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# Social and Cultural Learning Theories

**MICROMESSAGING TO REACH AND TEACH  
EVERY STUDENT™ WORKSHOP**



# Agenda

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Topic	Approximate Time
Introduction	10 minutes
Fixed Versus Growth Mindset	15 minutes
Attribution Theory	20 minutes
Stereotype Threat	20 minutes
Lunch	
Human Development Theory	30 minutes
Impact of Culture	15 minutes
Multicultural Competence	
Wrap-up	



## Goal

Apply knowledge of social learning theories and cultural diversity to improve awareness of equitable learning environments that may lead to increased student success.





# Activity: Ideal Students: Who Are They?

- What are the qualities possessed by an ideal student?
- Where does he/she come from?
- What does she/he look like?
- What is his or her grade level?
- How does his or her grade level affect your teaching and student learning?
- What level of support is needed from you to educate your ideal student?





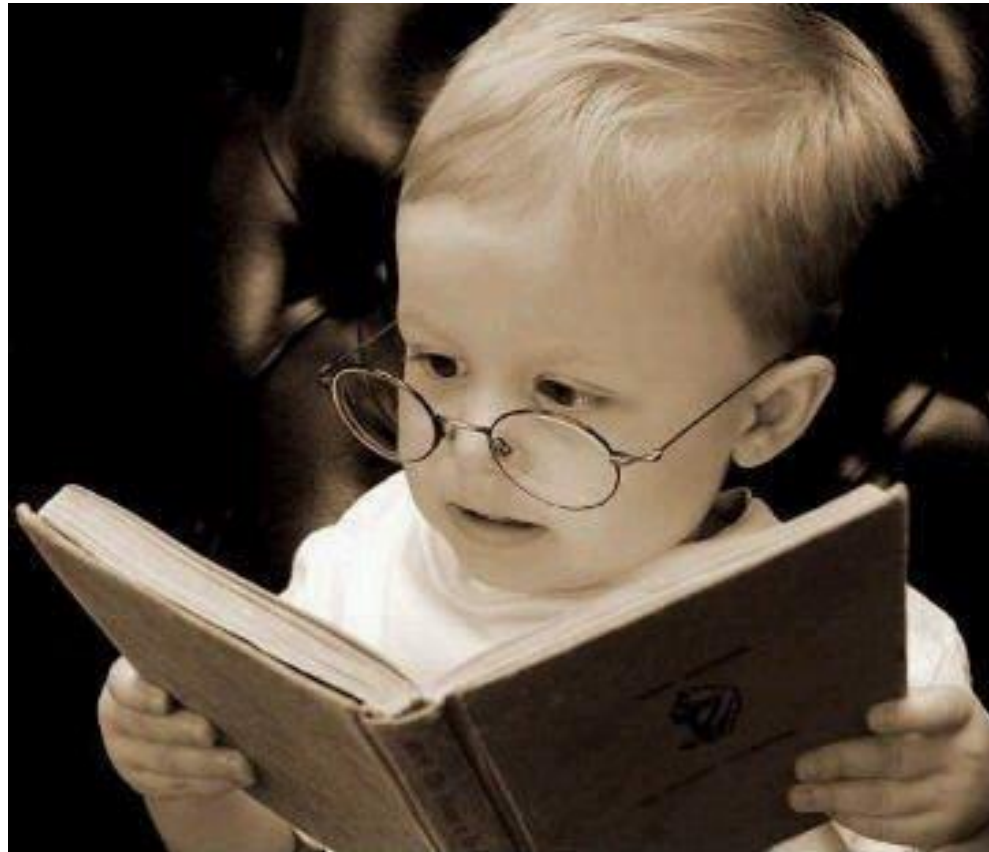
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# Fixed Versus Growth Mindset



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# How Do You View Intelligence?





# In Math and Science, a Growth Mindset Benefits Girls

Fixed Mindset	Growth Mindset	
<b>Intelligence is static.</b>	<b>Intelligence can be developed.</b>	•Teach children that intellectual skills can be acquired.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to	•Praise children for effort.
• <b>avoid challenges</b>	• <b>embrace challenges</b>	•Highlight the struggle.
• <b>give up easily due to obstacles</b>	• <b>persist despite obstacles</b>	•Gifted and talented programs should send the message that they value growth and learning.
• <b>see effort as fruitless</b>	• <b>see effort as path to mastery</b>	
• <b>ignore useful feedback</b>	• <b>learn from criticism</b>	
• <b>be threatened by others' success</b>	• <b>be inspired by others' success</b>	



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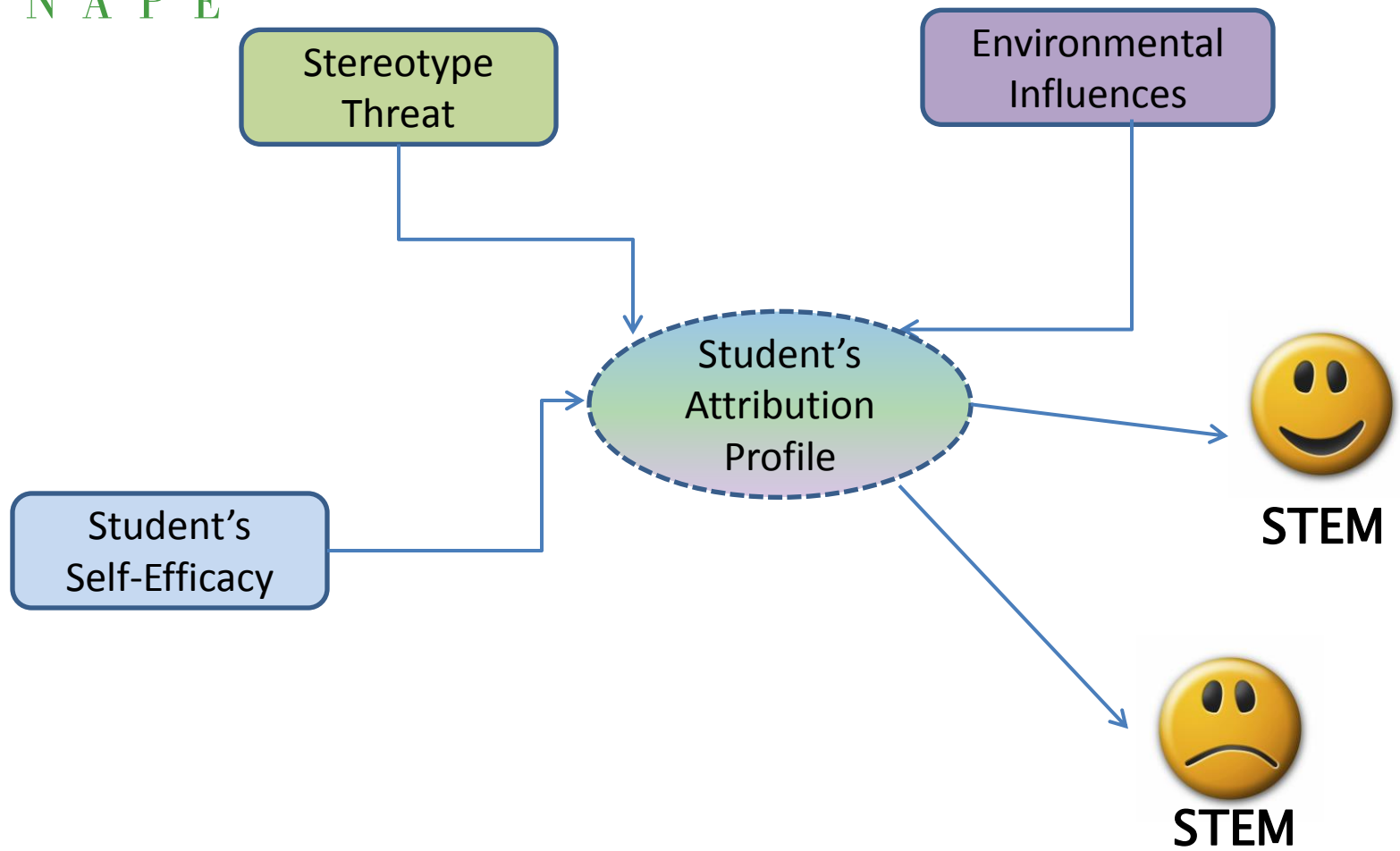
# Attribution Theory





