



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

ECDE7008

**Combating Prejudice and
Discrimination in Education**

Doctorate in Education (Ed D)

LEVEL 7

Yr Athrofa

Faculty of Education and Communities

2020-2021

Module Lead

Dr Paul B. Hutchings	Paul.hutchings@uwtsd.ac.uk
----------------------	--

I hope that you will enjoy the module and am here to help via email or in our online tutorial sessions should you have any issues that you need to discuss. You should:

- Make good use of the University facilities and resources
- Attend, prepare and participate in sessions
- Be self-directed and independent learners
- Manage your time and work to meet assignment deadlines

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

All written assignments, apart from examination papers must be submitted electronically via TURNITIN.

Module Aims and Outcomes

[Brief description of the focus of the module]

AIMS

- To develop a critical understanding of the mechanisms underpinning stereotyping, prejudice and discrimination.
- To enhance understanding of how to identify prejudice and discrimination in educational settings and apply strategies to reduce or mitigate them.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Contextualise and critique the psychological theories and evidence in understanding the mechanisms underpinning prejudice and discrimination and their application to educational settings.
- Critically discuss the challenges and potential solutions to effectively reducing prejudice and discrimination in a variety of educational settings.
- Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

Key dates

ECDE7008 Combating Prejudice and Discrimination in Education	Day 1: 10 th October 2020	Week 1 of module
	Day 2: 5 th December 2020	Week 9 of module
Week 10 of module <i>last online teaching/learning week</i>	Week commencing 7 th December 2020	
Assessment deadline	25 th January 2021 @23.59hrs	

INDICATIVE CONTENT

- The content of this module will encourage students to critically consider and identify how psychological processes may impact upon interactions between education staff and learners; the expectations of staff and learners; and subsequent learning and life opportunities. In this module students will be encouraged to contextualise the content to specific educational settings and the wider political context. By its very nature, therefore, this module will need to be responsive to current political and social issues in education and, accordingly, specific topics may be weighted in their coverage year on year.
- The module will start by developing an understanding of the main theories underlying the psychological processes of stereotyping and prejudice, and the impact that they can have upon the behavioural component of discrimination. It will then introduce discussion of how applied psychology functions to explore the impact of prejudice in real-world settings such as the education environment.
- A key element of the module will be the recognition of differences between implicit and explicit prejudice, and the roles that theory and practice can play in identifying and potentially reducing both types of prejudice. It will also consider different types of stereotyping and prejudice that may impact upon the learning environment, such as race, gender, SES and class, and examine how they may manifest themselves through discrimination.
- Finally, this module will encourage students to consider ways to both conduct and apply critical thinking and research practice to the reduction of potential impacts of prejudice and discrimination, through policy design and practice in the workplace.

Session Details

This module has a total of 30 hours scheduled learning and 270 hours of independent learning. There are two days where participants and the module team work together and a programme of weekly webinars/tutorials that alternate between individual bookable tutorial time and group discursive sessions.

The weekly webinar/tutorial takes place on Tuesday evenings between 7-8pm.

Week	Date 2020	Focus; pre-reading and follow up activity	Lead
1	10/10/20 All day	Pre-reading: Kite & Whitley (2016) Chapter 1 pp.1-45 Please see Reading List for information on access to this textbook.	All self-study
		Preparatory task I would like you to consider two things as you are reading, and we will address them in the taught session: 1. Thinking of your professional practice now, consider areas of potential prejudice and discrimination relating to those addressed in the reading regarding stereotypes, prejudice, and discrimination. 2. Thinking back to your childhood, consider areas of potential stereotyping, prejudice and discrimination then. Were you aware of them during your childhood? Do you view them differently now?	
		Key Questions 1. What are the underlying psychological constructs of prejudice and discrimination? 2. How can we explore these constructs in an education setting?	PBH
		Key learning in this session: Through lectures and discussion across the course of the day we will examine the basic principles that underpin stereotyping, prejudice, and discrimination. In particular it will be important to learn and differentiate between the terminology, and to ensure a solid understanding of the history of prejudice and discrimination research before we move on to applying it to an education setting. We will complete the day by addressing some of the topics that will be covered in the online sessions over the next few weeks.	
		Structure Introduction Lecture 1: Stereotypes, Prejudice, and Discrimination Discussion 1 Lecture 2: A Brief History of Prejudice Research Discussion 2 Conclusion: Prejudice and Education: What to Expect.	

