

APPENDIX V – 145

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>

Social Processes that Lead to “Evil”

- Mindlessly taking the first small step
- Dehumanization of others
- Deindividualization 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

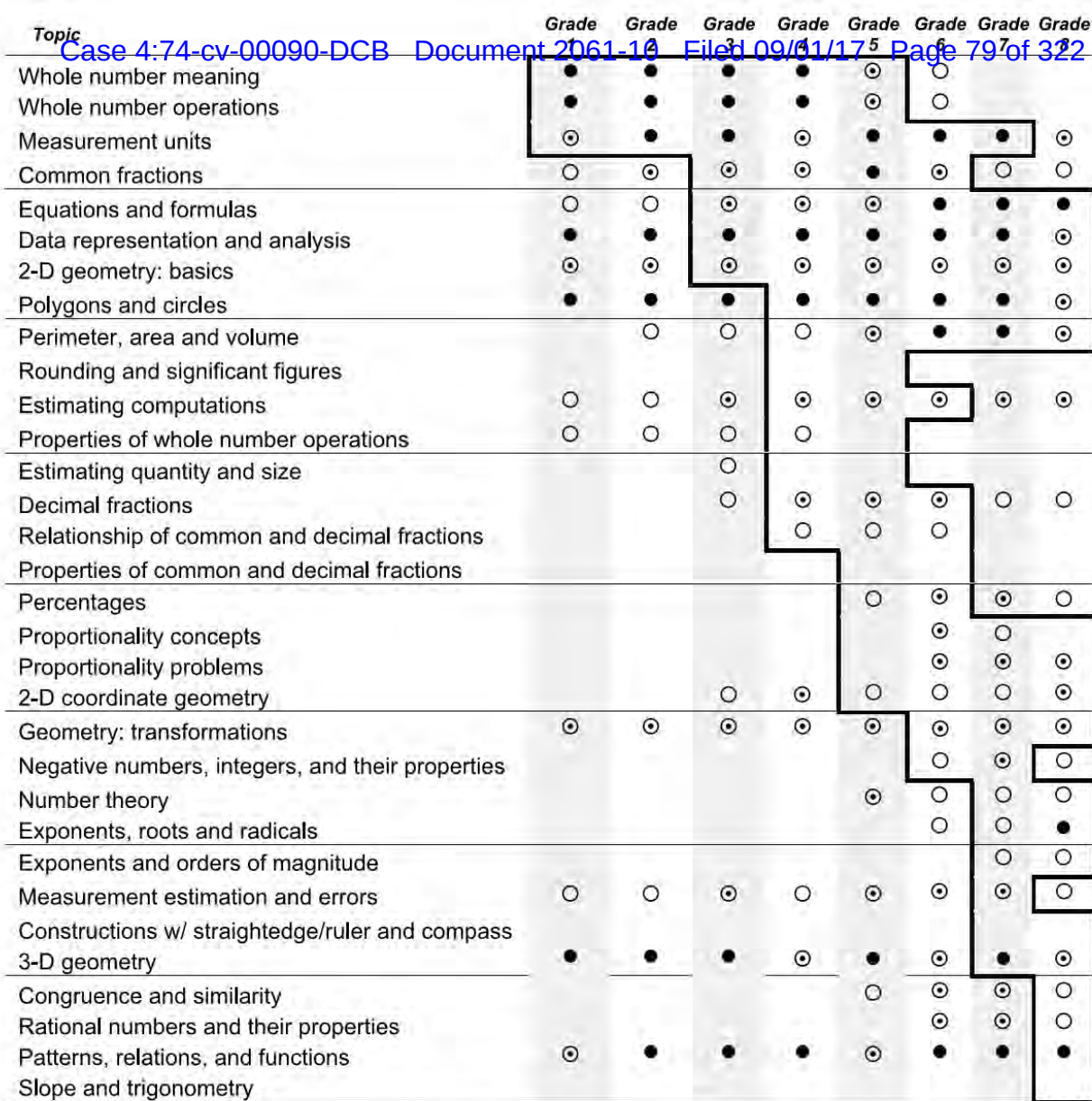
- State standards set the stage for *what* must be taught
- Local control versus CCSS → still formal curriculum
 - Objectives for what will be taught/what students should know

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



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

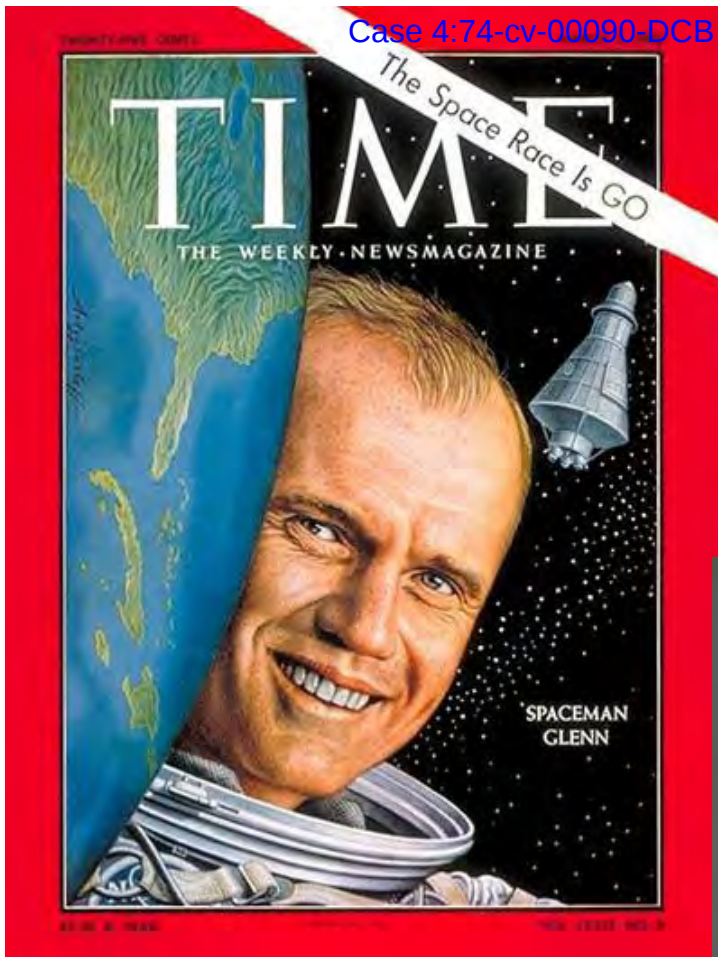
1. Policies (inherently political) that reflect what matters in the classroom (and influence learning)
 - Class size
 - Retention
 - Tracking
 - Language (here in AZ, Spanish immersion to native English speakers to promote bilingualism is okay, but not for ELs)
 - Abstinence only education
 - Homework
 - 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>

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***





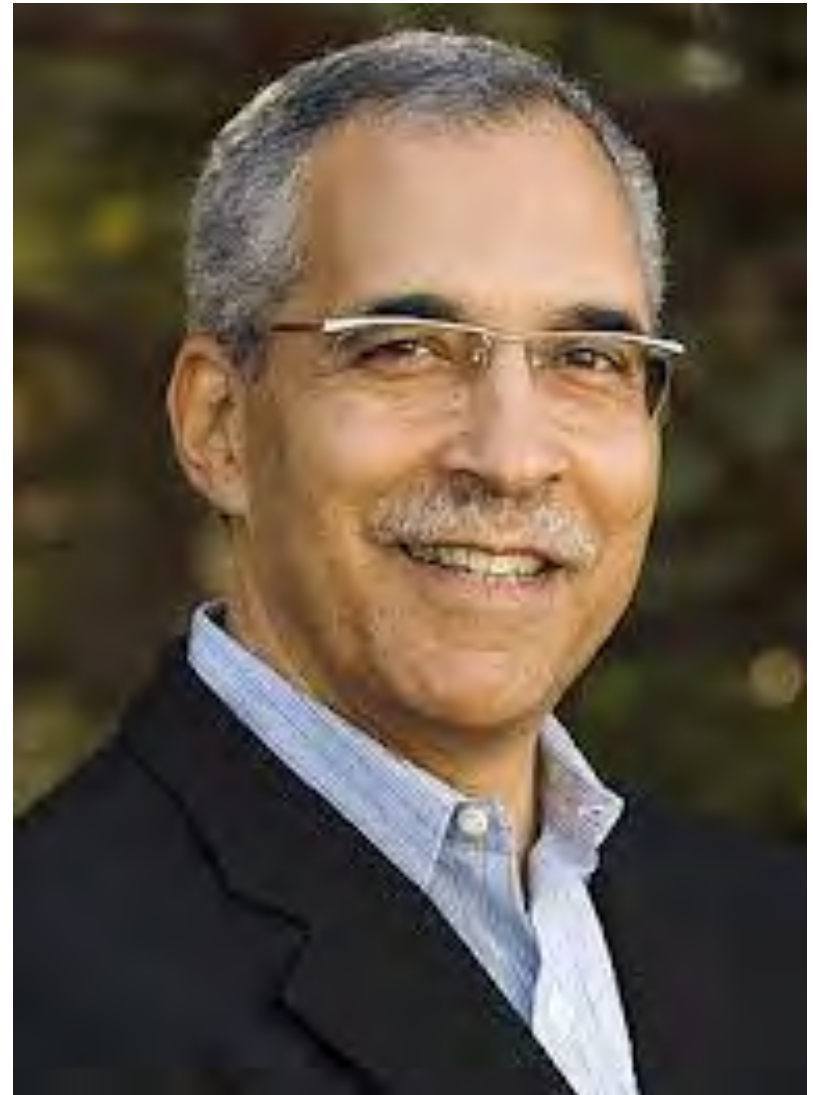
Part One: Intelligence is Fragile

“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)