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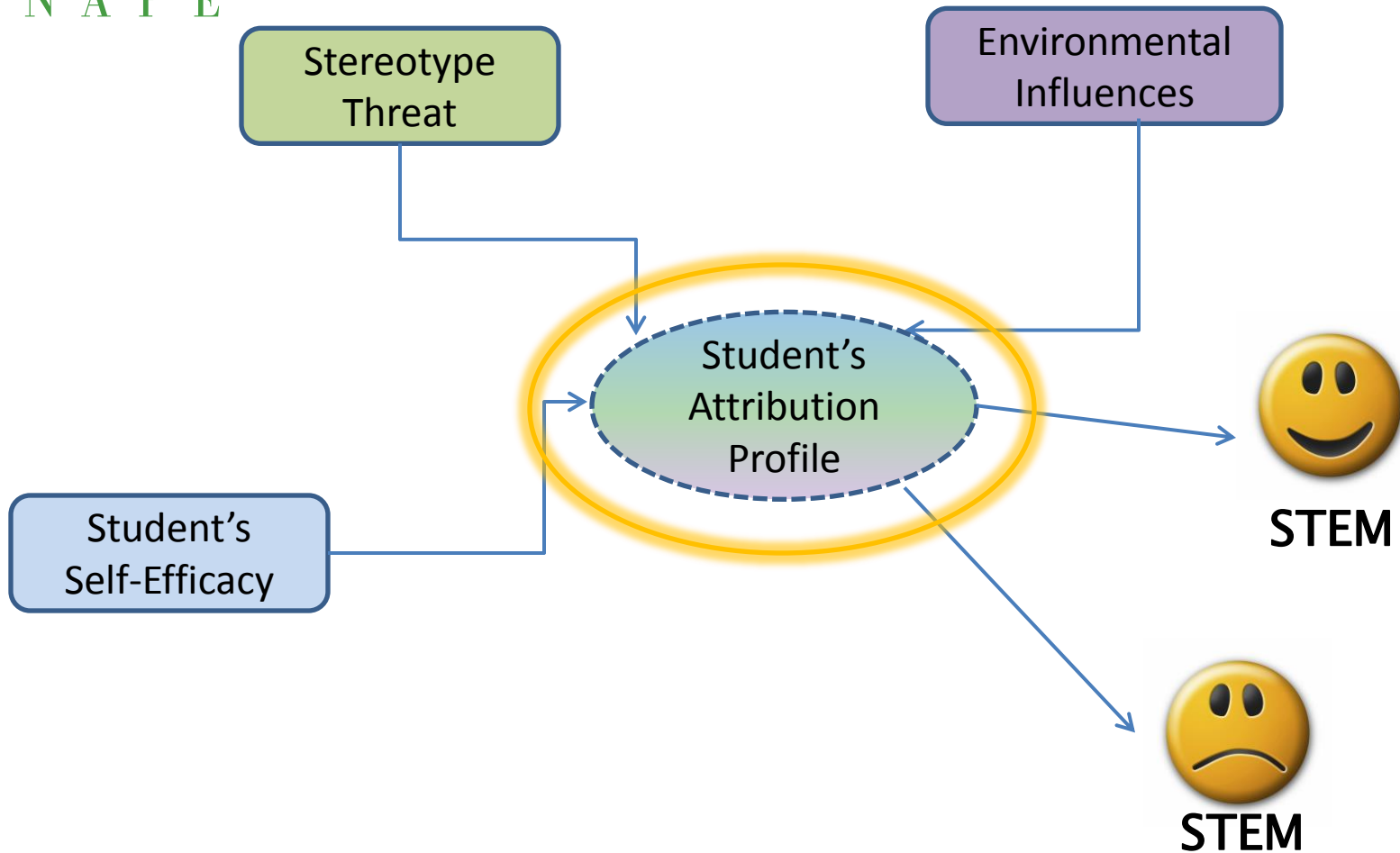
# The Big Picture





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# The Big Picture





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# What Is Attribution?

Attribution refers to how we explain causes of behavior and events.

- Rationale used to attribute causes to things that happen in our lives.
- How we make sense about our own and others' behavior.
- Used to make predictions about future outcomes of similar actions.

[http://www.youtube.com/watch?v=HcSldMZI\\_co](http://www.youtube.com/watch?v=HcSldMZI_co)



# Activity: Locus of Control

## Internal/External

- Explains outcomes based on self
  - Disposition or personality
  - Behavior is due to person's stable characteristics
  - Can predict future behaviors
- Explains outcomes based on external factors
  - Situation or environment
  - Behavior is due to outside forces
  - Says little about future behaviors

**Internal (I)**

**External (E)**



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# Activity: Stability

## Stable/Unstable

- Disposition or personality
  - Behavior is due to person's stable characteristics
  - Explains our expectations for the future
  - Often predicts future behaviors
- Situation or environment
  - Behavior is due to outside forces
  - Says little about future behaviors

**Stable (S)**

**Unstable (U)**



# Activity: Control

## Controllable/Uncontrollable

- Controllable
- Disposition or personality
- Behavior is due to person's stable characteristics
- Can predict future behaviors
- Uncontrollable
- Situation or environment
- Behavior is due to outside forces
- Says little about future behaviors

**Controllable (C)**

**Uncontrollable (U)**



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# Gendered Attribution Trends (Female)

Luck or chance played a role.



