Society in the classroom :

Integrating perspectives on how socioeconomic disparities unfold in educational setting

30th June – 2nd July 2022, *London School of Economics*

Day 1 –Thursday 30th June – Setting the scene

2pm-3pm

Optional Discussion Session: Experiences of generating impact from research on the psychology of social class

Vera Anstey Room, Ground Floor Mezzanine, Old Building

This is an optional, informal session in which conference attendees who are in town can gather to share ideas and best practices on bringing insights from the psychology of social class to practitioners and policymakers in different national settings.

4pm-5pm

Optional Policy-oriented Seminar: What challenges does social class set for the leveling up agenda? Evidence from psychology

Shaw Library, 6th Floor, Old Building

This event is being run as part of the 2022 Senate Priority Campaign of the British Psychological Society (BPS) on Tackling Social Class Inequalities, led by a working group of experts from across the BPS psychology divisions, entitled, Psychology of Social Class – UK Policy Implications (POSCUPI). An expert panel of psychologists will speak about how psychology is relevant to tackling social class inequalities, with a focus on the importance of including class/SES as a protected characteristic in the Equality Act. Society in the Classroom conference participants are welcome to attend.

6:30pm

Keynote 1: Hazel Markus (Stanford University)
Notes from the Field: Experiments Toward a Psychology of Society

Auditorium, Lower Ground Floor, Centre Building

At Stanford's centre for Social Psychological Answers to Real-World Questions (SPARQ), our vision is to get more science into the world and more of the world into science. With a focus on getting more of the world into psychology, I describe field projects and experiments co-developed with problems identified by a police department, a media platform, a television company, and a public school system in the United States. Across these problems in diverse domains the emphasis is on the psychological: the role of identity, culture, race, and social class in everyday experience, the centrality of narratives and representation, the significance of status threat and bestowing dignity, and the hidden biases that people build into institutional defaults. Our overall goal is working with our partners toward intentional culture change.

8:15pm

Dinner – The Old Bank Of England, 194 Fleet St, EC4A 2LT

Day 2 – Friday 1st July – Early Years to Secondary School

Shaw Library, 6th Floor, Old Building

9am

Arrival: registration, coffee/tea

9:15am

Conference Introduction

Jennifer Sheehy-Skeffington (London School of Economics),
Sébastien Goudeau (University of Poitiers), **Nicole Stephens** (Northwestern University)

| 9:20am–12:15pm | **Session 1, Preschool/Primary School** |
| | **Chair: Sébastien Goudeau** |

| 9:20am | Chair's Introduction |
| 9:30am | Research Presentations |

9:30-9:40am **Jean-Claude Croizet**, *How preschool education perpetuates and legitimates social inequality: A qualitative study of the symbolic violence that operates in French classrooms among 4-5 year old children*

9:40-9:50am **Sébastien Goudeau**, *Why do preschools fail to level the playing field for students of lower socioeconomic status? The role of oral interactions in the classroom*

9:50-10:00am **Céline Darnon**, *Selection in education: a barrier to reducing the SES achievement gap?*

10:00am	Q&A Session
10:20am	Coffee Break
10:40am	Research Presentations

10:40-10:50am **Lewis Doyle**, *The impact of teachers' biases and beliefs on educational outcomes*

10:50-11:00am **Eddie Brummelman**, *Children's intuitive theories of achievement across social class*

11:00-11:10am **Holly Engstrom**, *Social class differences in children's hopes and expectations for the future: a machine learning approach*

11:10am	Q&A Session
11:30am	General Discussion
12:00-1:15pm	**Lunch**

1:15-2:15pm	**Keynote 2: Peggy Miller** (University of Illinois)
	A Deficit Story in Motion: How Poor Children are Defined Out
	of the Educational Game Before They Enter School

In this case study of the "Word Gap" Story as a contemporary deficit discourse, I argue that in order to understand the "Gap" Story more fully, we need to track its Life History, i.e., its movement over time. Where did it originate, what is its backstory, what fueled its circulation and uptake, and what are the consequences for the children it was intended to help? Placing the "Gap" Story in its evolving context involves interrogating the scientific practices that produced and sustain it. Instead of allowing us to hear the language of poor and minority children more clearly, these practices produce "findings" that are filtered through biases of class, race, and method, thereby defining poor and minority children out of the educational game before they enter school.