		Follow up thinking: After the introductory day I would like you to start to engage with the Understanding Prejudice website, which is linked to the Social Psychology Network (website address can be found in the Reading List). This site has a number of resources and suggestions that are linked to evidence-based research across the site. Whilst it should not be your sole focus, the website has a section called Teacher's Corner that contains useful information regarding interventions. Follow up reading/task: See above – the Understanding Prejudice website.
2	13/10/20 7-8pm	Preparatory task: Please read the Brown and Larson (2009) paper (see Reading List for details). Online shared session: Understanding children's formation of peer relations. We will discuss the Brown and Larson (2009) paper in detail.
3	20/10/20 7-8pm	Preparatory task: Please read the Aboud (2003) and Hierm et al. (2018) papers (see Reading List for details). Online shared session: Understanding children's group preferences. We will discuss the Aboud and Hierm et al. papers in detail.
4	n/a	I have timed this break to coincide with half-term/reading week in the university; however, I am aware that this may not be the same for everyone and so we will discuss this at the Day 1 session. However, the concept is the important thing; given the current situation in society I believe it is important that staff and students alike have the opportunity to take a break for their own self-care, and the half-term seems like the most appropriate point for this.
5	03/11/20 6-8pm*	To allow for the break in teaching to take place I have 'doubled up' the following week; however, the way that I have done this is to put the first hour of the session into a video-lecture format to be released the previous week. This can be watched at any point over the course of the 10 days prior to the discussion session, which will start at 7pm. Therefore, the 6pm start only applies if you are sitting down to watch the one-hour video-lecture for the first time at that point prior to the discussion. Preparatory task: Read the Stangor (2016) paper (see Reading List for details) Online shared session: This will take a lecture format with PowerPoint slides discussing the changing nature of prejudice over time.

6	10/11/20 7-8pm	Preparatory task: Engage with the assessment questions and prepare thoughts and questions regarding potential ways to tackle these assessments.
		Online session A short video-lecture for you to view in your own time regarding the assessments and my guidance on what constitutes a good assessment response.
		Tutorial session This session is for you to book tutorial time to discuss: - Developing thinking from the module and any associated issues - Your ideas about research questions you may use for your assignment components
7	17/11/20 7-8pm	Preparatory task: Over the next two weeks we will explore 'teacher expectations' as a form of prejudice; therefore, in preparation for the discussion in week 8 and to follow this week and next week please read the Mitchell (2019), van den Bergh et al. (2010), Namrata (2011), Finn et al. (2019) and Peterson et al. (2016) papers (see Reading List for details).
		Online shared session: This will take a lecture format with PowerPoint slides and will focus on potential prejudice and biases of education staff, and how this can be addressed.
8	24/11/20 7-8pm	Preparatory task: As for previous week
		Online shared session: Critical discussion of teacher expectations from readings and lecture session.
9	01/12/20	Preparatory task 1: Read the Jussim (2012) paper (see Reading List for details). Preparatory task 2: Engage with the assessment questions and prepare thoughts and questions regarding potential ways to tackle these assessments.
		Tutorial session This session is for you to book tutorial time to discuss: - Developing thinking from the module and any associated issues Your ideas about research questions you may use for your assignment components
9	05/12/20	Pre-reading: Please read the Timmermans et al. (2016) and Papageorge et al. (2019) papers prior to the session (see Reading List for details). Preparatory task: 1. Re-engage with the Understanding Prejudice website and critically consider the Teachers Corner section of the website. Do all of the suggestions fit with the evidence? Are there any glaring omissions? 2. Much of what is covered on the Understanding Prejudice website is designed for a US audience, and many of the papers covered are written by non-UK academics with other cultures in mind. Carry out a search to find any relevant sources of information (journal articles, websites) that deal with issues of prejudice in education settings (particularly teacher expectations) from a UK perspective (and if you can find a Welsh perspective even better).