I'm not smart enough or I'm not good enough.

Failure is taken personally.

Both fear of failure AND fear of success.

Internalization detrimental to self-confidence.

Decreased in risk-taking behavior.

**Success =  
Externally Attributed**

**Failure =  
Internally Attributed**



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# Gendered Attribution Trends (Male)

I'm inherently smart and therefore successful.



**Success =  
Internally Attributed**

This was out of my control.

I had bad luck.

Others were jealous of me.

That teacher grades really hard.

**Failure =  
Externally Attributed**





# Understanding Attribution

## Cause and Effect

Previous Outcome	Attribution Profile Values	Future Outcome Prediction	Feedback
Success	<b>Internal, Stable</b> (Controllable or Uncontrollable)	Success	Praise effort
Success	<b>External, (Stable or Unstable), Uncontrollable</b>	Failure	Help them own success
Failure	<b>External, Unstable</b> (Controllable or Uncontrollable)	Success	Encourage effort
Failure	<b>Internal, Stable</b> (Controllable or Uncontrollable)	Failure	Provide support



# Super Strategies



- Provide feedback that is most useful to each student.
- Identify difficult concepts and be specific when students master them.
- Attribute success to hard work—“This was a difficult concept; I can tell you studied/practiced.”
- Assess and retrain attribution style.
- Encourage students toward internal/stable Attribution Profile.
- Remind females that they are as good as males in math.
- Remind males that literacy skills are important for all students to be successful in college and careers, and they can do as well as females.
- Repeatedly highlight successes that counteract the students’ inaccurate attributions.



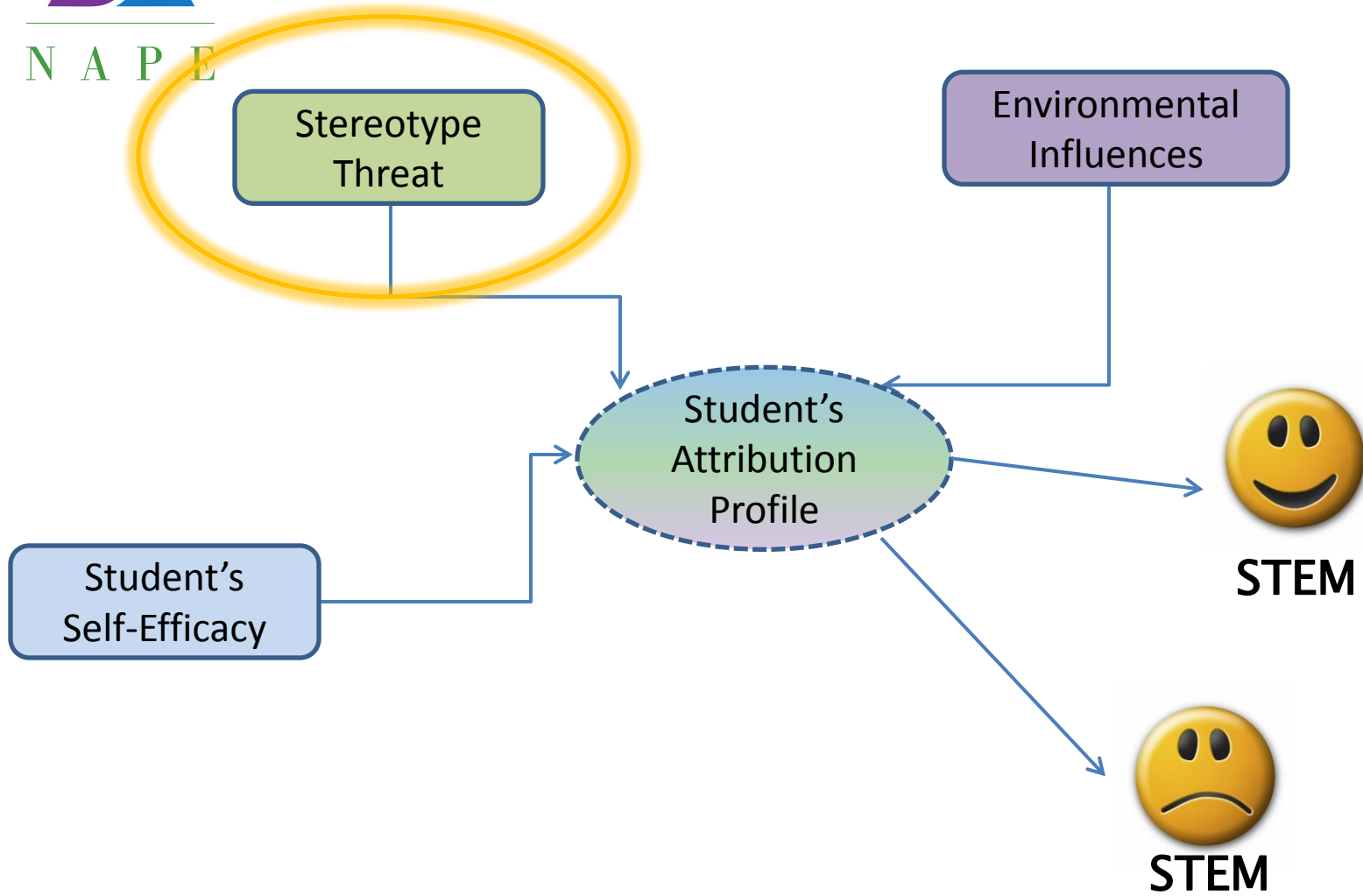
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# Stereotype Threat



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# The Big Picture





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# Stereotype Threat

**Stereotype threat** refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group (Steele & Aronson, 1995).



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## Activity: Review some examples

1. Each table or small group will review several examples of stereotype threat
2. Discuss among yourselves examples that may exist at your institution, in your department, or among your students.



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# Identification and Stereotype Threat

You need not believe  
in the stereotype for  
it to be threatening!

When the domain or stereotype fits your ideal belief in yourself, providing you with a sense of belonging and a belief in success.

**Domain Identification**

Undermines sustained motivation in the domain—results could be costly when the domain is as important as education.