1:15pm	Presentation
1:50pm	Q&A Session
2:15pm	Mini-break

2:20pm-6pm

Session 2, Adolescence/Secondary School
Chair: Jennifer Sheehy-Skeffington

2:20pm   Chair's Introduction
2:30pm   Research Presentations

2:30-2:40pm **Jeongeun Park**, *Longitudinal links between occupational aspirations and academic attainment in middle childhood and adolescence: the role of socioeconomic status*

2:40-2:50pm **Nele Claes**, *Social structure in classrooms: how the social class achievement gap involves income inequality and anxiety*

2:50-3:00pm **Ludivine Jamain**, *The weight of the school's socio-economic context in educational outcomes: the Chilean experience*

3:00-3:10pm **Matthew Eastbrook**, *The roles of social identities and social contexts in explaining the socioeconomic attainment gap in England*

3:10-3:20pm **Ian Hadden,** *Thinking local: how individual school context contributes to psychological barriers for students of low socioeconomic status*

3:20-3:30pm **Jozefien De Leersnyder**, *A stringent test of cultural mismatch theory: applying a cultural fit approach to self-construal in educational settings to predict students' outcomes*

3:30pm   Q&A Session
3:50pm   Coffee Break
4:10pm   Research Presentations

4:10-4:20pm **Rebecca Covarrubias**, *Complex interactions in home-school contexts: low-income, Latinx students navigate paradoxes of independence and interdependence*

4:20-4:30pm **Iniobong Essien,** *Context-based discrimination in school discipline*

4:30-4:40pm **Erdem Yilmaz**, *The ethnicity-SES interaction and achievement gaps: contextualizing differential effects of socioeconomic status through ethnic capital*

4:40-4:50pm **Alexander Browman**, *American educators and voters mentally represent low-ability students as poor, and consequently as lazy, unmotivated, and undeserving of support*

4:50-5:00pm **Anatolia Batruch,** *Belief in school meritocracy and the legitimization of social and income inequality*

5:00pm   Q&A Session
5:15pm   General Discussion
5:45pm   Close

6:30pm   **Drinks Reception**, Club Quarters Terrace

9:20am–12:10pm

**Session 3, Higher Education
Chair: Nicole Stephens**

9:20am   Chair's Introduction

9:30am   Research Presentations

9:30-9:40am   **Isla Dougall,** *Social class and wellbeing among staff and students in Higher Education settings: Mapping the problem and exploring underlying mechanisms*

9:40-9:50am   **Bettina Spencer**, *Getting schooled: working-class students in Higher Edcation*

9:50-10:00am   **Ibette Valle,** *A critical race, interdisciplinary approach to examining socioeconomic disparities in educational settings*

10:00-10:10am   **Christina Bauer,** *Am I talented enough? How systematic differences in self-perceived talent may contribute to first-generation students' disadvantage*

10:10-10:20am   **Fabian Müller,** *Working-class students and distance learning during the COVID-19 pandemic: digital divide, cultural mismatch, and psychological barriers*

10:20am   Q&A Session

10:30am   Coffee Break

10:50am   Research Presentations

11:00-11:10am   **Evelyn Morreel**, *What is taught? How is it taught? And what is left out? The crucial role of lecturers' class-consciousness for social justice learning*

11:10-11:20am   **Rebecca Peretz-Lange**, *Can history education reduce socioeconomic disparities at their cognitive roots?*

11:20-11:30am   **Ryan Pickering**, *Best pratices for experiential learning activities related to socioeconomic disparities*

11:30-11:40am   **Deborah Wu**, *A communal social vaccine: An identity-based living learning community for first-generation college students in the biological sciences*

11:40-11:50am   **Britt Hadar**, *Psychological proximity improves reasoning: evidence from academic aptitude test in the lab and the field*

11:50am   Q&A Session

12:10pm-1:30pm   **Lunch**

1:30-4pm

> **Session 4: Beyond Educational Settings**
> **Chair: Jennifer Sheehy-Skeffington**