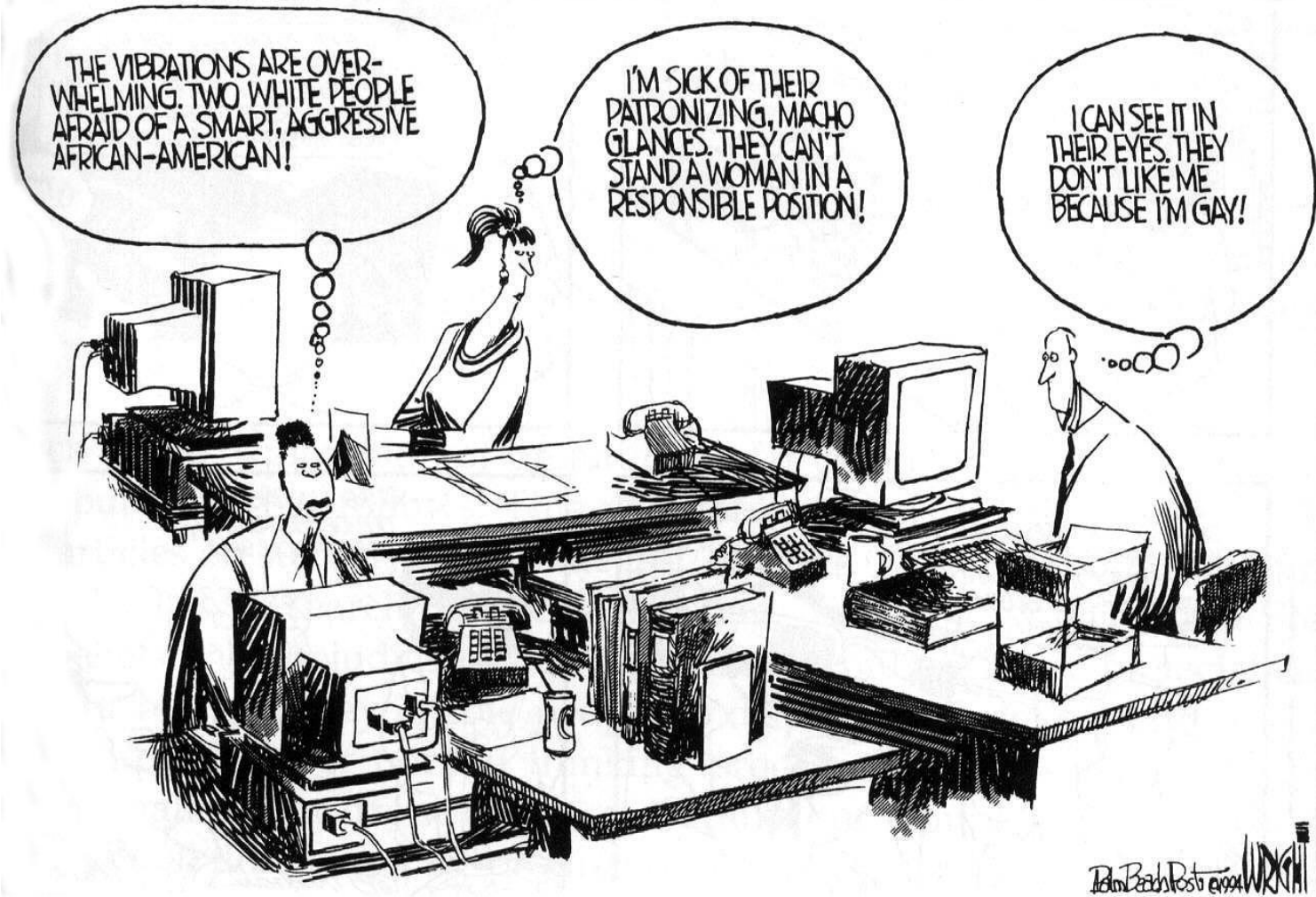


Stereotype/Identity Threat

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

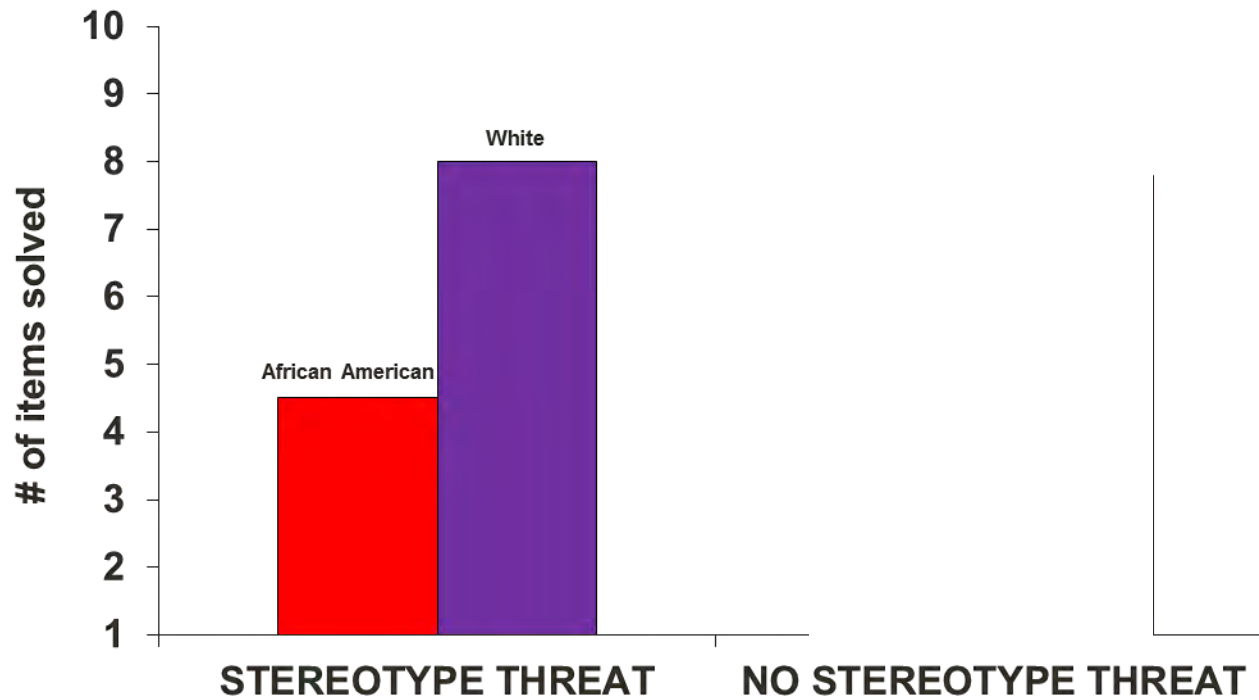


Laboratory Experiment on Stereotype Threat

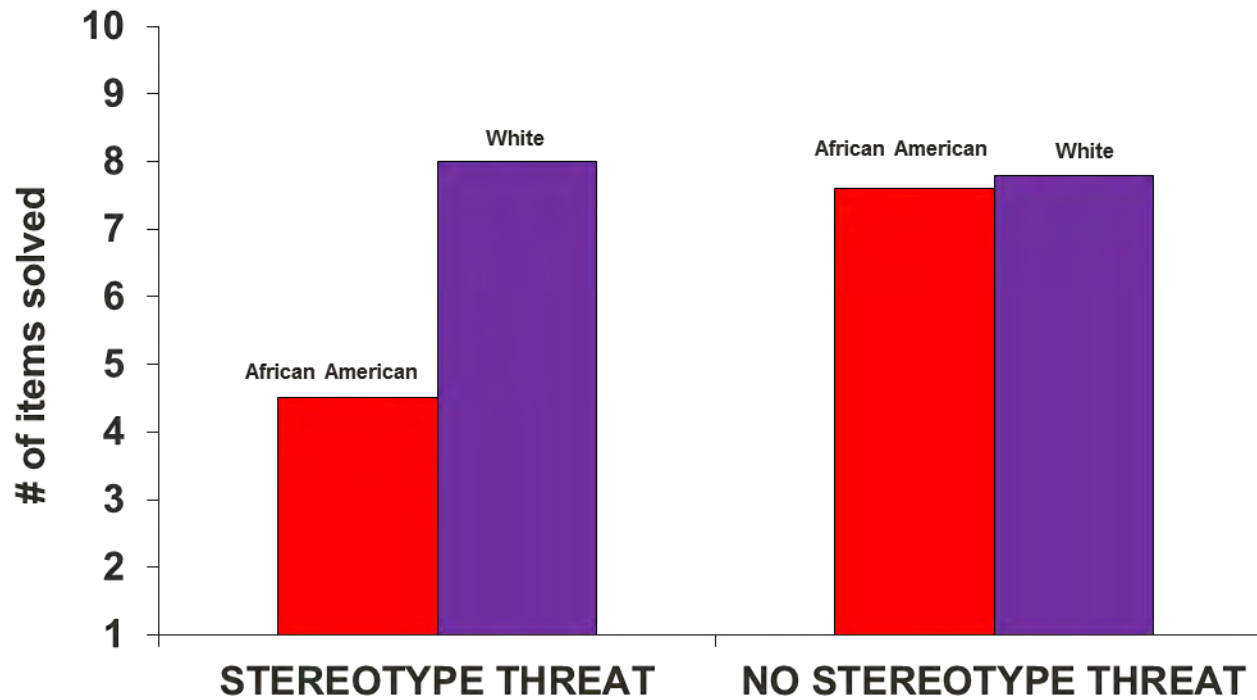
- SATs were underpredicting GPA for minorities at University of Michigan
 - Talent was there, but why not the performance?
- Measure: Blacks' and Whites' Verbal GRE Performance

Steele & Aronson (1995). *Journal of Personality and Social Psychology*.