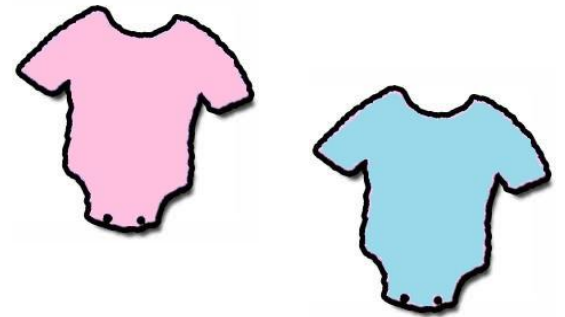
**Domain Dis-Identification**



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# Gendered Stereotype Threat

- Results in perception of ability of girls being reduced to gender stereotype.
- May impact student performance.
- Gender stereotypes may be as subtle as assigning children a gender and accompanying color at birth.



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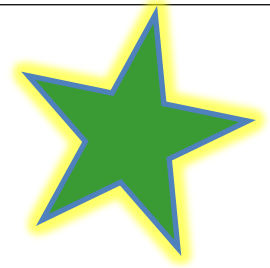
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# Effects of Gender Stereotype Threat

- Lower test performance in STEM areas
- Disengagement, devaluing, and dis-identification with STEM
- Reduced sense of belonging within STEM
- Lower behavioral intentions for math-related activities
- Lower representation of women and ethnic minorities in STEM fields
- Self-handicapping strategies, such as reduced practice time for a task



# Super Strategies



- Challenge stereotypes as they arise, even unspoken ones.
- Create counter-stereotyping imaging.
- Tell your students when tests show no gender differences.
- Provide role models/mentors to balance stereotypes.
- Adapt and encourage a growth mindset focus.
- See [www.reducingstereotypethreat.org](http://www.reducingstereotypethreat.org)



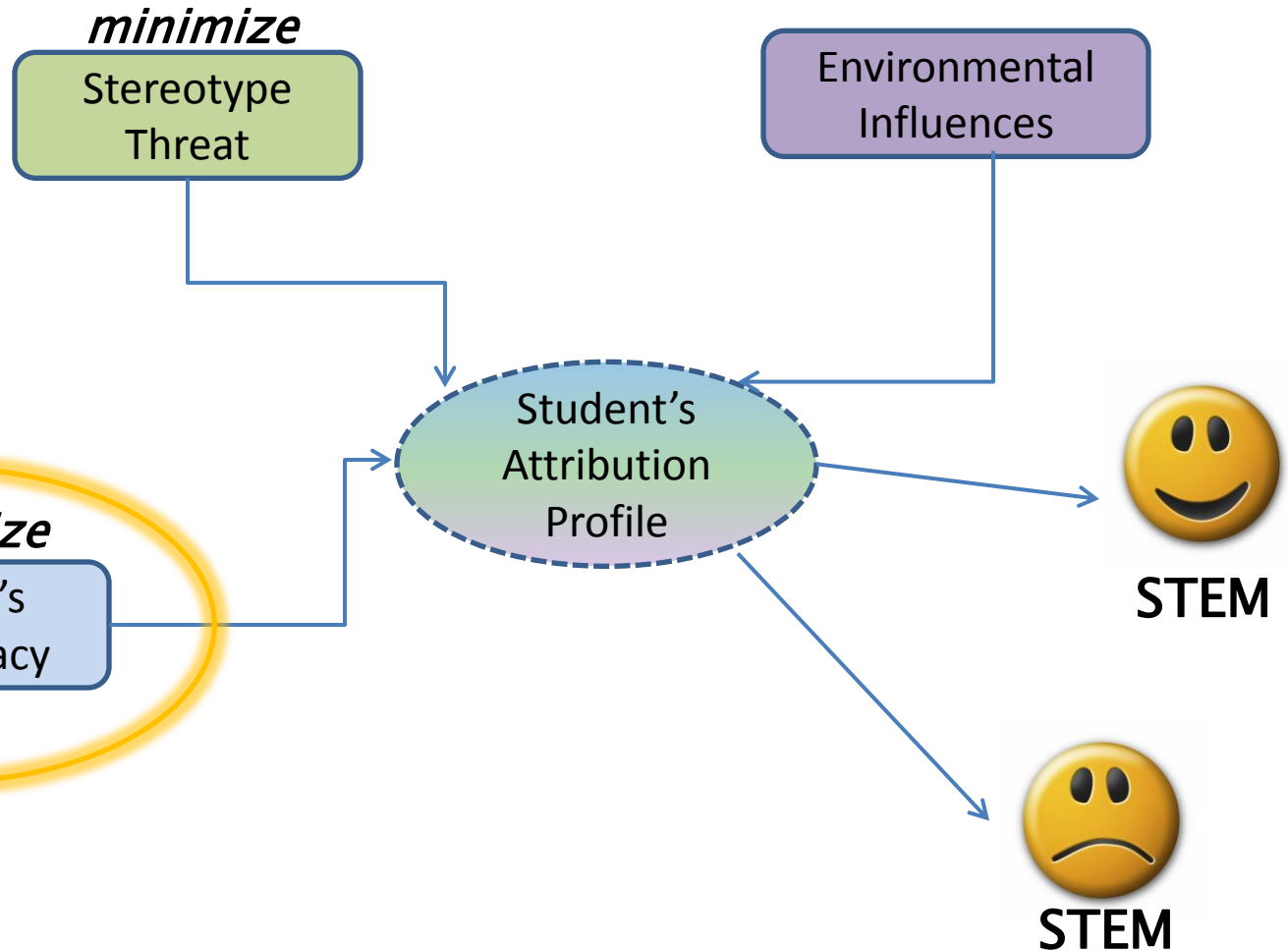
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# Self-Efficacy



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# The Big Picture





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# Efficacy and Self-Efficacy

The capacity to produce a desired result or effect.

The belief one holds in the ability to be successful.

**Efficacy**

**Self-Efficacy**



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# Girls, Self-Efficacy, and STEM

<http://www.youtube.com/watch?v=s5y4ChdTtNQ>

There is a direct correlation between STEM self-efficacy and females' STEM career choices.





# Super Strategies



- Provide training about self-efficacy.
- Teach females to self-affirm.
- Identify key adults in your students' lives who can help build student self-efficacy.
- Call on students as “scientists,” “mathematicians,” “programmers,” etc.
- Identify areas of discipline mastery and send micro-affirmations to build self-efficacy.



