



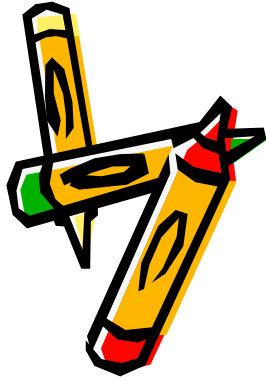
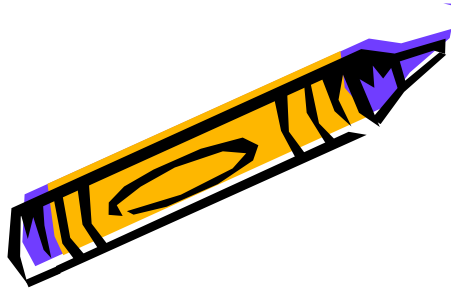
"Teacher Expectation, Stereotyping, Race, Gender and Academic Performance"

Why discuss this?



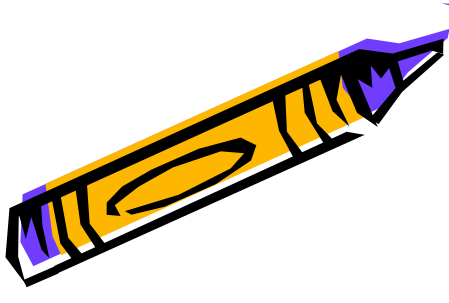
Story of Brian H. and Patty

- Brutal family history
- Labeled at school LD
- Labeled trouble maker due to father



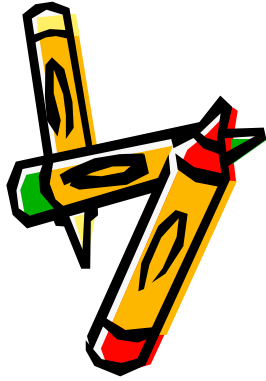
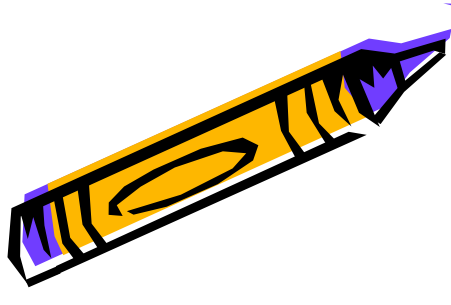
Why label?

- Innate tendency to make sense of the world.



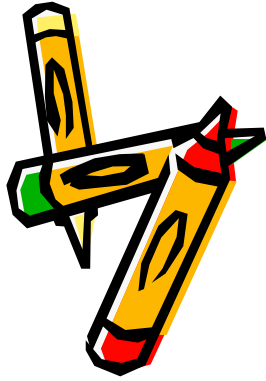
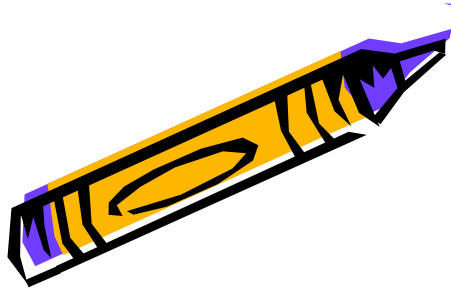
Self-fulfilling prophecy

- 1890 US Census Bureau
- Hollerith Tabulating Machine
- Trained Staff
 - 550 cards/day
 - Stress



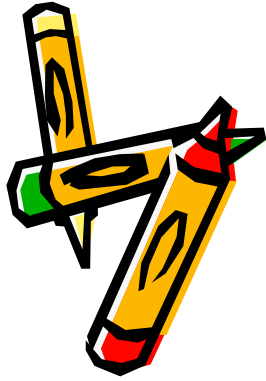
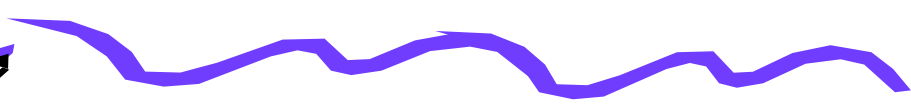
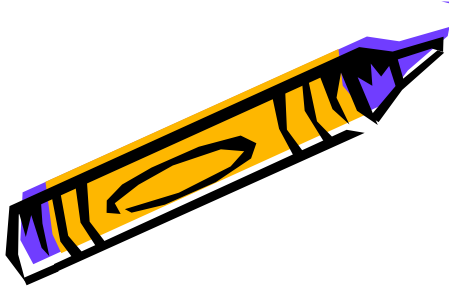
200 New Workers

