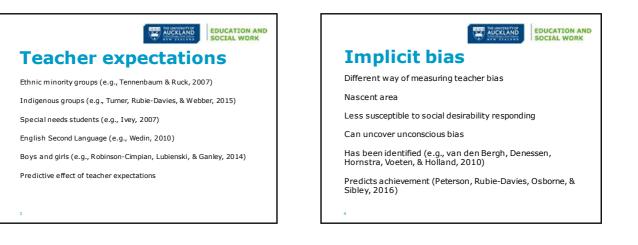
The portrayal of teacher bias: Differential interactions with favoured vs unfavoured students

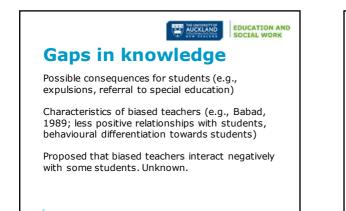
Christine Rubie-Davies, The University of Auckland; Gamze Inan-Kaya, Istanbul University-Cerrahpasa

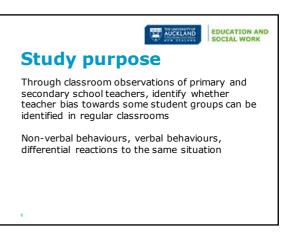
Presentation to 12th Educational Psychology Forum, Massey University, Palmerston North

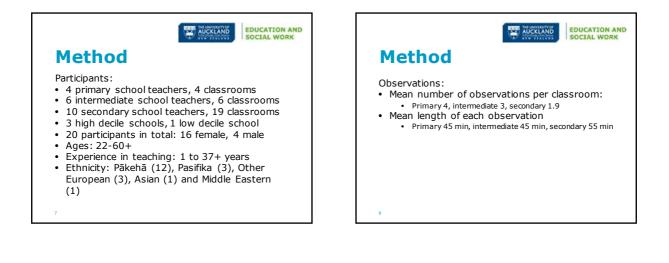
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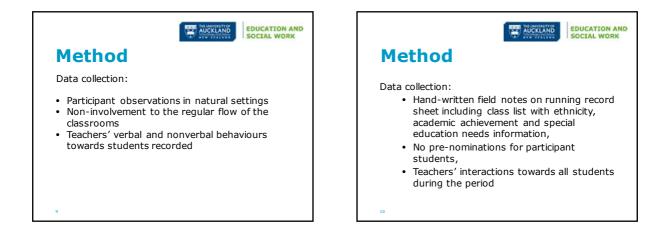


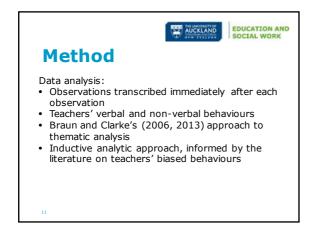


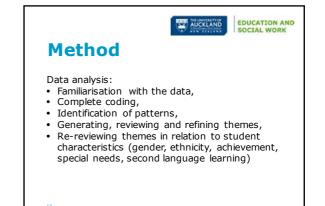














- Teachers' differential behaviours were identified in three broad categories
 - Differential nonverbal behaviours
 - Differential verbal behaviours

Findings

- Differential reactions to different students in the same situations
- Participant teachers seemed to have different (non)favouring patterns that might be categorised based on some student characteristics: ethnicity, achievement, special needs, English second language orgender

Differential NV behaviours included differences in **Differential verbal behaviours** included differences in Interactions during instruction •Questions Physical distance Feedback and praise •Monitoring progress and needs Facial expressions

AUCKLAND

Interactions for behavioral

management Social interactions

EDUCATION AND

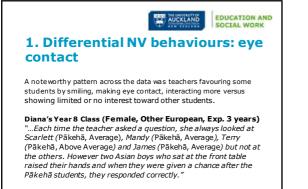
Differential reactions in the same situations

Findings

Eve contact

• Tone of voice

• Smiling





small group, sitting at a half moon shaped table, that the teacher was going to supervise. She sat between Donna (Middle Eastern, Girl, Below Average) and Edward (Asian, Boy, Average). The other group member Francisco (English/ Pākehā, Boy, Average) was sitting next to Edward. On the straight side of the table, the teacher joined them and sat directly opposite Nina. When the teacher was working with this group, Nina was the only student of the four who kept her eye on the teacher with a tiny smile on her face. But the teacher only made eye contact with her once and he did not smile back at her. The teacher frequently made eye contact with the boys (each time he asked a question or they responded back) and smiled at Francisco after every contact. For the girls, his eye contact was limited. When he asked a question of the girls his gaze was on their notebooks. In contrast to Nina, Donna did not smile at the teacher. She answered all the questions the teacher asked correctly. The teacher responded back saying "correct" but with no warmth or eye contact ..."