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# Human Development Theory





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# Basic Guidelines

People develop at different rates

Development is relatively orderly

Development occurs gradually

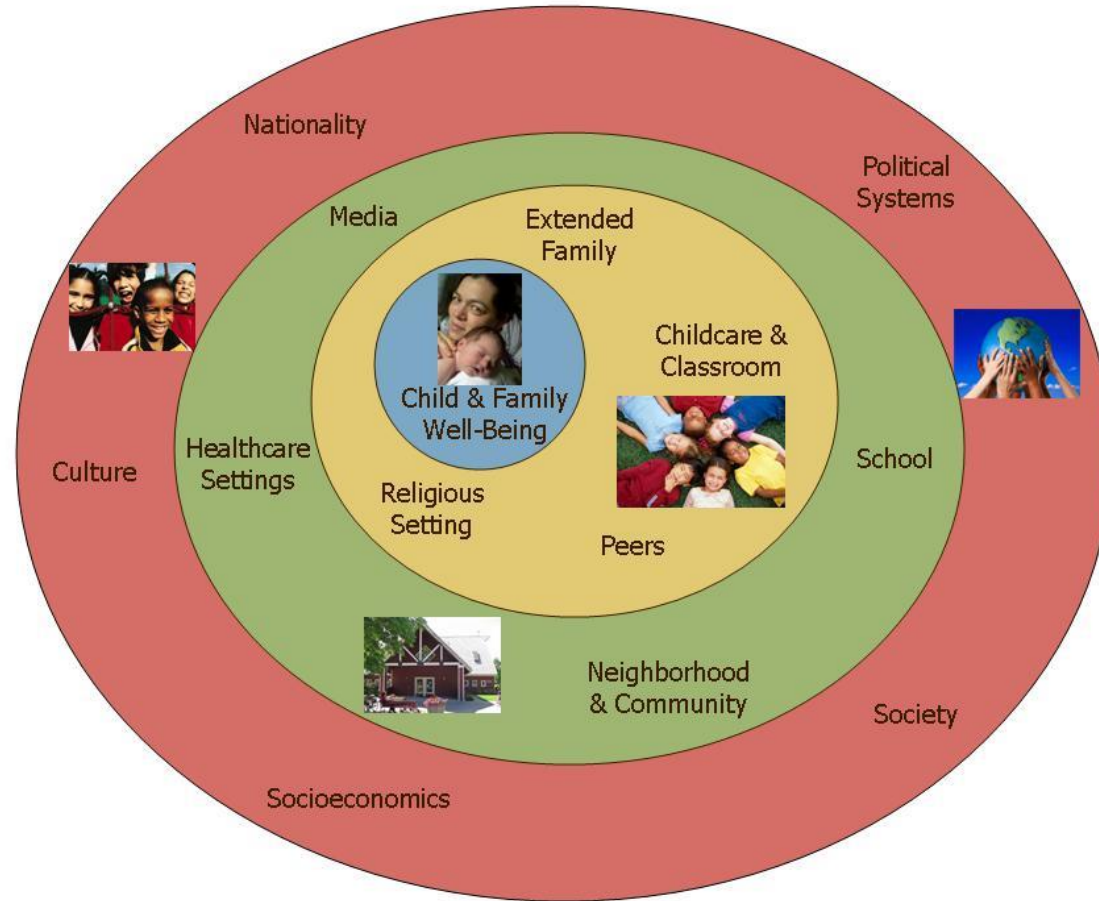
People have strengths and weakness in different areas

Combination of both nature and nurture



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# Bioecological Model of Development





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# Impact of Culture and Family on the Student in Your Classroom



# Family Factors That Affect Classroom Learning

- Family stability
  - Changes in family structure
    - Divorce
    - Immigration status
    - Extended family
- Family attitude toward formal education system
- Relationships with siblings



# Unequal Childhoods: Class, Race, and Family Life

Regardless of race or ethnicity, middle-class parents are more likely to engage in a process of “concerted cultivation” designed to draw out children's talents and skills.

**Historically referred to as  
Middle Class**

Working-class and low-SES families rely more on “the accomplishment of natural growth,” in which a child’s development unfolds spontaneously—as long as basic comfort, food, and shelter are provided.

**Historically referred to as  
Working Class**



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# Intersectionality: Origins

Origins in Black Feminist Movement and Education:

*“Within the lesbian community I am Black, and within the Black community I am a lesbian. Any attack against Black people is a lesbian and gay issue, because I and thousands of other Black women are part of the lesbian community. Any attack against lesbians and gays is a Black issue, because thousands of lesbians and gay men are Black”*

*(Lorde, 1983, p. 9).*



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# Intersectionality & STEM

Yes, most young women experience some level of gender inequity regarding social, cultural, and political access to STEM pursuits.





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## Activity: Inclusion/Exclusion Exercise

1. Recall a time from your own schooling (equivalent to the students you now teach) when you felt especially included in the learning process in a particular class.
2. Recall a time from your own schooling (equivalent to the students you now teach) when you felt especially excluded in the learning process in a particular class.







# Super Strategies



- Become aware of the many identities we have that intersect to make us who we are.
- Be careful of “helpful” classifications that may inadvertently alienate students. For example, “all girls like to shop” or “all boys like sports.”
- Teach individuals to affirm all aspects of their individual identity, which may be an intersection of many elements. “I am part Hispanic, part African American, and part Italian” or I am a Catholic, vegetarian, dog loving, African American, tennis player.”
- Teach critical thinking about the way in which the media narrowly portray STEM and CTE programs and careers by selecting actors with or without specific characteristics.



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# Multicultural Competence



# Multicultural Competence

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- **Working across cultures through an instilled understanding of cultures in terms of communication and working styles**
- **Behaving and communicating effectively and appropriately based on one's intercultural knowledge, skills, and attitudes**
- **Adapting to different communication styles & behaviors; adjustment to new cultural environments; flexibility**
- **Interacting effectively with others in ways that are acceptable to those who have different cultural backgrounds.**

# The Iceberg Concept of Culture

Like an iceberg,  
nine-tenths of culture is below the surface.

**Surface Culture**  
Most easily seen  
Emotional level - low

Food, dress,  
music, visual arts,  
drama, crafts,  
dance, literature,  
languages, celebrations, games



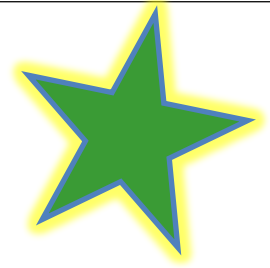
**Shallow Culture**  
Unspoken Rules  
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

**Deep Culture**  
Unconscious Rules  
Emotional level - intense



# Super Strategies



- Build awareness, knowledge, and skills about the multiple and diverse cultures that your students come from and about factors that may influence their learning outcomes so you can create an inclusive, equitable classroom.
- Develop lessons and activities that reflect your awareness and acceptance of multiple cultures and perspectives.
- Conduct a review of texts, posters, the classroom and school environment, and other elements of the educational experience through a gendered and multicultural lens. Ask someone or several people you know from different demographic and ethnic communities to help you to determine their comfort level.