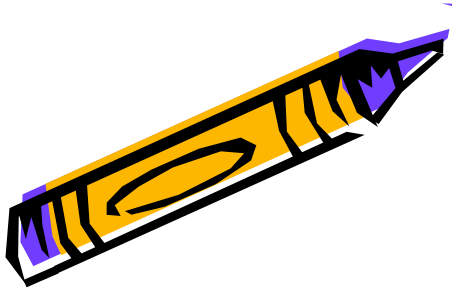
- No prior knowledge
- Produce 700 cards/day easily



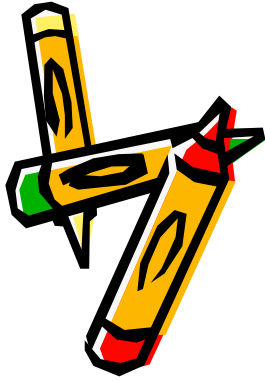
Rosenthal & Jacobson (1968)

- Experimenter Effects:
 - Researchers expectations with animals,
even rats.....



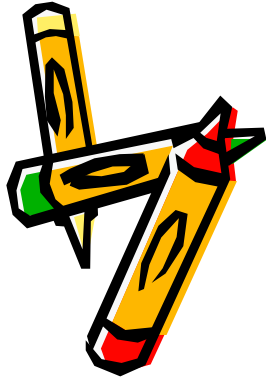
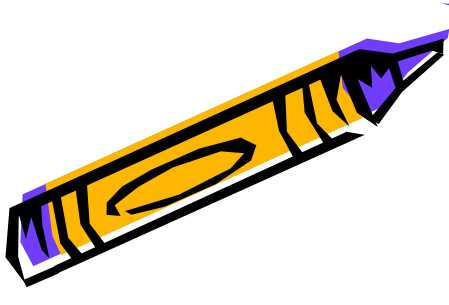


- Rosenthal's study:
 - Children administered the TOGA (Test of General Ability) Intelligence Test
 - Teachers were told the test predicted who would excel academically
 - All students took test
 - Researchers randomly chose children in each class and told the teachers they were "bloomers"



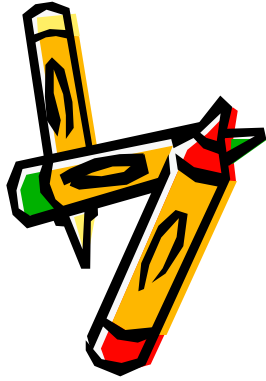
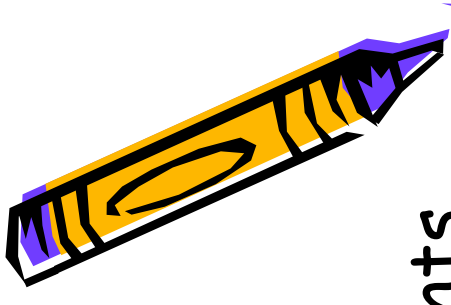
What happened?

- Expectancy effects:
- Teachers asked more of the kids.
- Teachers were warmer to them.
- Teachers put more effort into them.
- Teachers called on them more and allowed more time for answers.



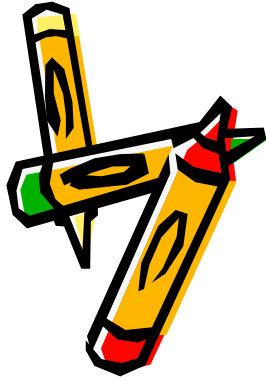
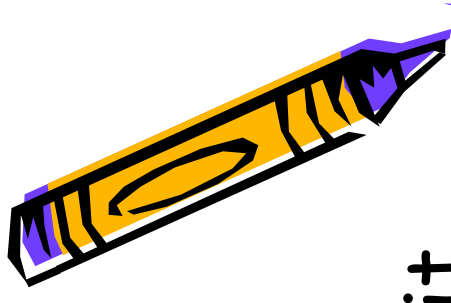
Generalizability of Study

- Same effects found with college students.
- Workers.
- Colleagues
- Our expectations often lead to self-fulfilling prophecy.