Verbal Test Performance



Verbal Test Performance



Laboratory Experiment on Stereotype Threat

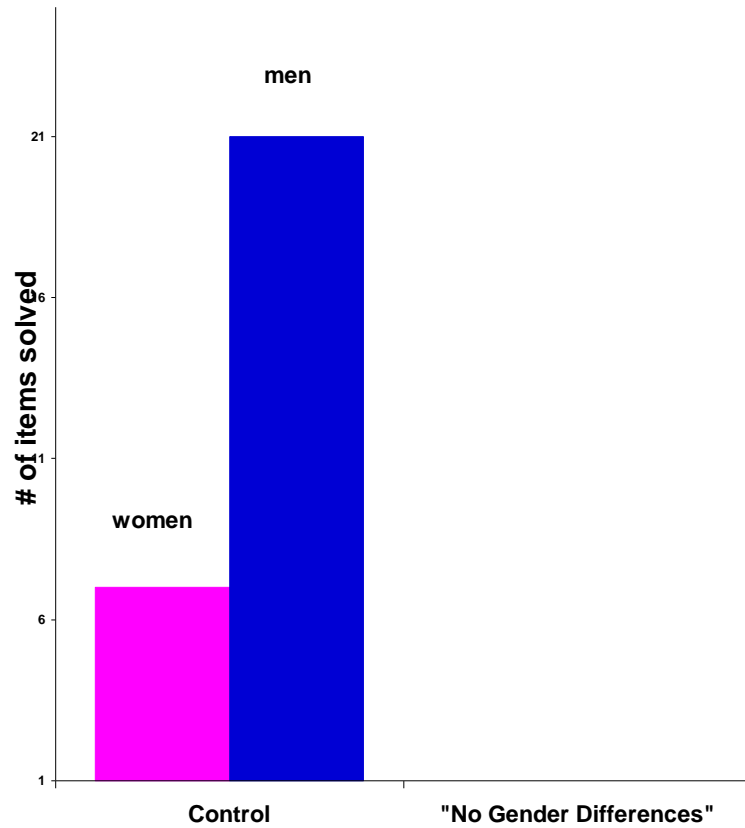
Method: Inducing the Relevance of Race

Measure: Blacks' and Whites' Verbal GRE
Performance

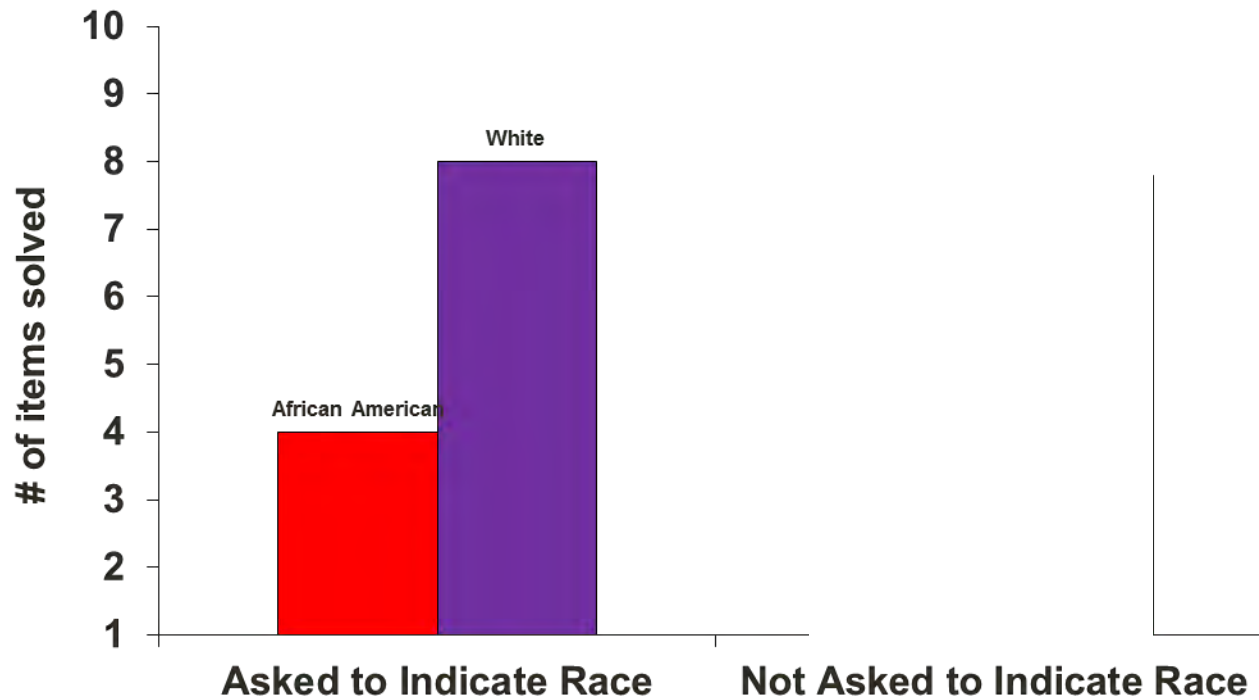
Steele & Aronson (1995)

Math Test Performance Of College Men and Women

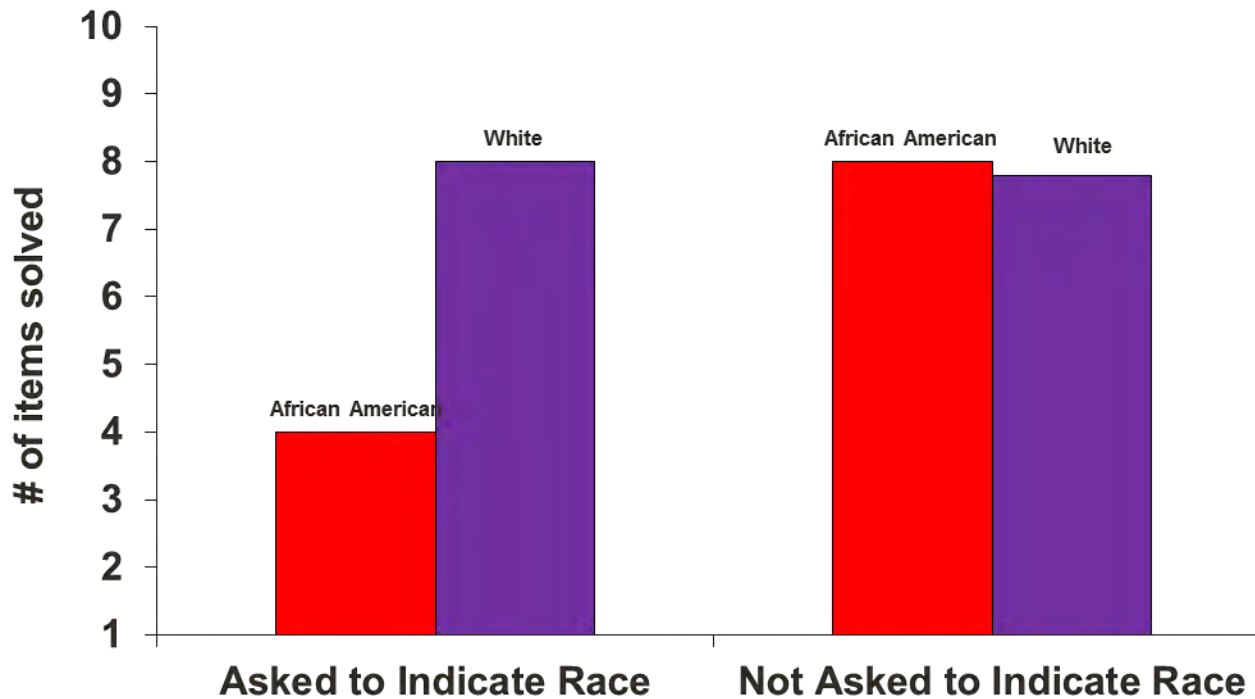
(Spencer, Steele & Quinn, 1999)



Verbal Test Performance



Verbal Test Performance

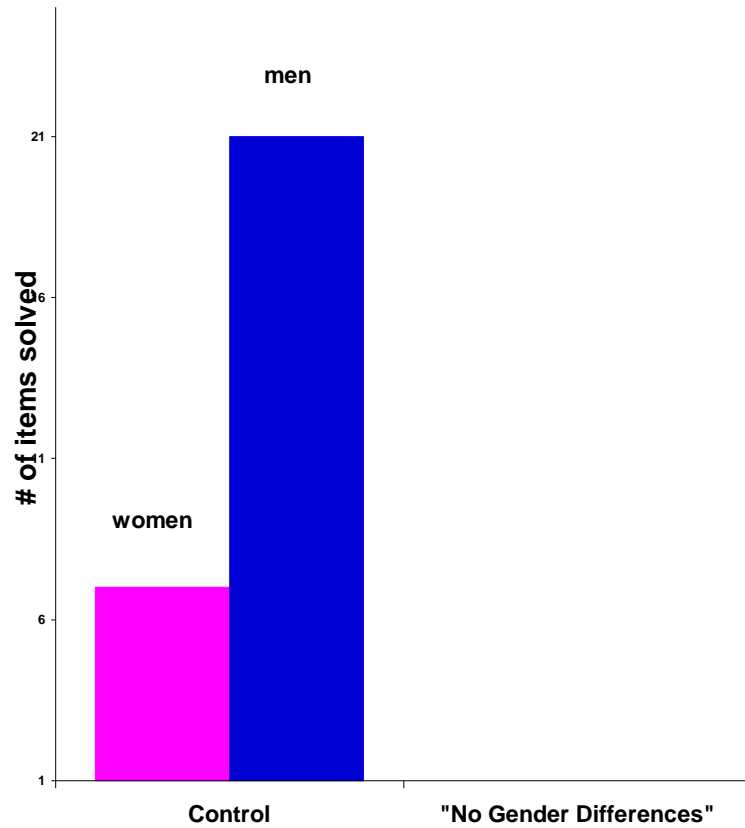


Additional Studies Finding Performance Effects

- 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...

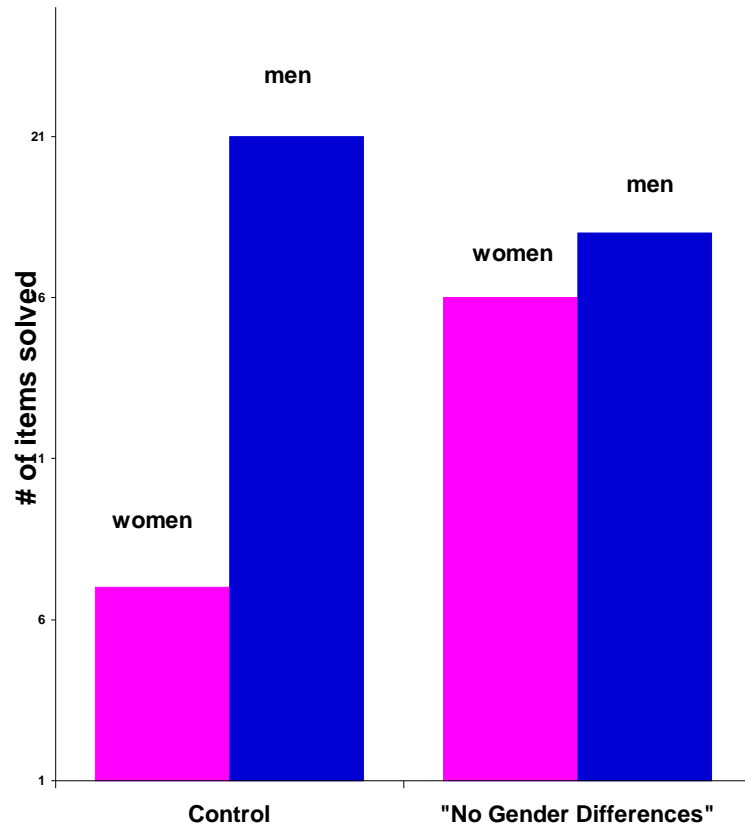
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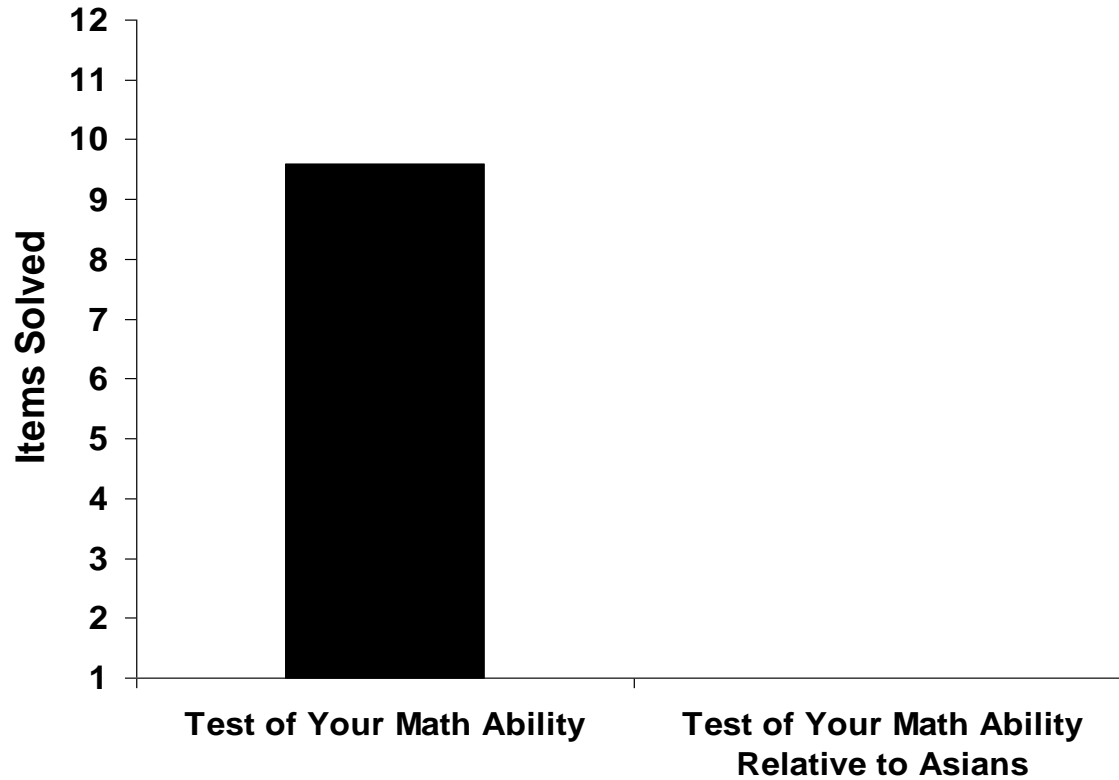


