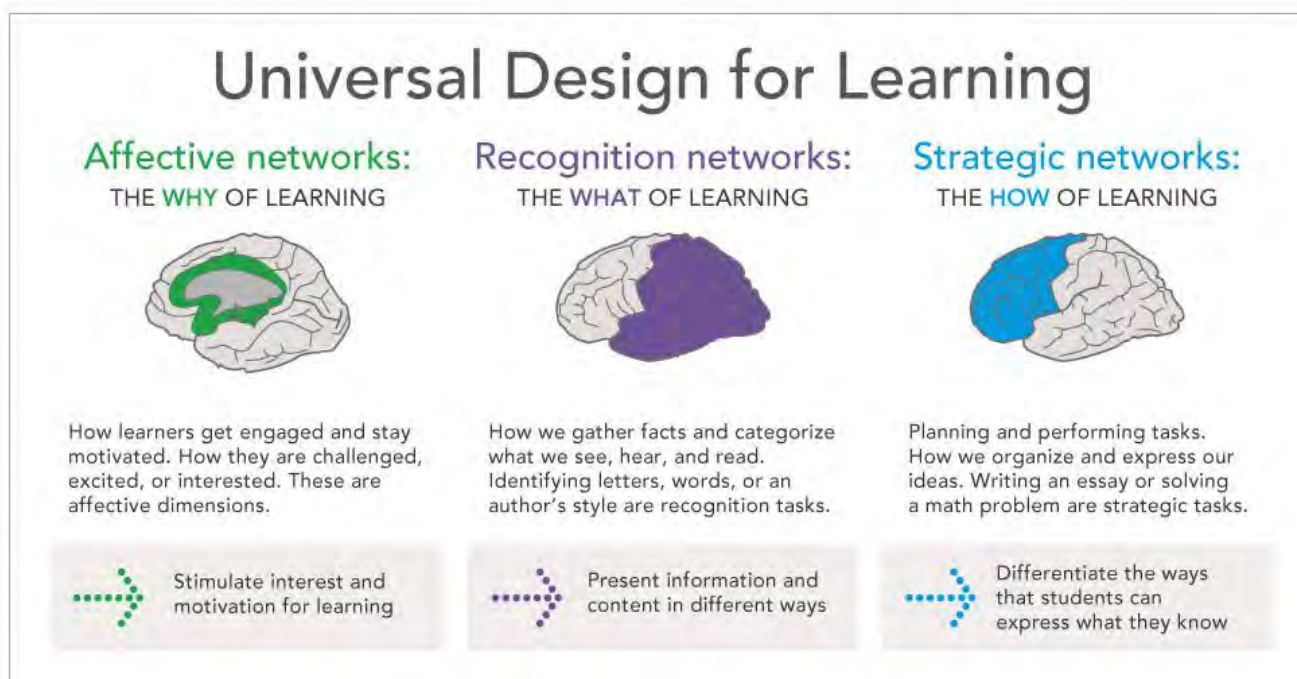
Print out the front and back of this card and keep it handy as you practice giving Mastery Oriented Feedback

Mastery oriented goals and feedback phrases to get you started:						
<i>Model the commitment to learning and understanding that you want your students to exhibit.</i>	<i>Focus attention on students effort and strategy use, not on abilities or intelligence.</i>	<i>Teach adaptive learning strategies.</i>	<i>Encourage student involvement and a sense of personal responsibility.</i>	<i>De-emphasize the negative consequence of making errors.</i>	<i>Decrease emphasis on social comparison.</i>	<i>Foster the establishment of realistic, but challenging goals.</i>
<p>"When I first tried to do this, I had trouble with _____.</p> <p>I kept at it and I eventually figured it out. That helped me to better understand."</p>	<p>"I like how you tried _____ and then thought of other ways to answer the challenge."</p>	<p>"I notice that you are thinking deeply about _____. That kind of thinking is going to help you improve even more."</p>	<p>"This was your personal best so far. Keep using these strategies to keep improving."</p>	<p>"I like how you looked at your results and saw how you could use them to redesign your experiment."</p>	<p>"Look at all the areas where you made improvements. That shows how the strategies you've used are helping you grow as a learner."</p>	<p>"What goals would you like to set next? Let's think about the steps to take that will help you move forward toward those goals."</p>
<p>"I like that this isn't easy or obvious. It's fun to figure out the challenge."</p>	<p>"Your effort really shows in this."</p>	<p>"That's a really productive approach."</p>	<p>"It's important that we hear questions from as many people as possible. It's the questions that scientists ask that decide what research they will do next."</p>	<p>"It's good that, when it didn't come to you at first, you kept trying to figure it out. That's a great way to learn."</p>	<p>"It's good to see you taking responsibility for your learning this week."</p>	<p>"You've made improvements in _____. Now let's focus some time on the areas that are a little more challenging for you to build your strengths in those areas, too."</p>



Anticipated challenges?

How can UDL help?



Questions, comments



“Must have” resources

Read:

- To learn more about [stereotype threat](http://reducingstereotypethreat.org) and the research around it, visit reducingstereotypethreat.org

Watch:

- In “What is Stereotype Threat?”, YouTube author Conjecture provides a quick, engaging overview of stereotype threat, associated research, and examples of its impact. <https://www.youtube.com/watch?v=iOLdxZC3Yp8>
- “How Stereotype Affect Us and What We Can Do: An Introduction to Stereotype Threat” Facing History and Ourselves presents Jonathan Lykes and Researcher Claude Steele with an overview of stereotype threat. <https://www.youtube.com/watch?v=KvLj30IQHuE>

Listen:

- This American Life presents “550: Three Miles,” an amazing audio story about an exchange program between two NYC schools of drastically different economic status, and what happens to some of the students over time. <http://www.thisamericanlife.org/radio-archives/episode/550/three-miles>



Learn more from CAST

CAST ABOUT CAST ▶ **OUR WORK** ▶ WORK WITH US ▶ WHAT'S NEW

Home / Our Work / Research & Development

Research & Development

Research with us

<http://www.cast.org/our-work/research-development>



Learn more from CAST

Announcing: CAST's 2nd Annual UDL Symposium!

August 8-10, 2016

Harvard Law School

<http://castprofessionallearning.org/>



Thank you!

Take our webinar survey:

<http://bit.ly/castpl-stigma-webinar>

cast.org

castpl.org

castpublishing.org

aem.cast.org