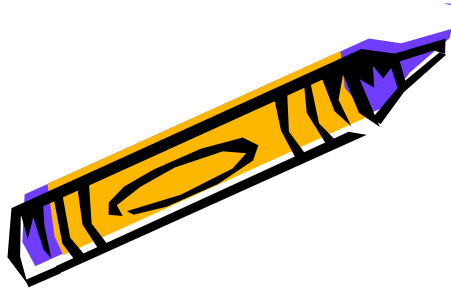
But the the IQ scores
also rose significantly

- Our culture (United States) is trait oriented.
- Attributions.....
- Many Asian cultures.....
- Genetic research tends to lead people to think in biologically fixed terms.



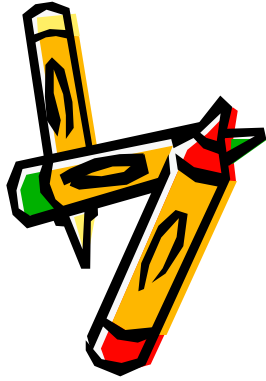
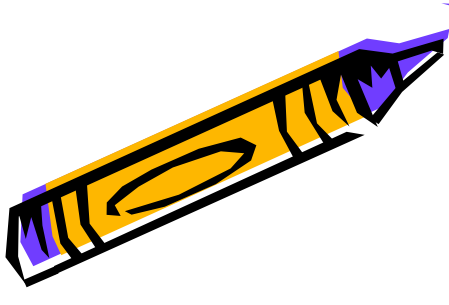
Is intelligence fixed?

- To a significant degree it is flexible.
- The more schooling you have the higher the IQ.
- Because IQ tests measure?
- Abercedian Project



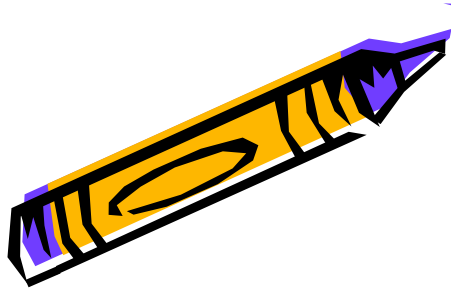
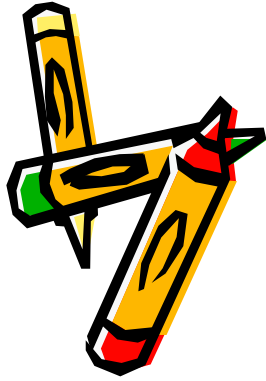
As educators what does
this tell us?

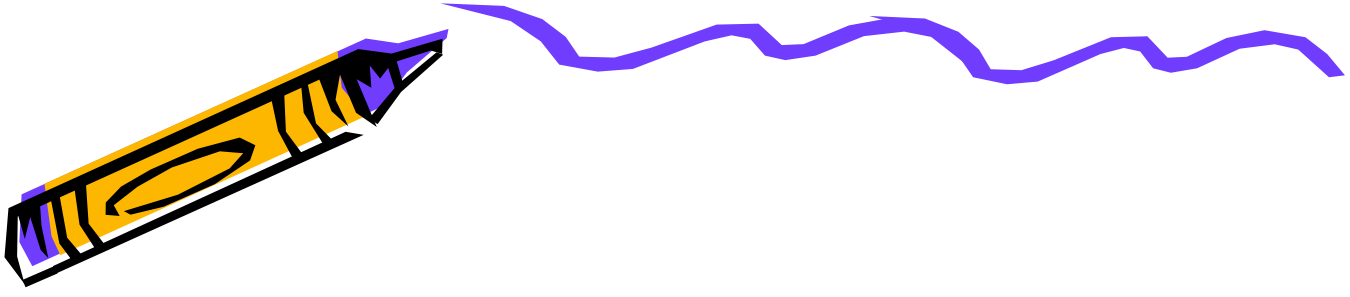
- Be aware of our personal beliefs
regarding achievement, behavior,
morality, etc.