1:30pm

Keynote 3: Lucinda Platt (London School of Economics)
Educational Inequalities Across The Life Course: Cumulative
and Heterogeneous Impacts

Inequalities in educational attainment which arise in the school years cast a long shadow over subsequent life courses. However, the consequences of both 'over' and 'under' achievement for later life outcomes vary with social class, ethnic group, sex and disability. Demonstrating the potential of rich longitudinal data to address these life course and heterogeneous impacts of differences in educational attainment, this lecture focuses how educational attainment translates into different life time pathways, with a particular focus on ethnicity and childhood disability.

2:05pm	Q&A Session
2:30pm	Mini-Break
2:40pm	Research Presentations

2:40-2:50pm **Nicholas Fendinger**, *Social class and theory minds: lower social class promotes social working memory*

2:50-3pm **Daniela Goya-Tocchetto**, *Reducing class-based prejudice with simple reminders of how economic background impacts individual achievements*

3:00-3:10pm **Matthias Gobel**, *Unexpected costs of breaking through the class ceiling*

3:10pm	Q&A Session
3:25pm	General Discussion
4pm	**Close**

Conference Organizers

Sébastien Goudeau is an associate professor of social psychology at the University of Poitiers (France). He is interested in explaining how features of academic contexts (social comparison, evaluative pressure, etc.) influence children's achievement, and ultimately, how they can play a role in the amplification (or reduction) of academic inequalities. To understand this power of academic settings, he also studies how students construe theses situations.

Jennifer Sheehy-Skeffington is an Assistant Professor in the Department of Psychological & Behavioural Science at the London School of Economics, a Faculty Affiliate of the LSE International Inequalities institute, and Associate Editor at the British Journal of Psychology. Jennifer's research examines the impact of poverty and inequality on decision-making, and the psychological underpinnings of political attitudes. In drawing out the social and policy implications of her research, Jennifer has worked with the British Psychological Society, the Tobin Project, the UNDP, the World Bank, the Joseph Rowntree Foundation, and the Indus Health Network, Pakistan.

Nicole M. Stephens is the Jeanne Brett Chair in Negotiations at the Kellogg School of Management at Northwestern University. She received her PhD in psychology from Stanford University. As a social and cultural psychologist, her research highlights the role of culture as a powerful and frequently neglected factor in motivating and explaining human behavior. Her current research examines the role of culture as both a source of and solution to inequality in schools and workplaces.

Conference Team

Julia Buzan is a PhD candidate in Psychological and Behavioural Science at LSE and an Analysing and Challenging Inequalities Scholar affiliated with LSE's International Inequalities Institute. Her PhD explores how seemingly 'irrational' behaviour may be adaptive within contexts of poverty, using longitudinal data analysis and experimental methods to better understand the relationships between previous experiences of adversity, current decision-making, and life trajectories.

Antoine Mery is a research engineer in Social Psychology at the University of Poitiers (France). He takes part in research on social inequalities in the academic field.

Johanne Mzidabi is a 1st year PhD student supervised by Sébastien Goudeau. Currently working at the CeRCA lab at the University of Poitiers (France), her research focuses on the role of digital technology and parental practices in the creation of school inequalities in relation to the parents' social class.

Sabrina Paiwand holds an MSc in Social and Cultural Psychology from the LSE. She is a research associate at the Societal Psychology Lab at LSE looking at how a neoliberal construal of self interacts with social class identification and shame in a context of poverty. She works at the Youth Endowment Fund – a What Works Centre investigating effective prevention of youth crime.

Katherine Ziegelbauer is a PhD Student in Psychological and Behavioural Science at the LSE. Her research focuses on understanding how individuals make sense of their individual career success, with a specific focus on understanding what hurdles and propulsions they face during their career.