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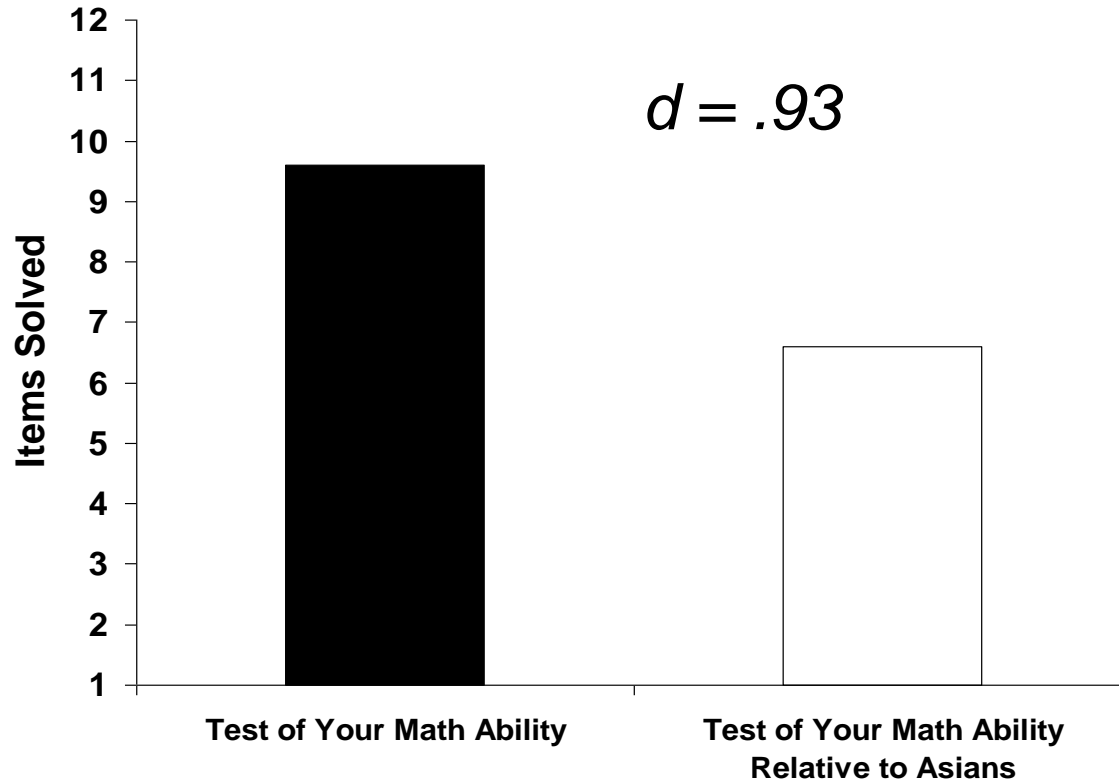
When White Men Can't Do Math

Aronson, et al., (1999). *Journal of Experimental Social Psychology*.



When White Men Can't Do Math

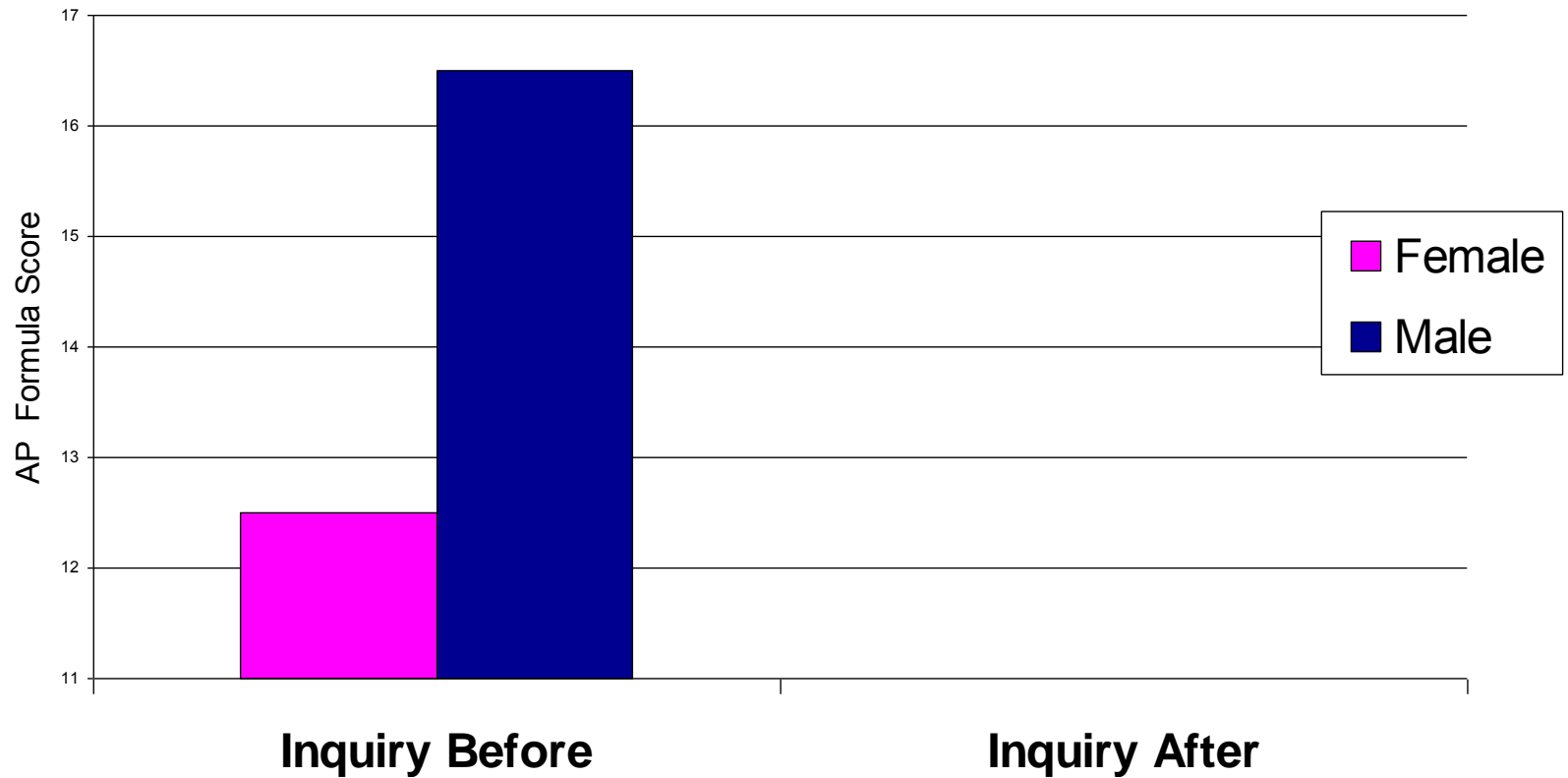
Aronson, et al., (1999). *Journal of Experimental Social Psychology*.



Educational Testing Service Field Study:

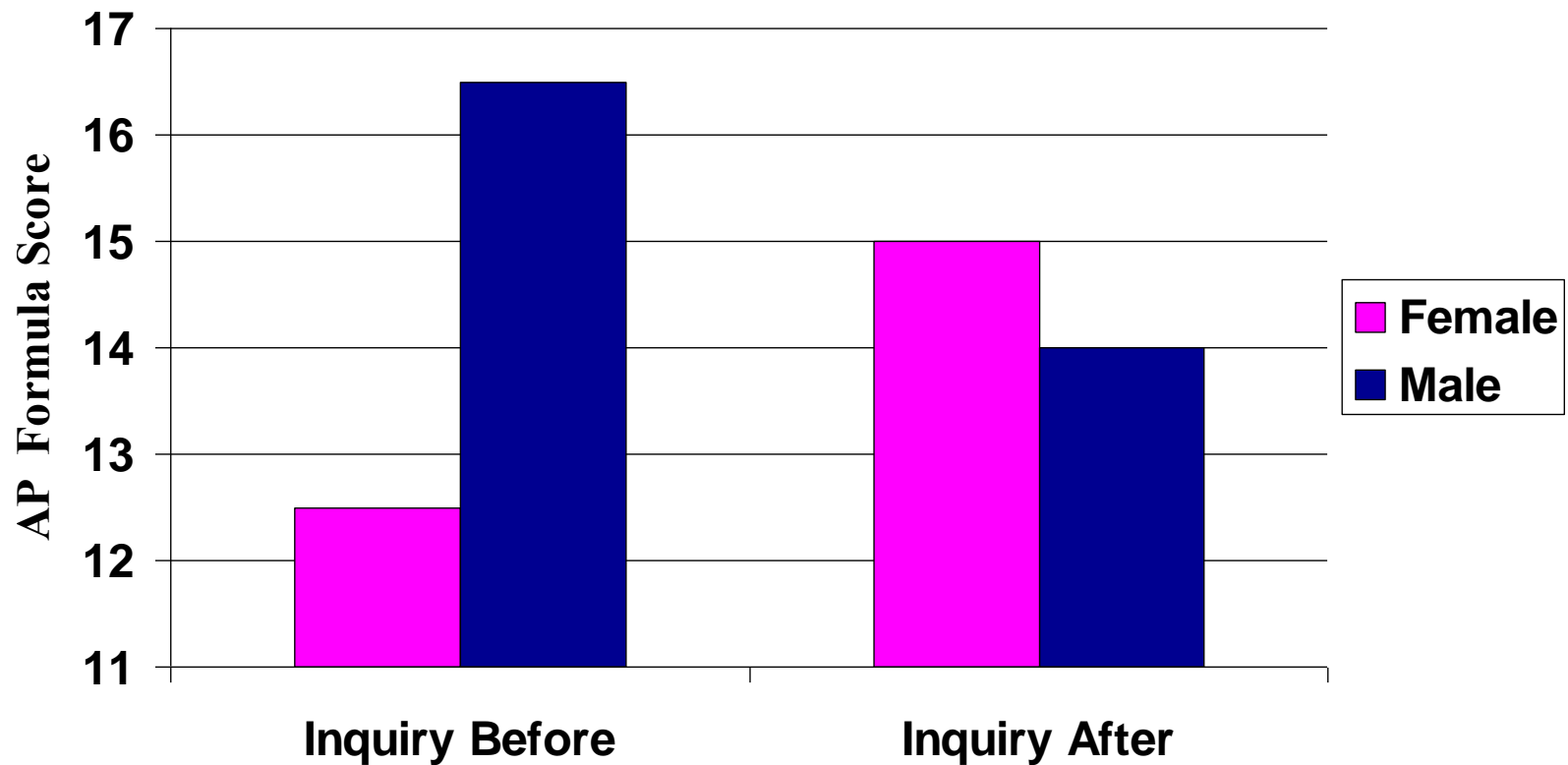
Asking About Gender before or After Before Taking AP

ETS Field Study: Asking Gender Before Taking AP Calculus Test Hurts Girls



(Stricker, 2002). *Journal of Applied Social Psychology*.

