TUSD CRP

Biases
• So we have history, but how did we get there? Why are we here today?
• “Psychology of evil”—first and foremost all humans are capable of hate.
• https://www.youtube.com/watch?v=OsFEV35tWsg
• We see countless examples when people are in positions of explicit power:
  – Police brutality
  – Prison
• But “power and status” is also implicit in society
• Dog whistle – dividing and conquering to maintain elite status and keep all others down
Precursors to understanding events targeting groups who have been marginalized in the US

• [https://www.youtube.com/watch?v=J3Xe1kX7Wsc](https://www.youtube.com/watch?v=J3Xe1kX7Wsc)
Social Processes that Lead to “Evil”

• Mindlessly taking the first small step
• Dehumanization of others
• Deindividuation of self (anonymity)
• Diffusion of personal responsibility
• Blind obedience to authority
• Uncritical conformity to group norms
• Passive tolerance through inaction or indifference
Formal vs. Informal Curriculum
Formal Curriculum

• State standards set the stage for *what* must be taught

• Local control versus CCSS $\rightarrow$ still formal curriculum
  – Objectives for what will be taught/what students should know
Formal Curriculum

Course Objectives:

Students will:

• demonstrate an understanding of the history of public education and be able evaluate the ways in which its purposes and consequences, intended and unintended, have changed over time

• evaluate issues in contemporary public education, using evidence from both research and legal decisions
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Intended by 67% of the 21 states: ○
Intended by 83% of the 21 states: ○
Intended by all of the 21 states: ●

Figure 4. Mathematics topics intended at each grade by a majority of the 21 states. V - 145, p. 8
Informal or “Hidden” Curriculum

1. Policies (inherently political) that reflect what matters in the classroom (and influence learning)
   - Class size
   - Retention
   - Tracking
   - Language (here in AZ, Spanish immersion to native English speakers to promote bilingualism is okay, but not for ELs)
   - Abstinence only education
   - Homework
   - School uniforms
   - Length of school day/year
   - Pre-K/Full day kindergarten
   - Character education
   - Bullying policies
Informal or “Hidden” Curriculum

- Things that are not part of the formal curriculum that are learned

- [https://www.youtube.com/watch?v=YshUDa10JYY](https://www.youtube.com/watch?v=YshUDa10JYY)
Informal Curriculum

• Many scholars argue that the *curriculum is political* because of what it does and does not teach

• ...and what is not part of the formal curriculum is also learned and is also political
  – Gender roles
  – Censorship
  – Whose view of history?
  – Stereotypes
  – *We’ll focus on stereotypes today….they are built in many ways by messages embedded in the informal curriculum—what is NOT explicitly taught*
Part One: 
Intelligence is Fragile
“Human intelligence is among the most fragile things in nature. It doesn’t take much to distract it, suppress it, or even annihilate it.”

--Neil Postman
The Fragility of Intelligence

• Stereotype Threat/
  Identity threat
  (Whistling Vivaldi by
  Claude Steele)
Stereotype/Identity Threat

Apprehension arising from the awareness of a negative stereotype or personal reputation in a situation where the stereotype or identity is relevant, and thus confirmable (but it must be something we care about)

– Everyone experiences this in some form
– It is dependent on the scenario and stereotypes
Stereotype Threat: No Explicit Bigotry Required
Laboratory Experiment on Stereotype Threat

- SATs were underpredicting GPA for minorities at University of Michigan
  - Talent was there, but why not the performance?