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# Wrap-up



# Goal

Apply knowledge of social learning theories and cultural diversity to improve awareness of equitable environments that may lead to increased student success





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# Objectives

You should now be able to:

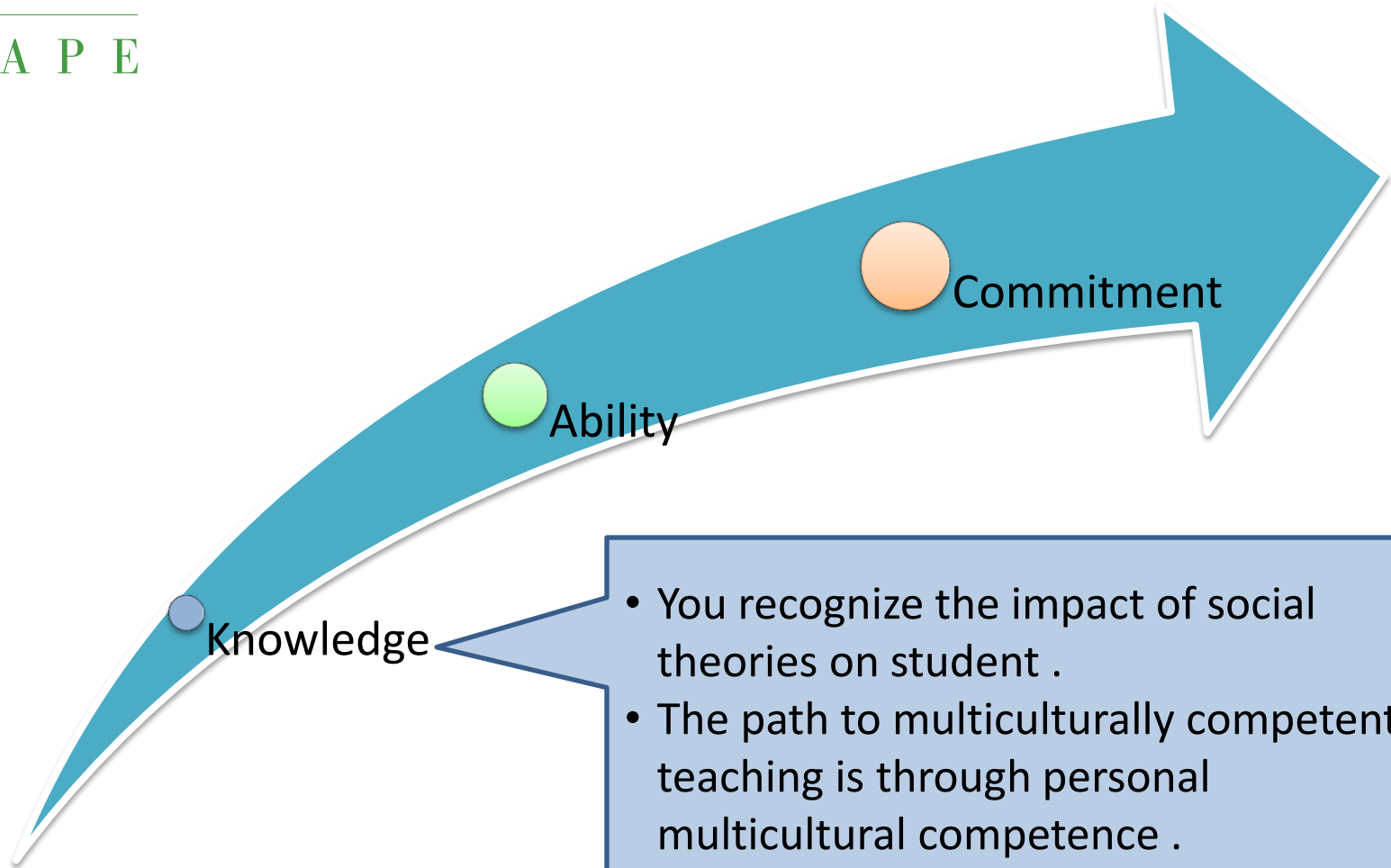
- ✓ recognize the impact of social theories on your students
- ✓ apply research-based tools to address
  - fixed versus growth mindset
  - attributions
  - stereotype threat
  - self-efficacy
- ✓ demonstrate your awareness of the influence of family, culture, parents, and peers in students' lives
- ✓ demonstrate evidence of multicultural competence in teaching practices including strategies and/or plans for increasing that competence.





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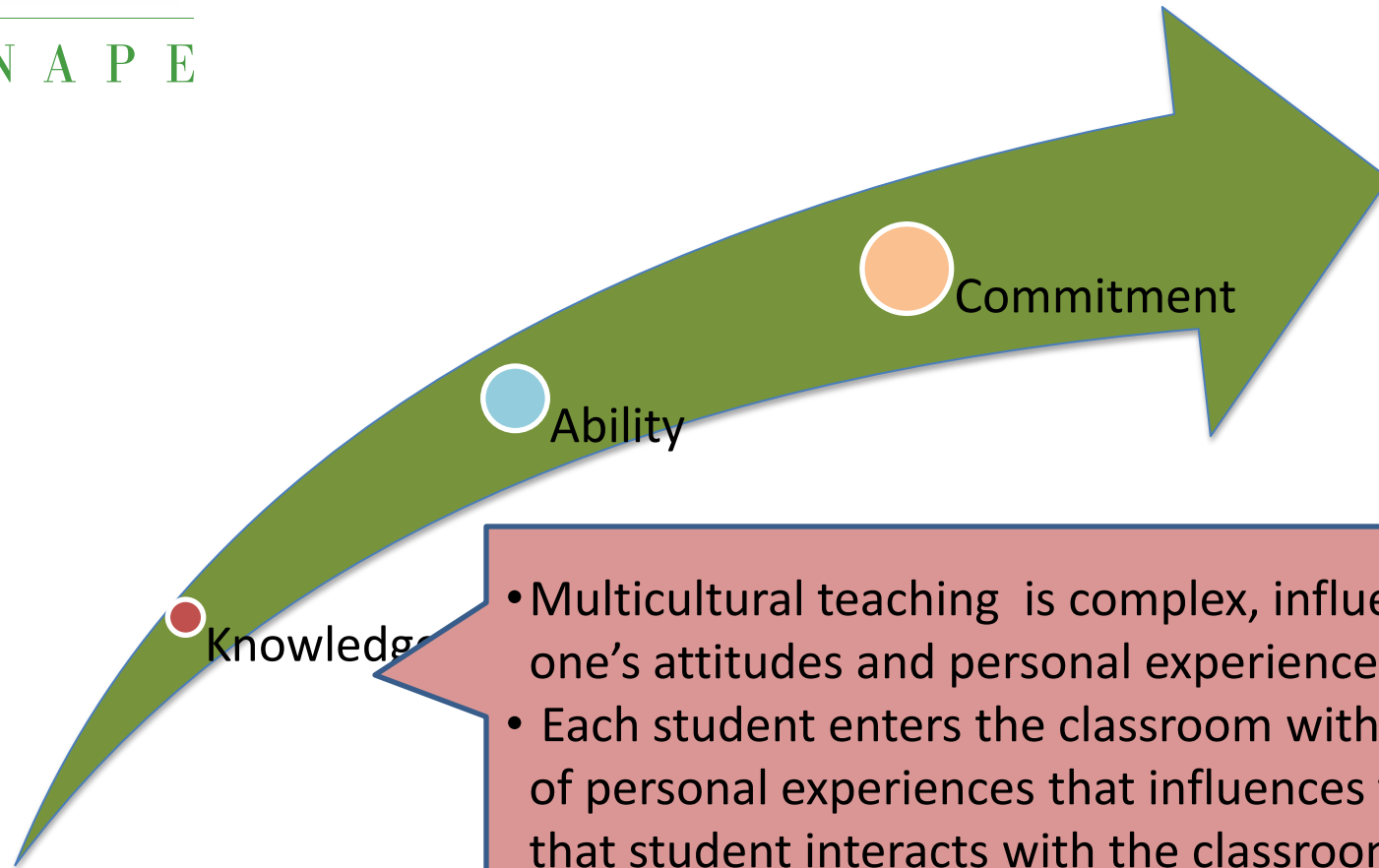
# Key Takeaway Points