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



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>
- @ 1:28 White with a mic

- <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

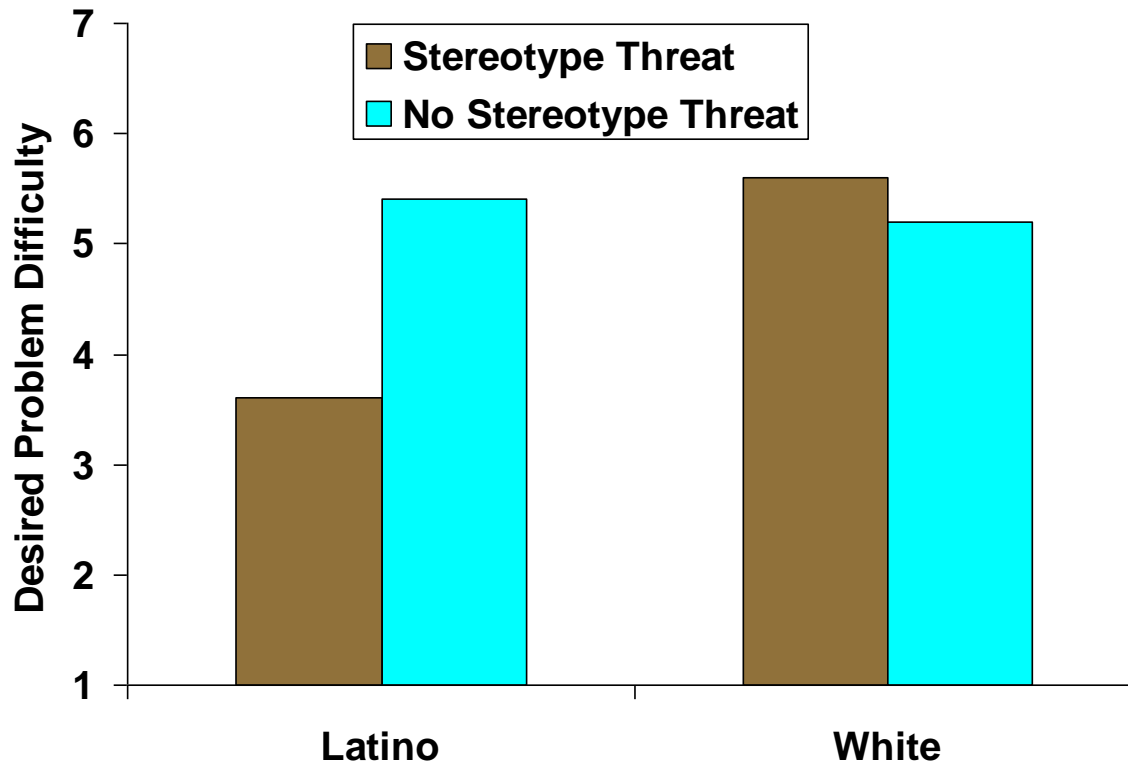
- Acceptance of the stereotype as maybe true
- Expectations of prejudice
- Belief that tests are biased against minorities;
mistrust
- High levels of academic engagement--Caring

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

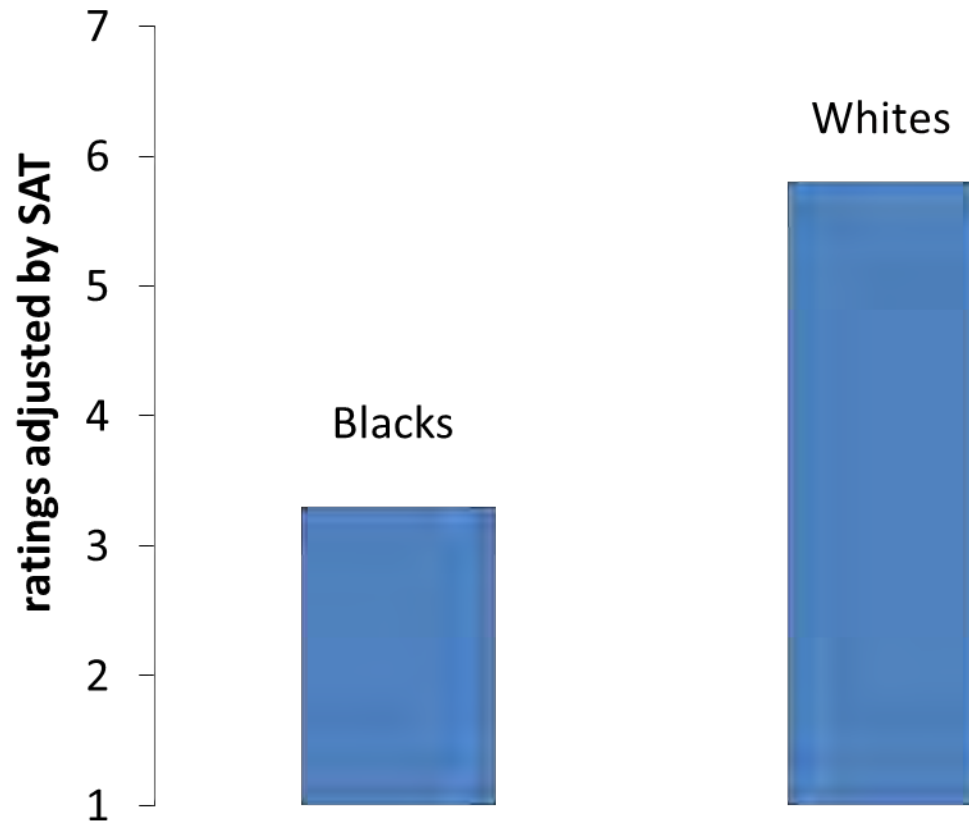
Challenge Avoidance



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**?

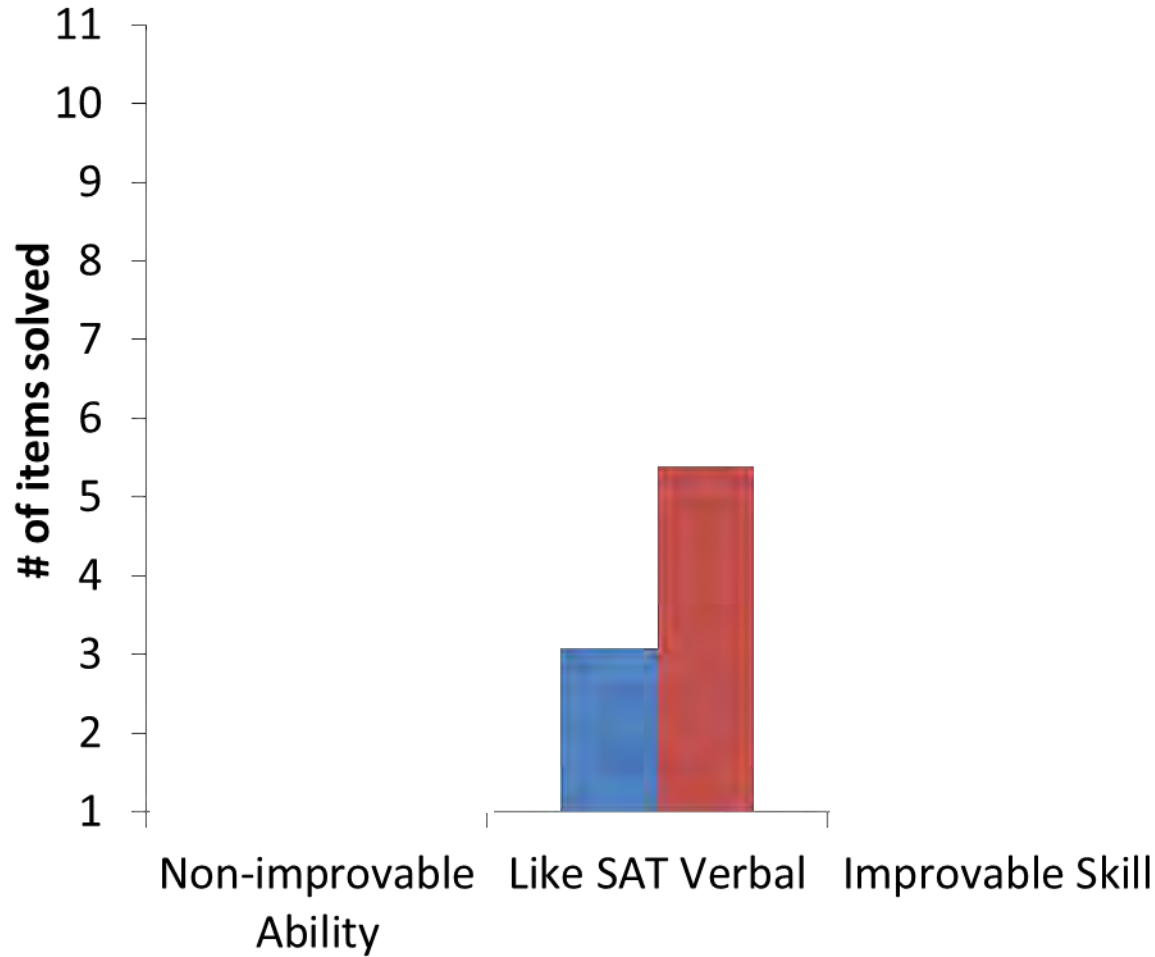
Experiment

What if you were led to believe ability is malleable? Would it reduce effects of stereotype threat?

