

## Sym2PaperA1: Stereotype Threat as Identity Threat: Overview, Current Trends in Research, and Interventions to Bolster Achievement and Learning

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### Biography

*Dr Good's research focuses on the social forces that shape academic achievement, intellectual performance, motivation, and self-image. In particular, her lab focuses not only on how negative stereotypes contribute to females' underachievement and under-representation in math and science fields, but also on methods of helping females overcome vulnerability to the stereotype. She also studies these issues as they relate to minority student achievement. Since much of the work is conducted in local schools, students of Dr Good's lab gain experience in designing and conducting studies in both laboratory and applied settings.*

### ABSTRACT

In this presentation, we give an overview of how stereotype-driven behaviours and judgments create inequities in education that can lead to negative impacts on students' engagement in school, learning, and achievement. This phenomenon, called *stereotype threat*, has been shown to contribute to the achievement gap between black and white students, between rich and poor students, and between boys and girls in mathematics (Aronson, 2002). We will review evidence of how cultural stereotypes create identity threats for students and will focus on both classic studies and current trends in research. Specifically, we will review the literature on the consequences of stereotype threat, the mechanisms involved in stereotype-based underachievement, and the situations that likely lead to stereotype threat. We also address the criticisms on the stereotype threat literature. We will then turn our focus to classroom cultures and will discuss evidence for how cultural stereotypes can manifest in classrooms, leading to reduced feelings of belonging, lack of engagement in learning, and ultimately poor learning and achievement outcomes. Finally, we will suggest research-based solutions that can be easily implemented in schools to help create learning cultures that reduce students' vulnerability to cultural stereotypes about intelligence and belonging.