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# Key Takeaway Points

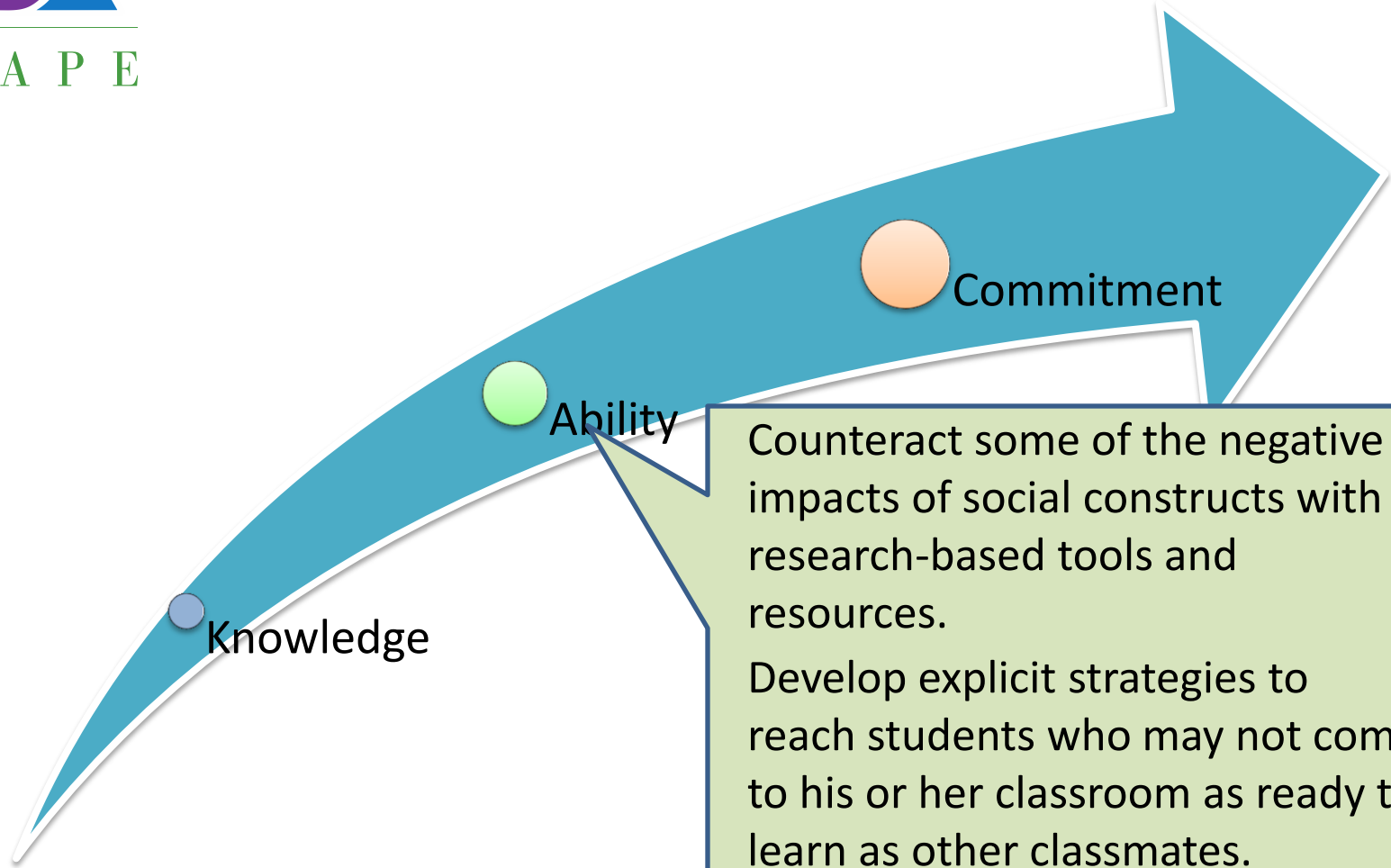


- Multicultural teaching is complex, influenced by one's attitudes and personal experiences .
- Each student enters the classroom with a wealth of personal experiences that influences the way that student interacts with the classroom environment and curriculum content.