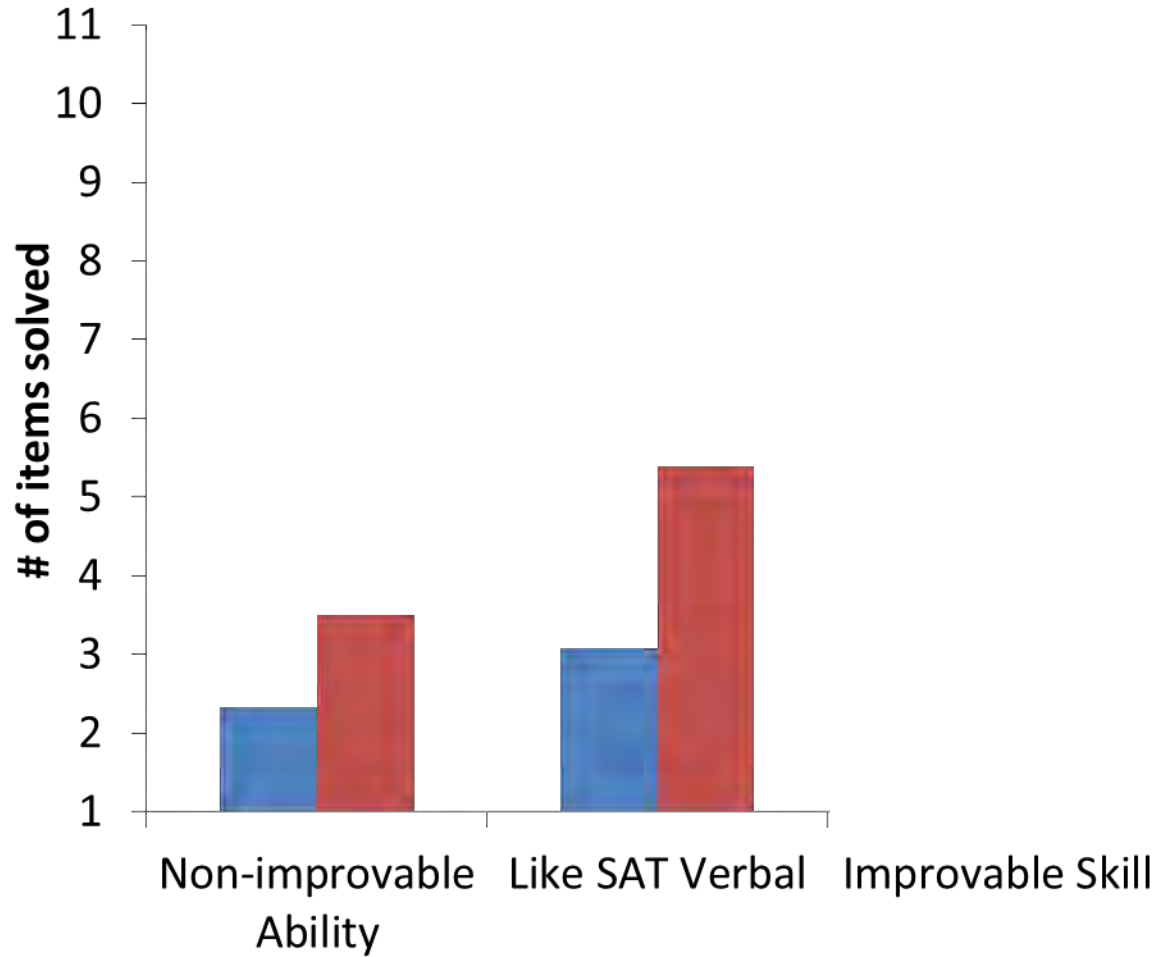
Method: Framing test as a measure of a fixed or a malleable ability

Measure: Blacks' and Whites' Test Performance

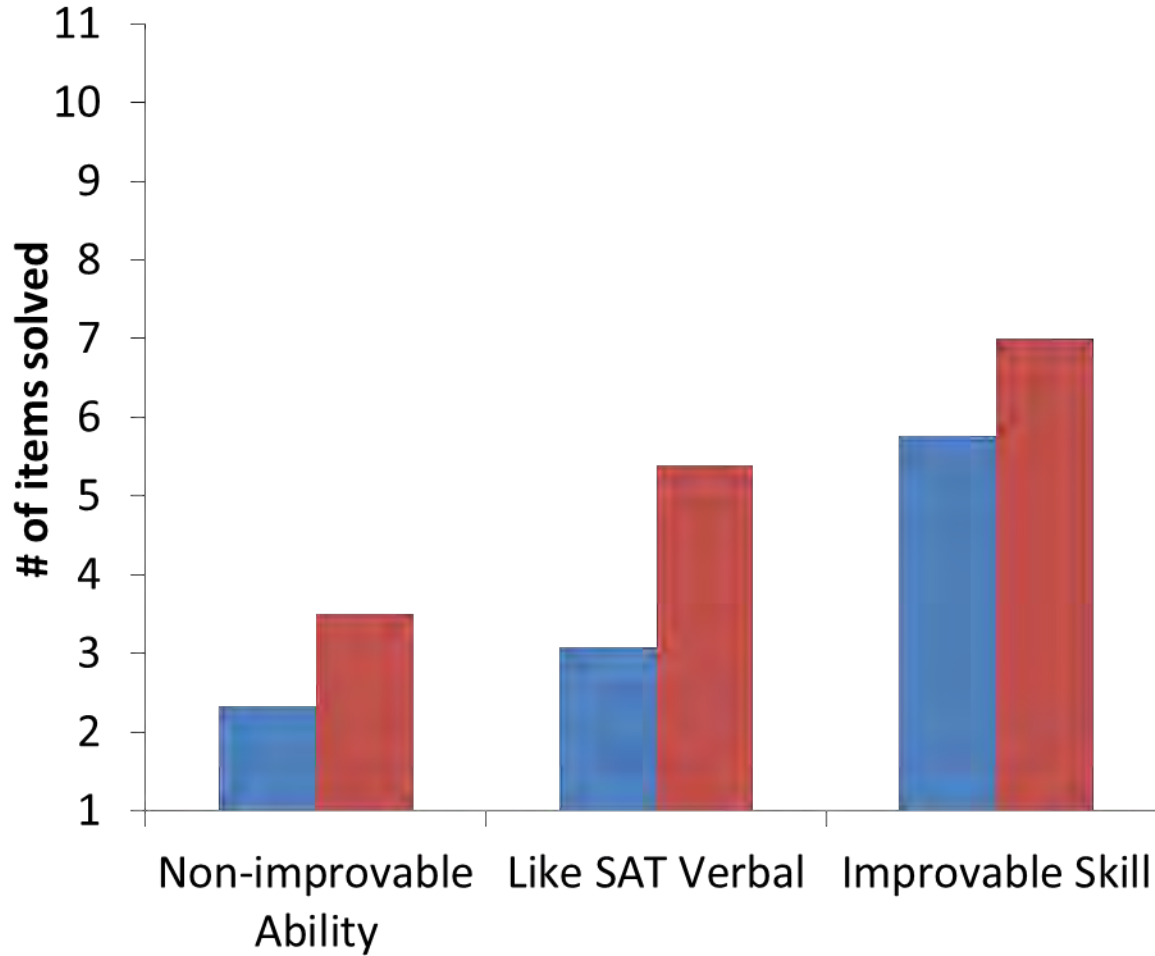
Conceptions of Ability and Test Performance



Conceptions of Ability and Test Performance



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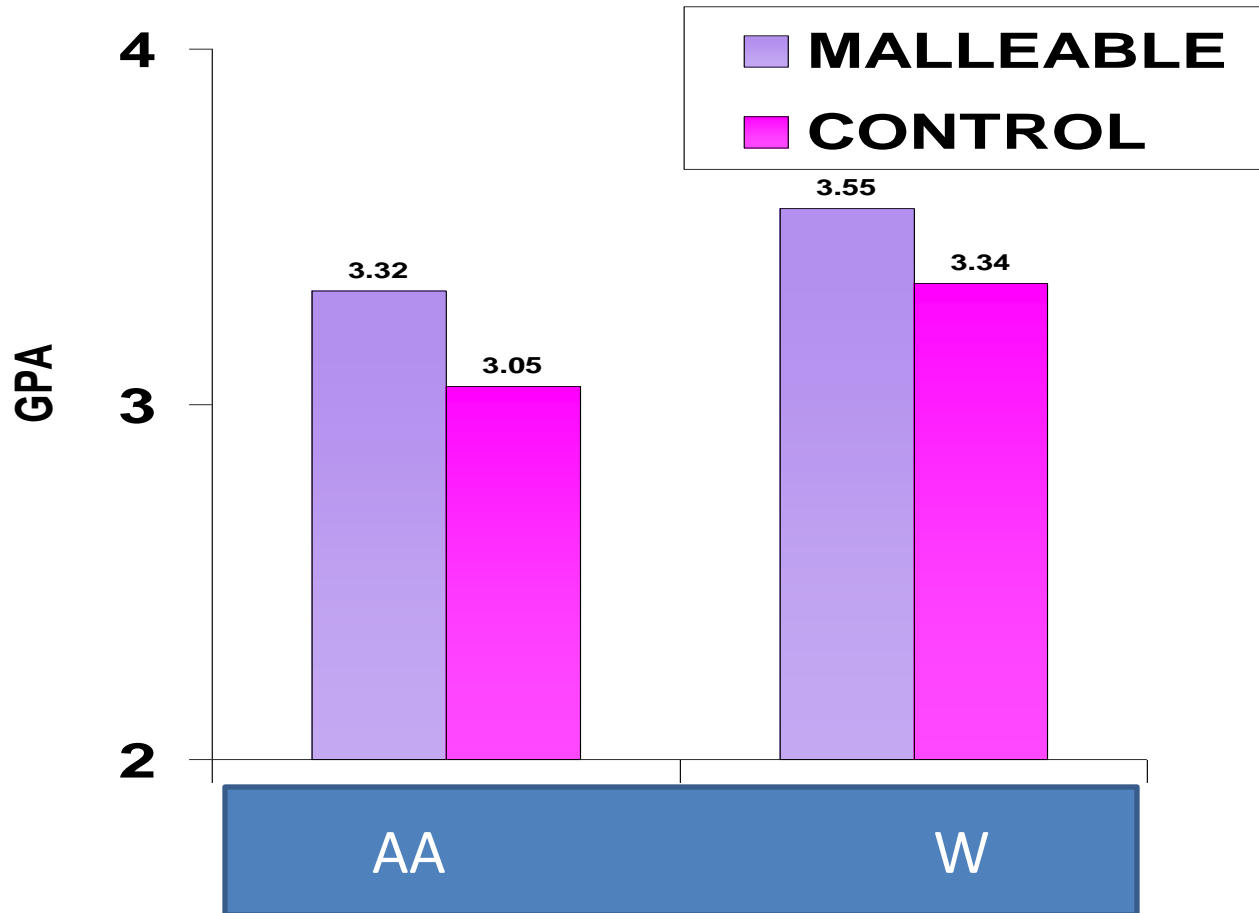


Reducing the effects of Stereotype Threat In the real world: Shaping implicit theories

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:



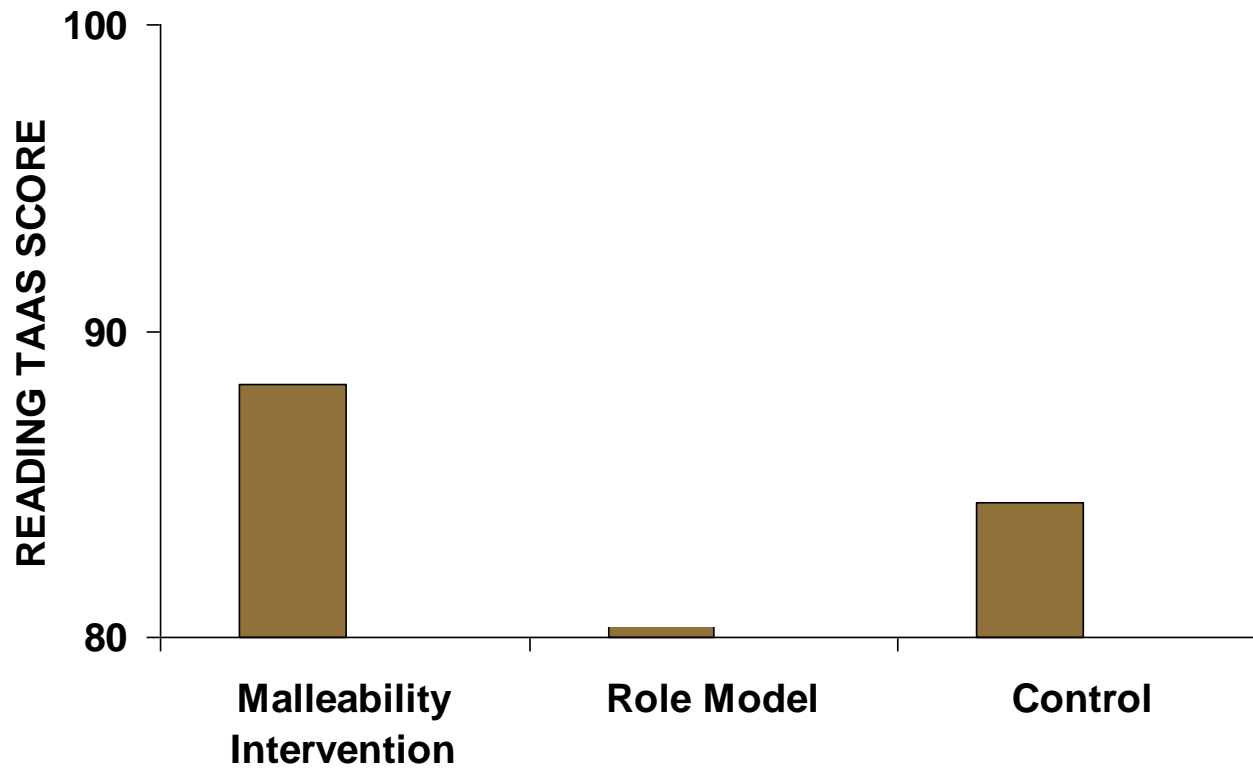
Reducing Stereotype Threat in Middle School: A field Intervention

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)

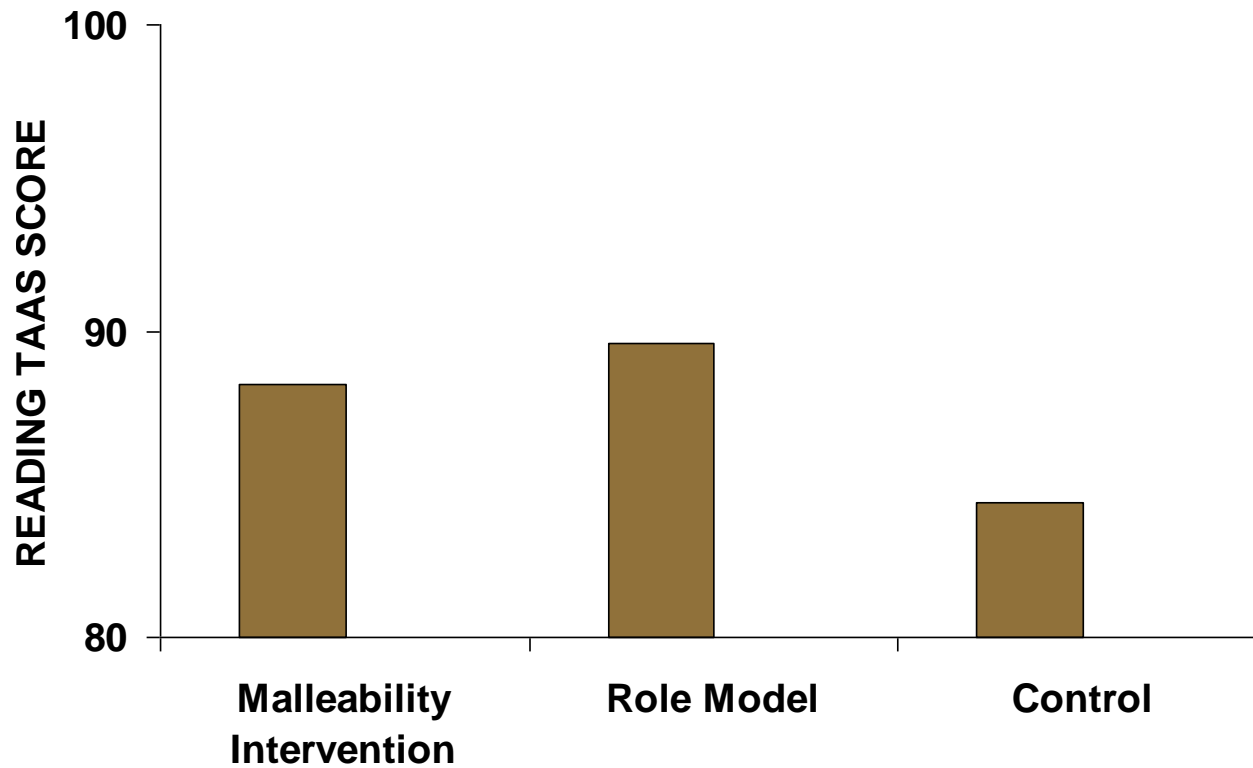
7th Grade Reading TAAS--Latinos

Good, Aronson & Inzlicht (2003) *Journal of Applied Developmental Psychology*.

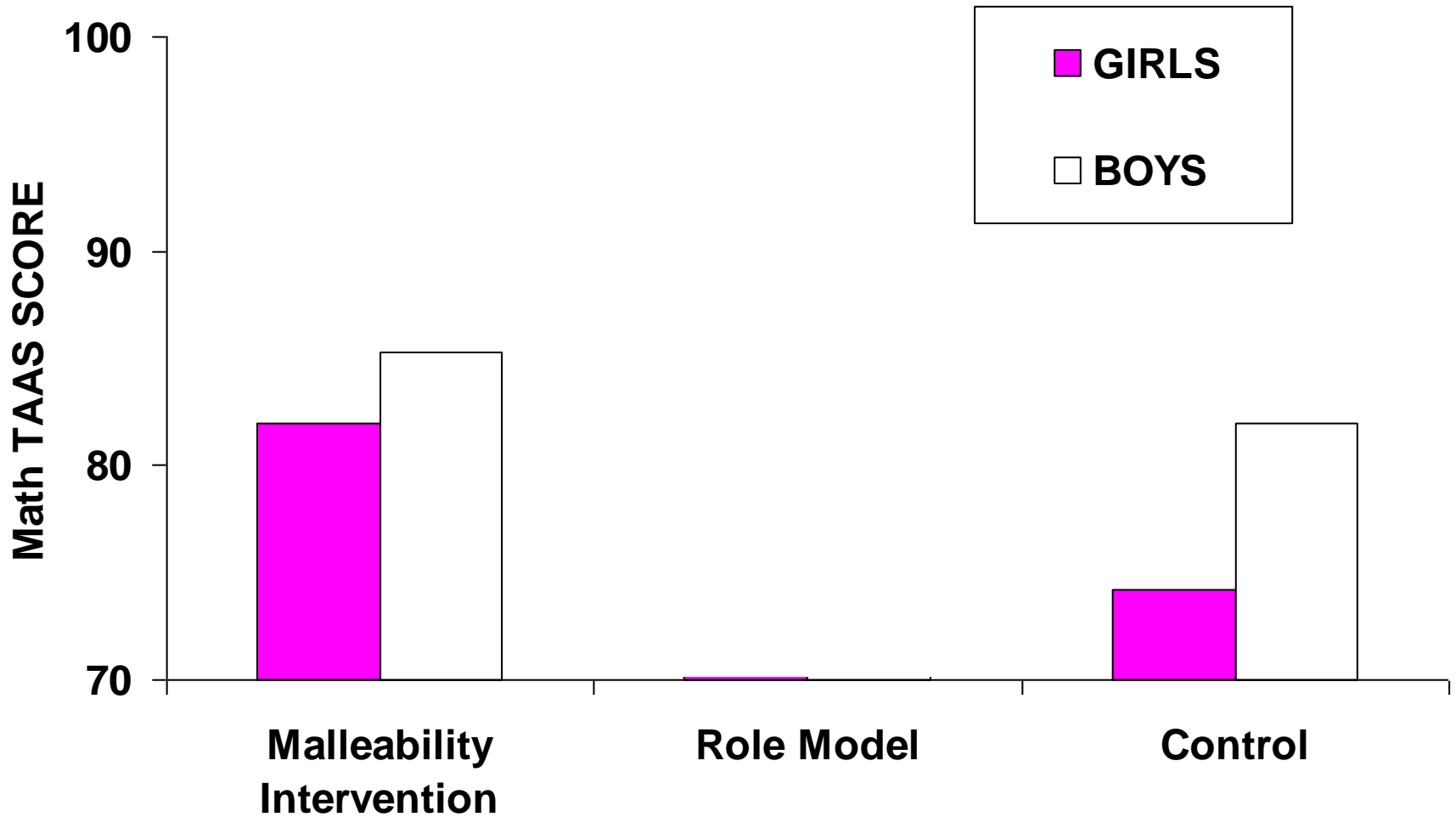


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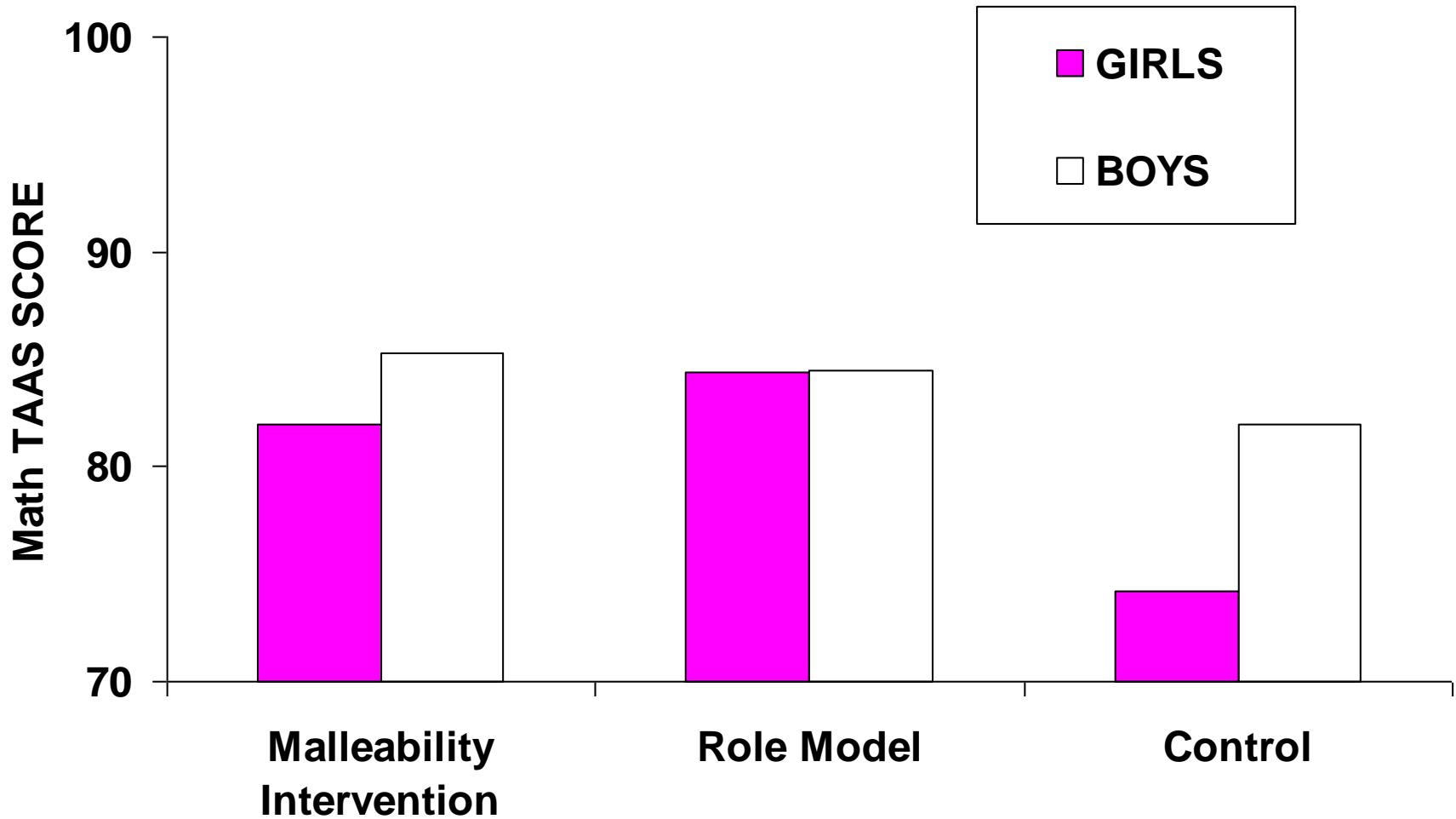
Good, Aronson & Inzlicht (2003) *Journal of Applied Developmental Psychology*.