		Key Questions 1. What can be done to address the issues of teacher expectations? a. From an individual level b. From a policy level How can prejudice research in general help to reduce levels of prejudice towards specific groups in education settings? Structure: Introduction Lecture 1: Teacher expectations in the education setting Discussion 1: Following on from the Jussim paper in online session 9, we will critically discuss whether teacher expectations, stereotype threat, etc., are even an issue in education. Lecture 2: Policy expectations and biases in the education setting Discussion 2: Where does mandated policy end and teacher personal responsibility begin, and vice versa? We will critically consider the boundaries and regulations required within an education setting. Conclusion Follow up thinking: Once again, engage with the Understanding Prejudice website, but now consider things from a policy perspective; are there elements of policy that produce or exacerbate potential prejudice in the classroom? If so, what can be done about this? Follow up reading: The Understanding prejudice website (see Reading List for details).
10	10/12/19 7-8pm	Preparatory task 1: Put together a 5-10 minute presentation of what you have learned on the module and how you feel you may be able to employ some of the things that you have learned in an education setting Online shared session: This will be the wrap-up session for the module where we will hopefully have some presentations from you all as students, and also discuss any final issues that we feel need to be considered.
Assessment deadline: All module assignments via Turnitin by no later than 23.59hrs on 25 th January 2021.		

Session overviews:

1. DAY 1	In this opening session we will cover the basics of stereotyping, prejudice, and discrimination, in order to understand the differences between them. We will also consider the development of the field of research over the last 100 years. This will put us in a position to consider the wider issues relating to psychology and human behaviour in education settings.
2.	It is important for us not to 'see prejudice' when it is not there; and childhood formation of relationships is a complex area where we could easily see prejudice that is not there, but is instead a natural case of development. In this online session we will discuss the principles behind children's development of relationships with others.
3.	Sometimes prejudice is there; and in childhood we have the greatest opportunity to address it. Building upon the session in the previous week we will discuss what happens when development in children does display instances of prejudicial behaviour and what can be done to mitigate it.
4 and 5	The discussion sessions of the previous two weeks will fit nicely with what we have discussed in the opening day session. However, for us to build a strong understanding of contemporary psychological prejudice and discrimination issues it is important to consider some wider issues in the field. In this online lecture we will consider how prejudice and discrimination research has developed over time, building upon the Stangor chapter. We will also consider individual differences in prejudice, and introduce issues such as implicit and explicit prejudice, right-wing authoritarianism and social dominance orientation. These are all terms that it is important for us to understand as we consider contemporary prejudice and discrimination research in a complex multicultural global society.

6.	At this point in the module you will know have general information about prejudice and discrimination that you will hopefully be able to apply to your consideration of education settings. Before we go into the specifics of prejudice in education this personal tutor session will allow you to discuss your initial thoughts on how you can start to address the assignment questions. As we work towards this session we can consider whether individual or group tutorials are more appropriate for this session.
7.	In this session I will be delivering another lecture, this time specifically on the issues of potential educator prejudice in education settings. ‘Teacher expectations’ is a term used in education, but much of the research suggests that this is synonymous with the implicit and explicit prejudice that we see in many areas of society. I have set several papers to be read over the course of this session and the next session. You can either read all of them prior to the next session or some this week and some next week; the aim is to get to a good discussion session in Week 8 that draws upon the papers and the lecture.
8.	Following the session in Week 7 we will have a critical discussion session relating to the papers and lecture on teacher expectations. At this point I am hoping that you will be able to draw upon all of the elements that we have discussed across the course of the module to really start to critically evaluate your own and others practice as educators, and also to consider the wider policy implications for prejudice and discrimination to occur in the classroom.
9. a	In the final session before our last on-campus day I would like to turn the whole thing on its head! There are alternative viewpoints to what we have been discussing and it is important that we understand and consider them. Therefore, in this session we will discuss Lee Jussim’s arguments that this really isn’t a big deal, and that a lot of the research has been overplayed. He makes some very good arguments and they should not be dismissed. Prior to DAY 2 we will have also have an online tutorial relating to the assessments. I am hoping that, by this session, you will have a far stronger idea