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# Key Takeaway Points



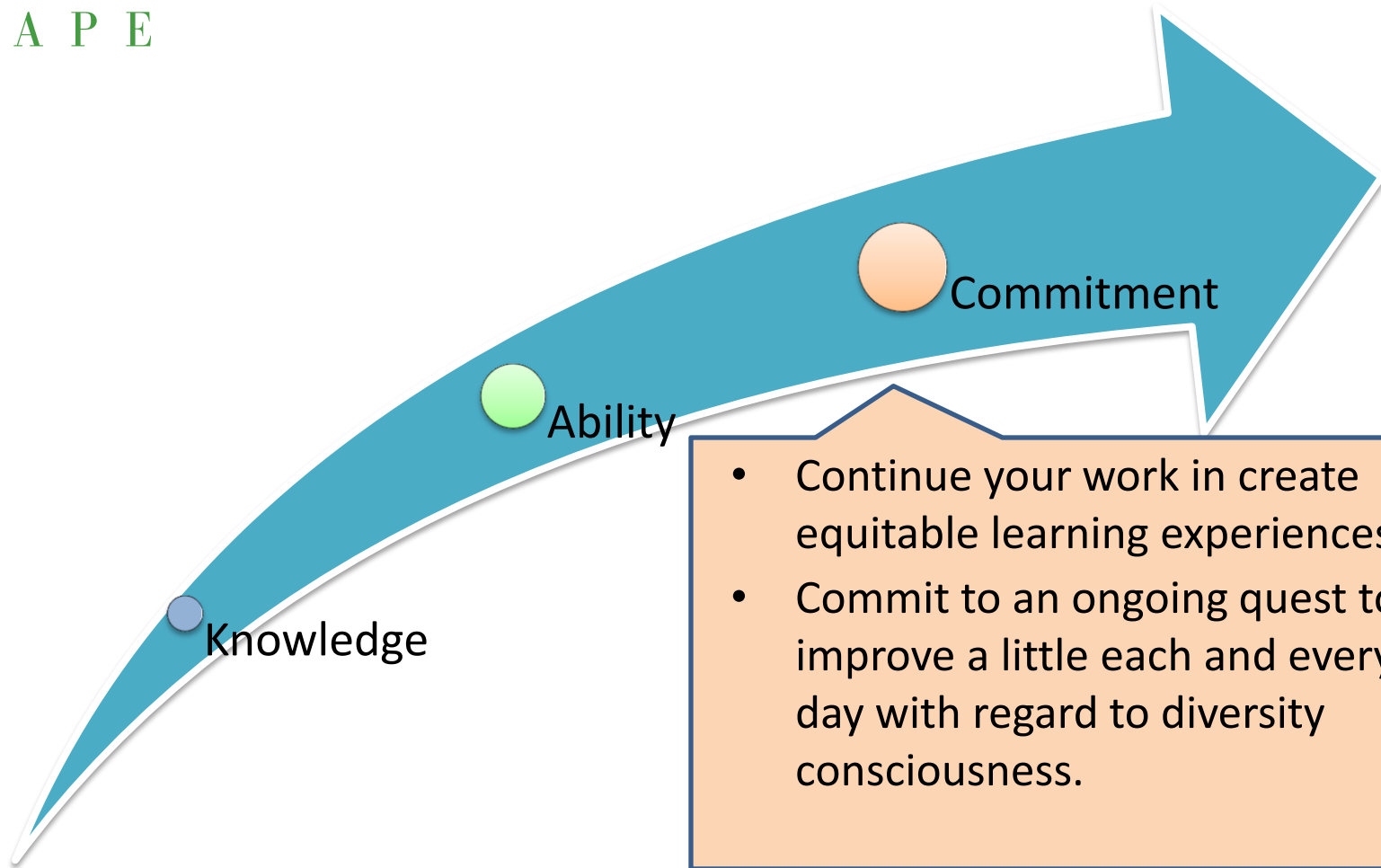
Counteract some of the negative impacts of social constructs with research-based tools and resources.

Develop explicit strategies to reach students who may not come to his or her classroom as ready to learn as other classmates.



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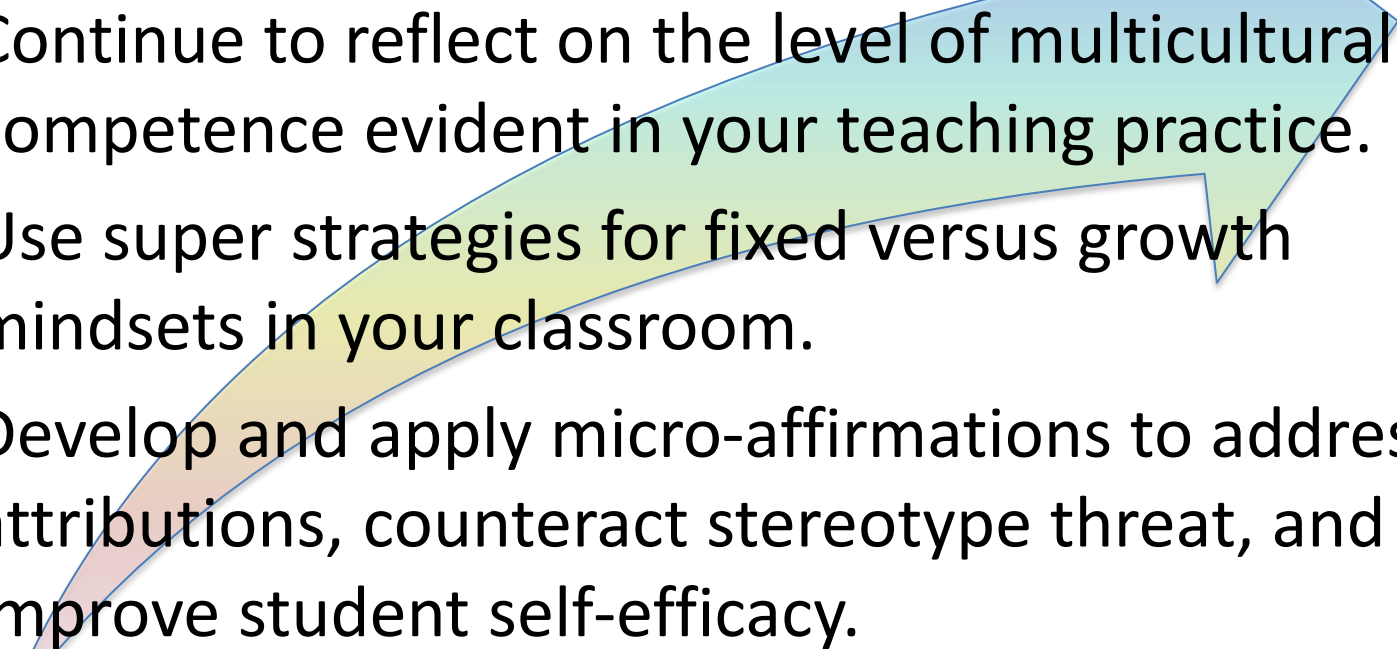
# Key Takeaway Points





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# Moving Forward

- 
- Continue to reflect on the level of multicultural competence evident in your teaching practice.
  - Use super strategies for fixed versus growth mindsets in your classroom.
  - Develop and apply micro-affirmations to address attributions, counteract stereotype threat, and improve student self-efficacy.



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# Final Thought!

Insanity: doing the same thing over and over again and expecting different results.

Albert Einstein