7th Grade Girls' Math TAAS



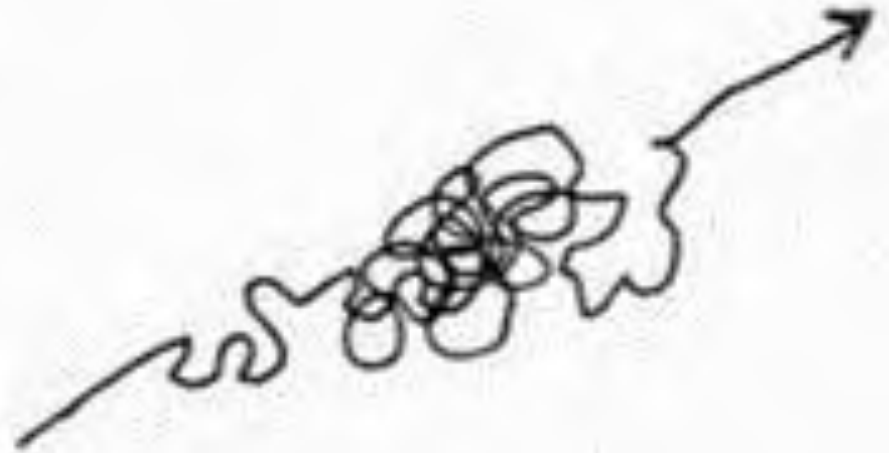
7th Grade Girls' Math TAAS



Success

Success

NS



what people think
it looks like

what it really
looks like

Reducing Stereotype Threat: The role of awareness

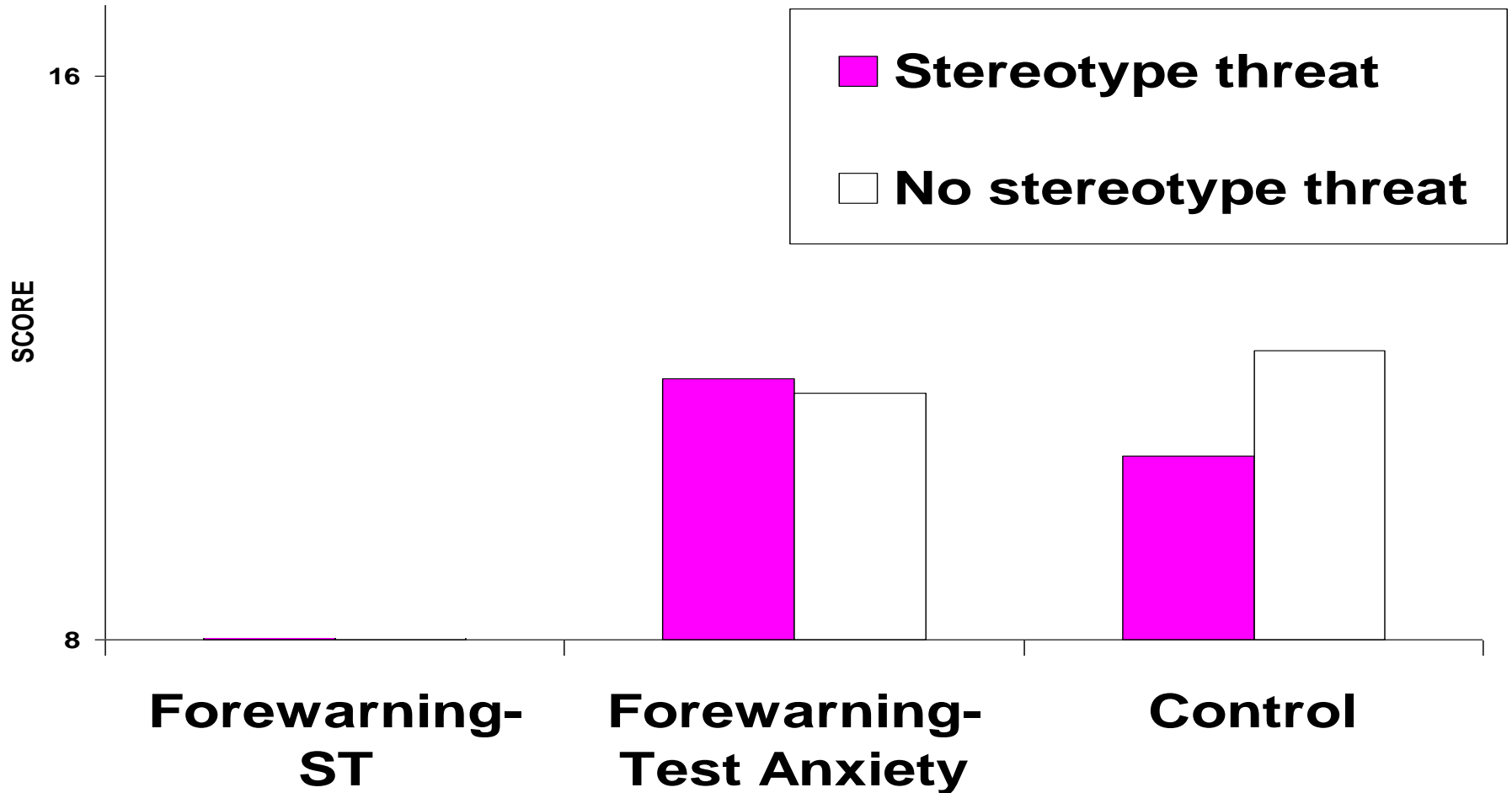
Question:

Can understanding Stereotype threat reduce its effects?

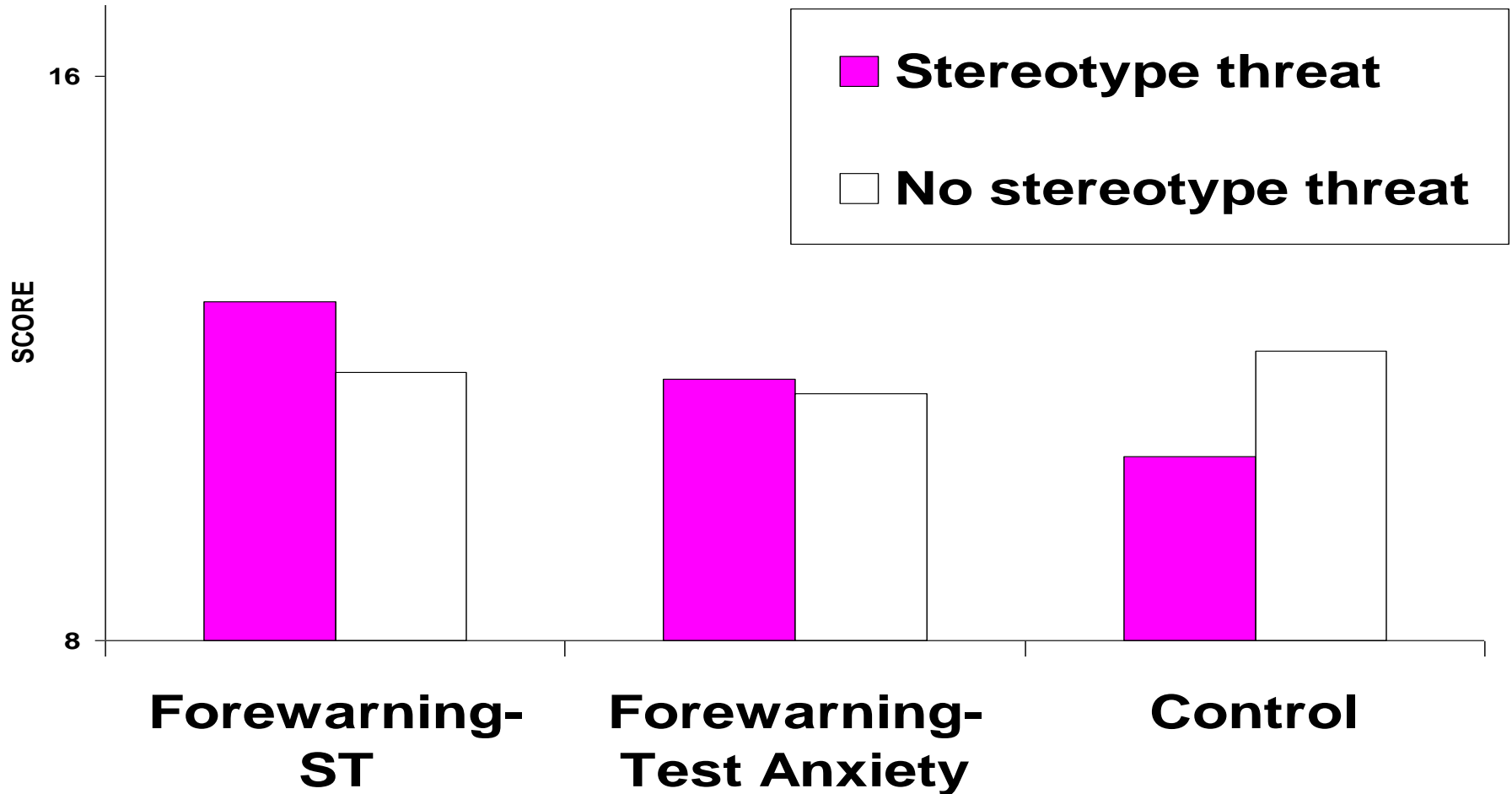
Method: Forewarning about ST or Test Anxiety

Measure: Blacks' Test Performance a week later

African American's GRE Performance



African American's GRE Performance



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