How does this self-fulfilling prophecy work?

- With minority groups:
- Have low expectations
- Assign lesser work load
- Simpler assignments
- Ask only factual questions
- Rote learning



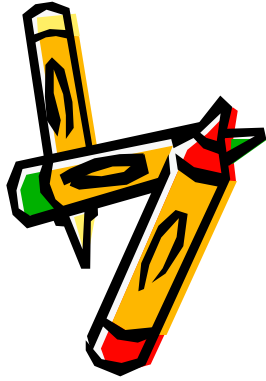


And it gets worse....



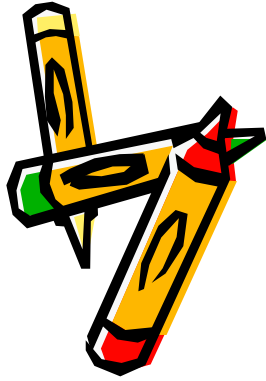
Psychological Hazards for Minority Groups

- When members of the the low expectancy group demonstrated academic growth teachers rated them negatively on measures of happiness, psychological adjustment, behavior.
- Teachers “punished” them for success.



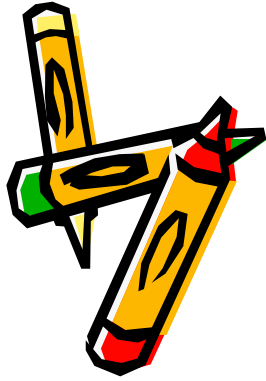
Reinforcement Loops

- We expect minority to:
 - Be stupid
 - Lazy
 - dimwitted



Attribution Theory

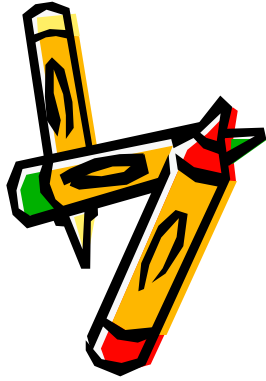
- Explains Causality
- Student succeeds or fails due to....
- Alters self-perception



Stereotyping and Self-Perception

Steele and Aronson (1995)

- How negative labels work:
- Why women can't do math.
- One reason why minority groups typically score 15 IQ points lower than the dominant group.



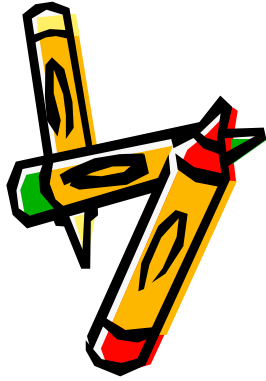
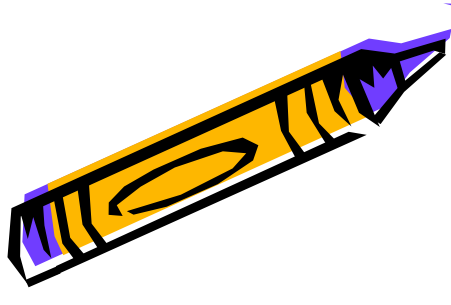
We behave according to our self-stereotype

- When reminded we are part of a minority group we self stereotype.
- Alzheimer's patients and memory
- Women and math
- Ethnic minorities and achievement



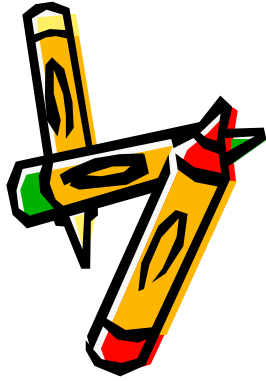
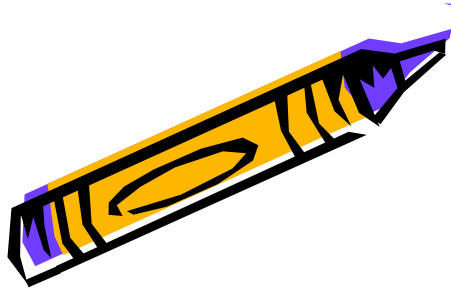
Stereotype threat:

- Occurs when placed in a situation where you believe you may be negatively treated as a member of a group in a discriminatory manner.