	of how you can use the research evidence and information that we have discussed so far to answer the assessment questions. It is likely that, at this point, you may be considering different approaches regarding the second assessment (research or policy-focused); therefore, it is likely that this tutorial will be better suited to individual or sub-group session. However, we will decide upon this closer to the time.
9. DAY 2	We started this module at a very broad level, talking about the field of prejudice and discrimination. By this second in-person session I hope that we will be in a position to discuss the issues as they specifically relate to education; hopefully at a UK-level of education and, ideally, also bringing in a Wales-focused level of evaluation to our work. Much of the work that we will have discussed over the course of the module will have been focused internationally (particularly on the USA as that is where much of the research is carried out). However, this should be seen as a strength rather than a weakness for our focus; we can evaluate where we are as a nation and see what we need to do in order to be able to generate our own research and policy regarding these issues, and that will be the key focus of the day
10.	Our final session will very much be a student-led wrap-up, as I would like you all to consider what you have learnt and potentially give a brief presentation lecture of your own to the rest of the group (10 minutes max). This isn't an assessment so I will not force anyone to do it, but I think it would be a nice way to end the module.

Details of Assessment

Assessment Component 1: 4000-word essay (50%)

Critically discuss whether prejudice and discrimination, in the form of teacher expectations of learners, are of urgent concern in contemporary education environments in the UK.

This assessment is a straightforward essay that requires you to draw upon your learning on the module whilst also engaging with contemporary literature on the topic to address the statement. However, it is not simply a case of consulting the research literature and reporting it; contemporary research on prejudice in the classroom relating to teachers is not just about whether prejudice exists, but also how much it exists. In a utopian society where everything is perfect it would, of course, be ideal to eradicate all forms of prejudice and discrimination; however, we do not live in that society and competing challenges need to be addressed. It is therefore important to recognise a key word in this essay question: *urgent*. Whilst some researchers argue that it is a major source of detriment to many students, others have argued that the effect of teacher expectations are small, and/or are far less important than other factors that impact upon students. Therefore your answer is expected to address these nuances rather than simply discussing whether prejudice and discrimination exists in education settings *per se*.

Assessment Component 2: Choose ONE of the following:

Assessment 2a: 4000-word practical proposal (50%)

Based upon the prejudice and discrimination literature, design and justify a hypothetical intervention for either initial teacher education or continued professional learning that could lead to a reduction in prejudice and discrimination in an educational setting.

Assessment 2b: 4000-word essay (50%)

Using the psychological evidence on prejudice and discrimination as a framework, critically discuss how government education policy relevant to an education setting of your choice could use psychological theories of prejudice and discrimination to combat prejudice and discrimination at policy level.

For your second assessment we recognise that some of you may wish to pursue a more research-focused doctoral degree whilst others may wish to focus upon policy and strategy; therefore we have provided a choice of assessment and you may choose to answer the one that you prefer. The practical proposal should follow the guidelines as set out in the project proposal template provided for you on Moodle. The essay question should follow a standard essay format.

KEY READING:

Classification	Reading List entry	Electronic*
Essential	Kite, M. E., & Whitley, B. E. Jr. (2016). <i>Psychology of prejudice and discrimination</i> . Abingdon: Routledge. Y Fforwm Main Collection 303.385 PSY also available as e-book via the university library system (one hour loan).	☒
Essential	https://secure.understandingprejudice.org/anthol.htm	☒
Essential	Mitchell, J. (2019). Prejudice in the classroom: A longitudinal analysis of anti-immigrant attitudes, <i>Ethnic and Racial Studies</i> , 42(9), 1514-1533, DOI: 10.1080/01419870.2018.1493209	☒
Essential	Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. Lerner & L. D. Steinberg (Eds.), <i>Handbook of adolescent psychology</i> , pp. 74 – 103. New York: Wiley. https://doi.org/10.1002/9780470479193.adlpsy002004	☒
Essential	Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R. W. (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. <i>American Education Research Journal</i> , 47(2), 497-527. DOI: 10.3102/0002831209353594	☒
Essential	Peterson, E. R., Rubie-Davies, C., Osborne, D., & Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. <i>Learning and Instruction</i> , 42, 123-140. https://doi.org/10.1016/j.learninstruc.2016.01.010	☒
Essential	Stangor, C. (2016). The study of stereotyping, prejudice and discrimination within social psychology: A quick history of theory and research. In T. D. Nelson (Ed.), <i>Handbook of prejudice, stereotyping and discrimination</i> , pp3-27. London: Psychology Press. Available from https://books.google.co.uk/books?hl=en&lr=&id=QrBmCgAAQBAJ&oi=fnd&pg=PA3&dq=prejudice+change+over+time+psychology&ots=OZ0bsF6yTq&sig=akjP_WcZ1RXRWW5zYm75cbflkbo&redir_esc=y#v=onepage&q=prejudice%20change%20over%20time%20psychology&f=false	☒
Essential	Timmermans, A. C., de Boer, H., van der Werf, M. P. C. (2016). An investigation of the relationship between teachers' expectations and teachers' perceptions of student attributes. <i>Social Psychology of Education</i> , 19(2), 217-240. https://doi.org/10.1007/s11218-015-9326-6	☒

Essential	Papageorge, N. W., Gershenson, S., & Kang, K. (2019). Teacher expectations matter. <i>Review of Economics and Statistics</i> , June 2019, 1-46. Link to preprint https://www.sole-jole.org/17043.pdf	☒
Essential	Hartl, A. C., Laursen, B., Cantin, S., & Vitaro, F. (2019). A Test of the bistrategic control hypothesis of adolescent popularity. <i>Child Development</i> , 91(3), E635-E648.	☒
Essential	Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the processes underlying evaluation: Attitudes from the perspective of the APE model. <i>Social Cognition</i> , 25(5), 687-717.	☒
Essential	Jussim, L. (2012). <i>Social perception and social reality: Why accuracy dominates bias and self-fulfilling prophecy. Chapter 13: Teacher expectations</i> . Oxford Scholarship Online, Sept 2012. DOI:10.1093/acprof:oso/9780195366600.003.0047	☒
Essential	About, F. E. (2003). The formation of in-group favouritism and out-group prejudice in young children: Are they distinct attitudes? <i>Developmental Psychology</i> , 39(1), 48-60.	☒
Essential	Hjerm, M., Eger, M. A., & Danell, R. (2018). Peer attitudes and development of prejudice in adolescence. <i>Socius</i> , 4, 1-11.	☒
Essential	Finn, K. E., Seymour, C. M., & Phillips, A. E. (2019). Weight bias and grading among middle and high school teachers. <i>British Journal of Educational Psychology</i> , 90(3), 635-647.	
Further	Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds., 2013). <i>The SAGE handbook of prejudice, stereotyping and discrimination</i> . London: Sage.	☐
Further	Allport, G. W. (1954, 1979). <i>The nature of prejudice</i> . New York: Basic Books.	☐

Staff Biography

Dr Paul B. Hutchings (CPsychol AFBPsS) is a Chartered Psychologist and Chartered Scientist who works as Senior Lecturer and Assistant Director of the Centre for Psychology and Counselling at UWTSD. He is currently the Past Chair of the Welsh British Psychological Society (BPS), having been Chair of BPS Wales 2015 – 2018, and is also the inaugural Chair of the BPS Wales Political Psychology Section. His research work focuses upon implicit and explicit prejudice, terrorism, and mental health, and he is a passionate advocate of immigration and non-native cultural issues in Wales. Over the last five years Dr Hutchings has given a number of high-profile talks on the subject of prejudice and immigration, including TedX, the Ernest Jones Celebration Lecture, and the inaugural Wales Race Equality Conferences. He also sits on a number of Welsh Government committees relating to immigration, equality, and STEM.