AUCKLAND EDUCATION AND

2. Verbal Behaviours: **Differential interaction during** instruction

Besides the NV behaviours, teachers treated students differently during academic tasks.

For the favoured ones, teachers frequently checked if they were ready, let them answer the questions first and, repeatedly, monitored their progress closely, providing more praise and feedback.



Nancy's Year 8 Class (Female, Pākehā, Exp. 1 year)

..When the students were googling "the Internet's influence on kids" for a writing task, the teacher was walking and passing behind the students looking at their screens. She stopped behind Molly (Pākehā, Average) and asked "What does it tell you Molly?" and gave her feedback about what she had read "You don't have to change your idea, it is your argument". Julia (Chinese, Below Average, ESOL) was sitting next to Molly. The teacher did not even look at her screen and did not ask her the same question or give her feedback... A fter a couple of minutes, the teacher said "Let's have a little talk about what the Internet is telling us?" Molly and Lena (Southeast Asian, Average) raised their hands at the same time. But the teacher did not look at Lena and let Molly answer. Then, she let Karen (Chinese, Well Above Average), Patricia (Pākehā, Average) and then Lena respond..

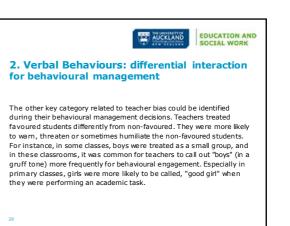
AUCKLAND EDUCATION AND

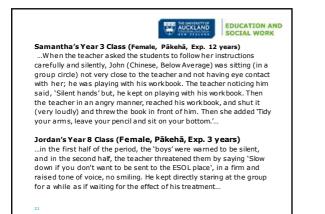
2. Verbal behaviours: Differential interaction during instruction

Another key point was related to limited or delayed interaction with non-favoured students. More likely to be Special needs students.

Carol's Year 9 ESOL Class (Female, Pākehā, Exp. 30 years) ...Then she turned to Sue (Chinese, Average, good maths skills, language a little weak) and asked 'Sue do you know what to do?' Then

she wrote on Sue's book and added 'This answer's right. And it is better to put an arrow to remind yourself'. Immediately after the teacher turned to Sandra (Chinese, Poor vision, Well Below Average, *Struggling with English*) and asked 'Sandra is that too hard?' Sandra said nothing and the teacher did not explain to her individually and just passed her by. She turned back to Sue again and asked 'Sue are you getting better?' Then she asked her to solve a problem at the board and then commented on her performance 'That was nice and well done' Sandra was ignored...







2. Verbal Behaviours: differential interaction for behavioural management

When teachers warned the favoured students, they were more likely to portray positive nonverbal messages and they were more likely to treat the behaviour as occasional.

Margaret's Year 12 Class (Female, Pākehā, Exp. 35 years) ...Teddy (Tongan, Well Above Average) and Niki (Samoan, Above Average) were sitting together. At the beginning of class time, the teacher decided to make a quiz reading the questions aloud. When the teacher just finished reading the first question, Teddy shouted out the answer. And the teacher with a high but warm tone of voice and a light smile on her face said 'Excuse me!?' and then Niki and Teddy smiled at each other...



Marta's Year 13 Class (Female, Pākehā, Exp. 12 years)

...an Asian boy was warned firmly for using an electronic device while the teacher was lecturing and told to put it away. Soon after and while the teacher was still explaining at the board, a Pākehā boy's computer made a musical tone in the left front row. Immediately the teacher looked at him smiling. Then the group laughed at the situation and the teacher said 'We've planned it before hah?' and smiled....



me, do your math task..

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AUCKLAND EDUCATION AND

2. Verbal Behaviours: Social interactions

Teachers were more likely to have small talks, ask for help, give prestigious duties and have fun together with the favoured students. **Sally's Year 12 Class (Female, Other European, Exp. 37 years)** ...She began the class with an announcement and invited four volunteers to help her. The first question was 'Tongan people please raise your hands?' Teddy (*Well Above Average*) and Patrick (*Average, Was the only kid warned for disengagement in this class*) were among those who rose their hands. These two were sitting together...Then the teacher explained there would be a dinner invitation that their school was invited to host. And the host students were expected to be social. While she was explaining, her gaze was mostly on Teddy. Then the teacher chosefour students (3 girls 1 boy) including Teddy but excluding Patrick. Her last question was 'So we are now two rose said 'O kay'...

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