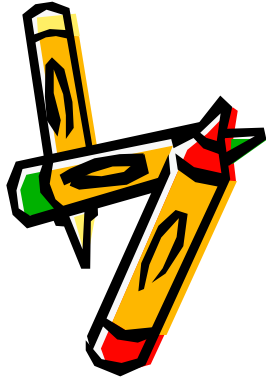
What happens?

- Anxiety
- Apprehension
- Reticence to respond (IQ effects)
- Distracting thoughts



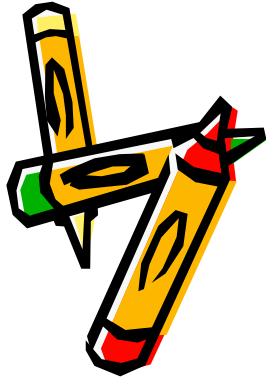
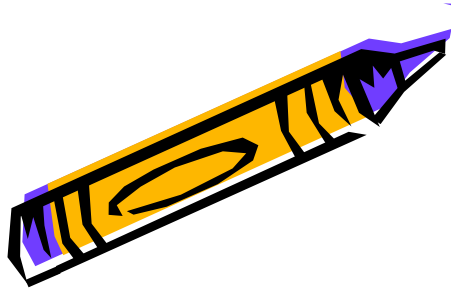
Women and Math

- (Spencer, Quinn, & Steele, 1997)
- Match male and female students on measures of math ability.
- Randomly assigned to treatment/control groups



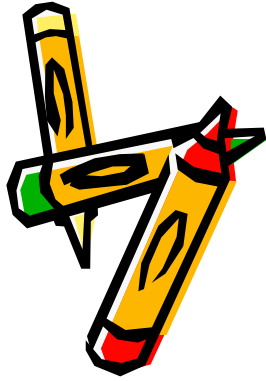
Women and Math

- One condition were told test showed gender differences.
- One condition told test did not demonstrated gender differences.



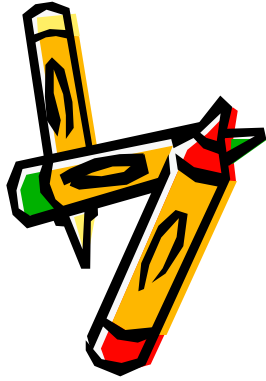
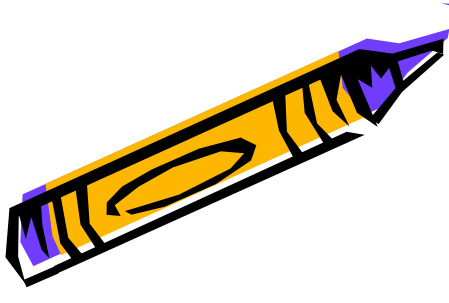
Results

- Women performed more poorly only in stereotypic threat condition.
- Similar results found when race or ethnicity was primed.