Keynote Speakers

Hazel Rose Markus is a social and cultural psychologist whose research focuses on how cultures shape selves and on the role of selves in regulating behavior. This work explores how cultural contexts such as nation, region, gender, social class, race, and ethnicity influence thought, feeling, and action. She is the Davis-Brack Professor in the Behavioral Sciences and faculty co-director of Stanford SPARQ at Stanford University. She is the recipient of the American Psychological Association's award for Distinguished Scientific Contribution and the APS William James Award for lifetime achievement for basic research. She a fellow of the American Academy of Arts and Sciences, the British Academy and the National Academy of Sciences.

Peggy J. Miller is Professor Emerita in the Departments of Psychology and Communication at the University of Illinois at Urbana-Champaign. Her most recent book is Self-Esteem in Time and Place: How American Families Imagine, Enact, and Personalize a Cultural Ideal (with Grace Cho). She has studied sociocultural variation in early socialization for many years, focusing on personal storytelling and using ethnographic methods and discourse analysis.

Lucinda Platt is a Panel Member for the IFS Deaton Inequality Review. She is a Professor of Social Policy and Sociology in the Department of Social Policy at the London School of Economics and Political Science. She researches and teaches in the areas of inequalities, poverty and social mobility, specifically in relation to ethnicity, immigration, and child and adult disability. She has been closely involved with a number of large-scale longitudinal and cross-national surveys that have significantly increased the evidence base in these areas.

List of Participants

Anatolia Batruch is a Researcher and Junior lecturer at the Social Psychology Lab, University of Lausanne (Switzerland). Her research interests include: the psychology of social class, intergroup relations, and social class inequalities in school.

Christina Bauer is currently a post-doc at the university of Vienna looking how identity-based processes put stigmatized individuals at a disadvantage and how psychologically wise interventions can help those individuals succeed. Her intervention work is specifically aiming to reframe individuals' social identity as strong agents rather than weak victims. She did her dissertation in Berlin in collaboration with Greg Walton as her second supervisor at Stanford, focusing on refugees and is now expanding her focus looking at diverse disadvantaged social groups including first-generation students.
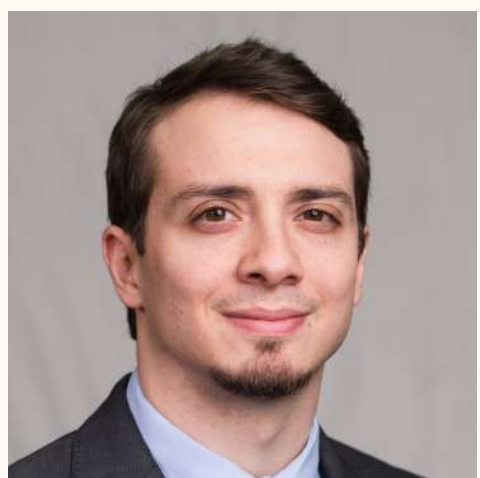
Alexander Browman is an Assistant Professor of Psychology at the College of the Holy Cross. His research explores how children, adolescents, and young adults are affected by inequities in educational contexts and policies. In particular, he examines the consequences of these inequities for academic motivation and performance, and works to develop interventions that aim to inoculate youth against these negative outcomes, especially for those from less advantaged, lower-opportunity backgrounds.

Eddie Brummelman is an Associate Professor at the Research Institute of Child Development and Education at the University of Amsterdam. He studies the developing self. He is committed to using developmental science to address social problems, such as inequality.
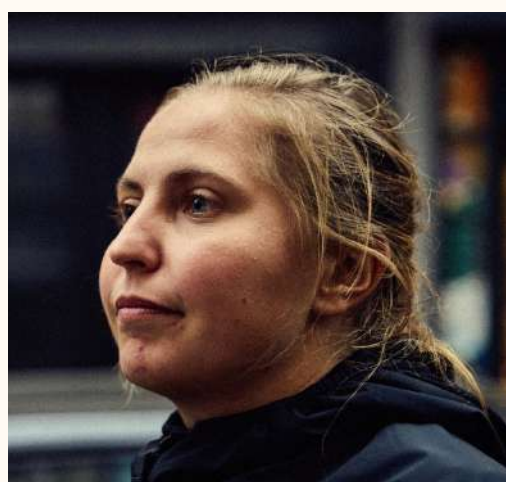
Nele Claes is a teaching and research assistant in social psychology at the University Savoie Mont Blanc, France. Her research interests focus on the effects of socioeconomic status on psychological outcomes and their consequences on mental health and education.