- Measure: Blacks’ and Whites’ Verbal GRE Performance

Verbal Test Performance

- White
- African American

# of items solved

STEREOTYPE THREAT

NO STEREOTYPE THREAT
Verbal Test Performance

![Bar chart showing the number of items solved under stereotype threat and no stereotype threat for African American and White participants.](chart.png)
Laboratory Experiment on Stereotype Threat

Method: Inducing the Relevance of Race

Measure: Blacks’ and Whites’ Verbal GRE Performance

Steele & Aronson (1995)
Math Test Performance
Of College Men and Women
(Spencer, Steele & Quinn, 1999)
Verbal Test Performance

- White: 8 items solved
- African American: 4 items solved

Atasked to indicate race, the white participants solved more items compared to the African American participants. When not asked to indicate race, the number of items solved was minimal for both groups.
Verbal Test Performance

- **Asked to Indicate Race**
  - African American: 4
  - White: 8

- **Not Asked to Indicate Race**
  - African American: 7
  - White: 8

# of items solved
Additional Studies Finding Performance Effects

- Latinos taking verbal tests
- Elderly taking short-term memory tests
- Low SES Students taking verbal tests
- Women taking tests of driving
- White males taking tests of social sensitivity
- White males taking math tests...
Math Test Performance
Of College Men and Women
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Math Test Performance
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- White males taking tests of social sensitivity
- White males taking math tests...
When White Men Can’t Do Math
When White Men Can’t Do Math

Test of Your Math Ability Relative to Asians

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<table>
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<th>Test of Your Math Ability</th>
<th>Test of Your Math Ability Relative to Asians</th>
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Educational Testing Service
Field Study:

Asking About Gender before or After
Before Taking AP
ETS Field Study:
Asking Gender Before Taking AP Calculus Test Hurts Girls

Educational Testing Service Study: Asking Gender Before AP Calculus Test Hurts Girls, Helps Boys

![Bar chart showing AP Formula Score comparison between Inquiry Before and Inquiry After for Female and Male students.](chart.png)
Danaher and Crandall (2008)  
Reanalysis of ETS Study  

“Women benefited substantially on the calculus test when demographics were asked after testing rather than before. This simple, small, and inexpensive change could increase U.S. women receiving AP Calculus AB credit by more than 4,300 every year.”
WHY?!?

- It reduces the space in our working memory—the place where we process information

- [https://www.youtube.com/watch?v=DHMF-bVxlkc](https://www.youtube.com/watch?v=DHMF-bVxlkc)

- @ 1:28 White with a mic
• [http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html)

• See what happens in particular on Day 2 (at about 2:45)
General Conclusions from 300 Studies

• One need not believe the stereotype is true to feel the pressure to disprove it (heart rate study), but believing appears to increase ST

• ST can affect even those students with lots of ability and lots of confidence in their abilities, from any group, in any setting

• Stereotype threat can arise as a function of grouping alone; integrated groups trigger it

• Underperformance mediated by stress and anxiety, reduced working memory capacity, and reduced self-regulation capacity

• Stereotype threat influences GPA as well as immediate performance
Claude Steele on Stereotype Threat

- https://www.youtube.com/watch?v=failylROnry
Stereotype Vulnerability: Risk Factors for Underperformance

– Acceptance of the stereotype as maybe true
– Expectations of prejudice
– Belief that tests are biased against minorities; mistrust
– High levels of academic engagement--Caring
Chronic Stereotype Vulnerability Can lead to Lower Ability
Chronic Stereotype Vulnerability Can lead to Lower Ability

• Avoidance of Challenge/practice
• Academic Self-concept/Ambiguity
• Disidentification/Disengagement
• Lower Ability
Challenge Avoidance

![Bar chart showing desired problem difficulty for Latino and White participants with and without stereotype threat.]

- **Latino**
  - Stereotype Threat: Lower difficulty level
  - No Stereotype Threat: Higher difficulty level

- **White**
  - Stereotype Threat: Higher difficulty level
  - No Stereotype Threat: Similar to Latino

The chart illustrates the difference in desired problem difficulty between Latino and White participants, with and without stereotype threat.
Disidentification Among College Students

Stanford University Survey:
“Considering all the things that matter to you, how much do you care about academics?”

Part Two:

Reducing Threat
Reducing Stereotype Threat:
The role of conceptions of intelligence

“The mind is much more like a muscle than we’ve ever realized... it needs to get cognitive exercise. It’s not some piece of clay on which you put an indelible mark.”