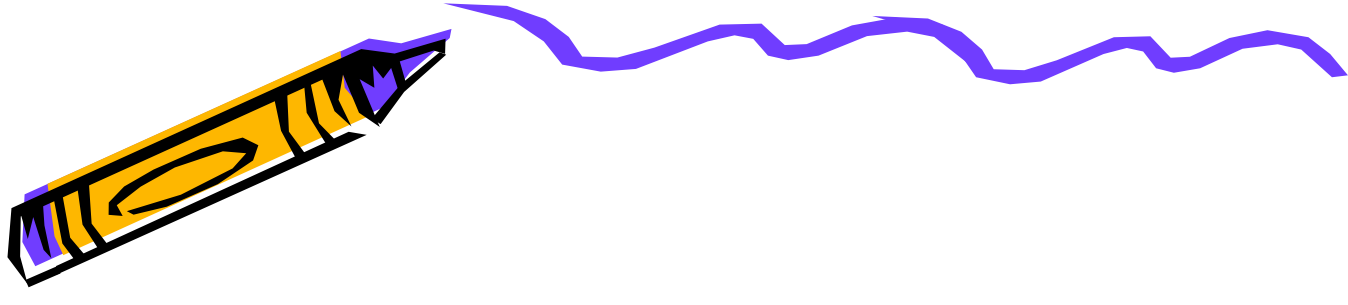
Dweck, 2007

- Stereotypic threats do no effect everyone!
- Mindset as mediator



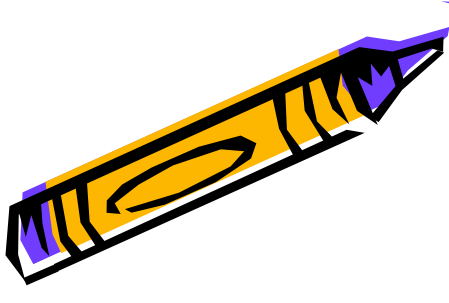
What is mind set?

- Not a trait
- More of a state
- Fixed versus growth mindset.



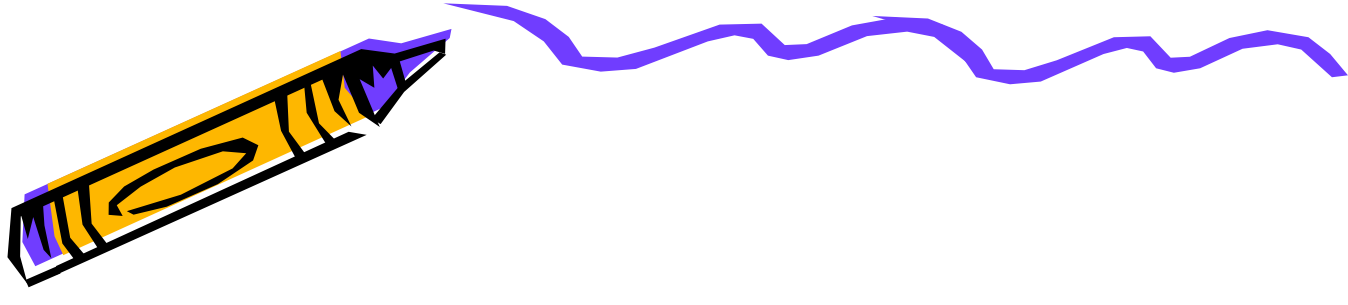
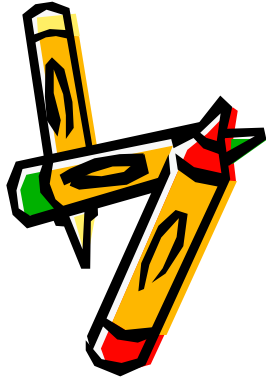
Fixed mindset

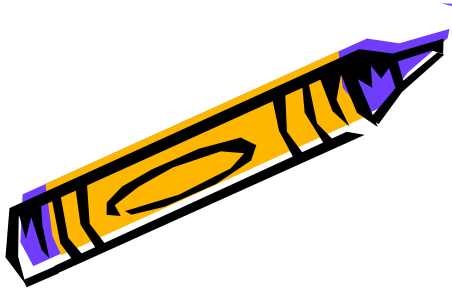
- How smart am I?
- Interested in proving ability.
- Fixed view of intelligence



Growth Mindset

- What can I do to grow my intelligence?
- Growth view of intelligence



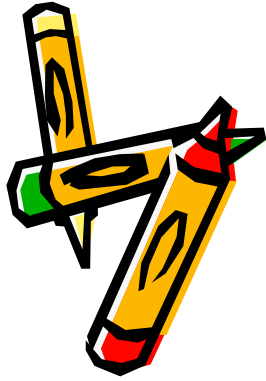
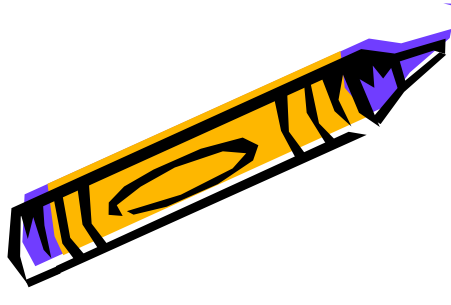


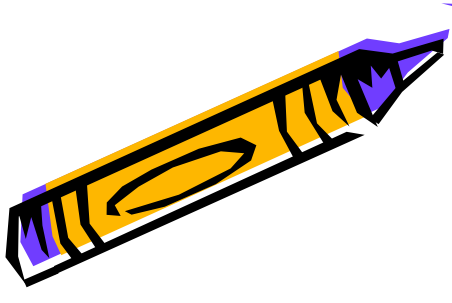
- Cognitive mediator
- How do I see myself in a particular situation?
- Not self-efficacy:
 - Can I do this task
- But can I learn to perform?



Brings us back to:

- How do I think about intelligence, reading, or math performance?
- Is my ability fixed?
- Can I acquire the skill?



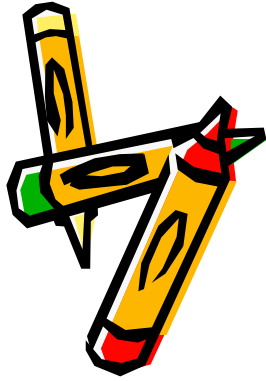
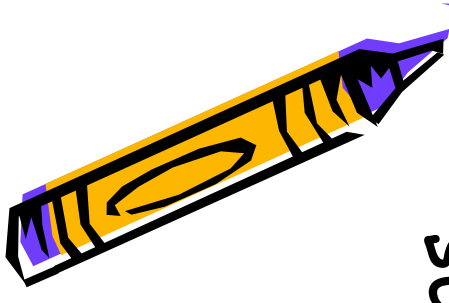


- Even when exposed to stereotypic threat those with growth mindset are not so influenced.



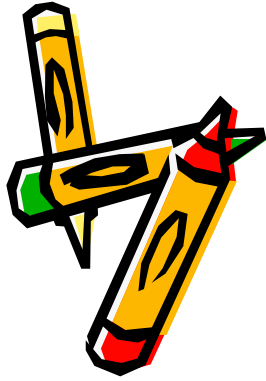
Dweck's Research

- 8 week intervention with two groups of 13 year olds.
- One group told of how brain changes due to experience, brain as a muscle to be developed.
- Control given learned study skills.



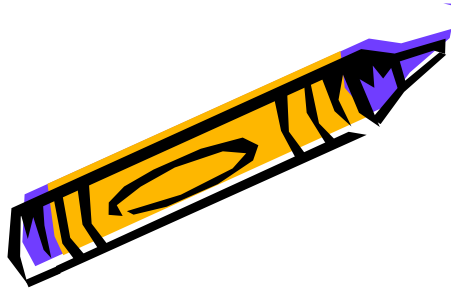
In two months

- Growth mindset group had significantly better grades and study skills.
- Why?
- Motivation
- Saw selves as growing their brains.

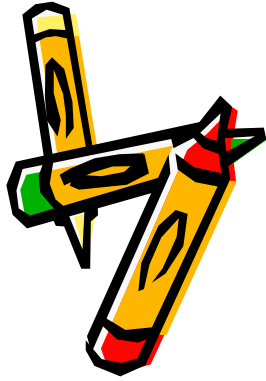
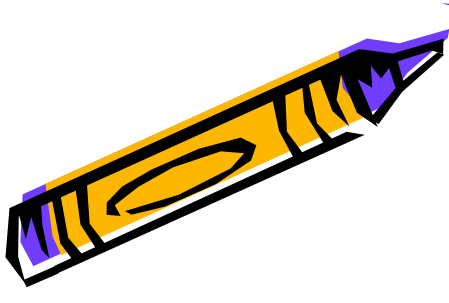


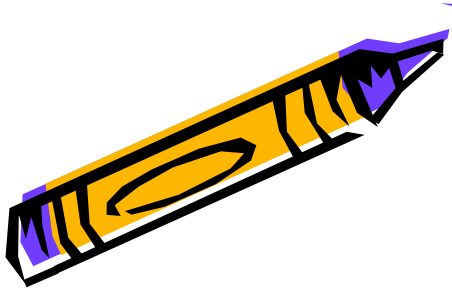
Teachers Matter

- What we do and how we do it matters.
- Reinforce effort and motivation, not success.



- Reinforcing success might make students less likely to take on difficult tasks.
- Fear of failure





- Growth minded like difficult tasks.
- It makes me smarter.