James Flynn, intelligence expert, 2007
Questions

Are you an entity theorist? Or an incremental theorist?

Do you believe ability is fixed; you either have it or you don’t?

OR

Do you believe ability is malleable; you can change it with effort?
What if you were led to believe ability is malleable? Would it reduce effects of stereotype threat?

Method: Framing test as a measure of a fixed or a malleable ability

Measure: Blacks’ and Whites’ Test Performance
Conceptions of Ability and Test Performance

![Bar Chart]

- **Non-improvable Ability**: 1
- **Like SAT Verbal**: 3
- **Improvable Skill**: 6

V - 145, p. 49
Conceptions of Ability and Test Performance

![Bar chart showing comparison of non-improvable ability, like SAT verbal, and improvable skill.]

- Non-improvable Ability: 3
- Like SAT Verbal: 5
- Improvable Skill: 6

V - 145, p. 50
Conceptions of Ability and Test Performance

![Bar chart showing the number of items solved in different categories: Non-improvable Ability, Like SAT Verbal, Improvable Skill. The chart compares the performance in these categories.](image)
Reducing the effects of Stereotype Threat In the real world: Shaping implicit theories

Question: Can getting people to believe in expandable intelligence reduce effects of stereotype threat on GPA?

- Method: Belief change
- Measure: End of year GPA
Year End Follow-Up:

- **Aronson, Fried & Good (2002).** *Journal of Experimental Social Psychology.*

\[
\begin{array}{c|cc|c}
& AA & W & \text{GPA} \\
\hline
\text{MALLEABLE} & 3.32 & 3.55 & 3.05 \\
\text{CONTROL} & 3.34 & &
\end{array}
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Reducing Stereotype Threat in Middle School: A field Intervention

Question: Can psychological intervention raise test scores of minoritized students?

• Method: mentoring study; belief change
• Conditions:
  – Malleability of intelligence
  – Role Models: senior students who stress the normality of early difficulty
  – Control (drug abuse message)
• Measure: Texas Assessment of Academic Skills (TAAS)
7th Grade Reading TAAS--Latinos

7th Grade Reading TAAS--Latinos

7th Grade Girls’ Math TAAS

7th Grade Girls’ Math TAAS

Success

what people think it looks like

what it really looks like
Reducing Stereotype Threat: The role of awareness

Question:
Can understanding Stereotype threat reduce its effects?

Method: Forewarning about ST or Test Anxiety

Measure: Blacks’ Test Performance a week later
African American’s GRE Performance

![Bar chart showing GRE scores](chart.png)
African American’s GRE Performance

- Forewarning-ST
- Forewarning-Test Anxiety
- Control

- Stereotype threat
- No stereotype threat
Writing study

• The question was: How does a White teacher give critical feedback that can be trusted and motivating?

• African American and White college students, matched on language and writing ability.

• They all had to write an essay, and assigned to one of three conditions:
Writing study

• Unbuffered criticism: typical evaluation

“Your essay needs work in several areas”
Writing study

• Positive buffer

“Overall, nice job”
Writing study

• Wise criticism: high, tangible standards

“It's obvious to me that you've taken your task seriously and I'm going to do likewise by giving you some straight forward, honest feedback.”

“I wouldn't go to the trouble of giving you this feedback if I didn't think, based on what I've read in your letter/essay, that you are capable of meeting the higher standard.”
Why did it work?

According to Steele,

“It resolved their interpretative quandary. It told them they weren’t being seen in terms of the bad stereotype about their groups’ intellectual abilities, since the feedback user used high intellectual standards and believed they could meet them. The motivation they had was released.”
Strategies to Reducing Effects of Stereotype Threat:

• De-emphasize ability; emphasize effort, persistence...but caution on “grit!”

• Exposure to Role Models

• Awareness of the external difficulties: Normalizing struggle

• Formative feedback

• Stress the malleability of intelligence