Dr. Rebecca Covarrubias is an Associate Professor of Psychology and Faculty Director of the Collaborative Research for Equity in Action (CREA) research group at UC Santa Cruz. As an interdisciplinary scholar, she examines and develops culturally-informed approaches that recognize the cultural strengths and experiences of low-income, first-generation students of color and that can shift the culture of institutions.

Jean-Claude Croizet is professor of psychology at Clermont-Auvergne University (France). In his research, he studies the interaction between institutional and psychological processes that are involved in the reproduction of inequality in educational settings.

Céline Darnon is professor of social psychology at Université Clermont Auvergne (France). Her research examines how the educational system promotes values and goals which contribute to reproduce and sometime legitimate social class and gender inequalities.

Jozefien De Leersnyder is a Tenure Track research professor at the KU Leuven Center for Social and Cultural Psychology. Whereas one research line focuses on how core psychological processes such as the self and emotions may be subject to acculturation, the other focuses on inequalities in education and the psychological factors behind it. Jozefien is also the co-president of the Young Academy of Belgium, involved in local ngo's fighting structural racism in education, and the happy mother of two toddlers.

Isla Dougall is a third-year PhD student within Social Psychology at Durham University, UK. Her research interests lie within the broad themes of social class, inequality, and well-being. This has led her to research social class and well-being within higher education institutions during my PhD.

Lewis Doyle is a PhD candidate working in Dr Matthew Easterbrook's lab at the University of Sussex. His research focuses on how teachers' biases, beliefs and practices can contribute to educational inequalities.

Matthew Easterbrook is a senior lecturer in psychology at the University of Sussex. His and his team's research aims to increase our understanding of, and our ability to intervene effectively to reduce, educational inequalities.

Holly Engstrom is a 5th-year PhD student at the University of British Columbia in Vancouver, BC, Canada, supervised by Profs. Kristin Laurin and Toni Schmader. Her research focuses on social class and social interactions, for example, how social class influences how people expect others to see them, how much trust people place in one another, and how accurately people perceive one another. She is also interested in morality, politics, and other social justice issues such as race and gender.

Iniobong Essien studies intergroup processes and social context. For example, his research investigates how places are described differently depending on the social groups living there; how the social composition of school contexts affects teachers' decision making; or how geographic regions differ in terms of intergroup bias.

Nicholas Fendinger is a first-year doctoral student at NYU researching how social class shapes our attention and ability to infer the internal states of others.

Matt Gobel is an experimental social psychologist interested in how society shapes human thought and behaviour. For example, his research investigates the role of status mobility beliefs in moderating the effects of economic inequality. Matt is currently based at the University of Exeter, UK.

Daniela Goya-Tocchetto is a Ph.D. Candidate in Management & Organizations at the Fuqua School of Business – Duke University. She researches political biases and the psychology of socioeconomic inequality. Her main goal is to help provide a better understanding of the cognitive and motivated processes underlying the general acceptance of rising inequalities.

Britt Hadar is a postdoctoral researcher at Princeton University and an incoming assistant professor at Reichman University (IDC) in Israel (starting October 2023). Britt's research is focused on how hierarchy and social inequality affect cognitive performance and decision making.

Ian Hadden researches how social psychological interventions can reduce group-based educational inequalities in schools. He previously held senior project roles helping large organisations define and deliver complex programmes of change, including the rollout of a £217m DfE initiative to improve outcomes for disadvantaged pupils.

Ludivine Jamain, her research contributes to informing the psychosocial adaptation of learners (self-perception, motivational dynamics, self-regulation, school involvement,...), its link with the characteristics of the context in which they evolve (available economic, educational and social resources) and those specific to the learning context at different levels (effective educational practices, teacher's judgement, socio-economic composition of the school,...). She also teaches social psychology at Université Lumière Lyon 2, France.

Evelyn Morreel is afilliated to the Center for Social and Cultural Psychology, Catholic University of Leuven, where she is preparing a PhD on diversity ideologies and practices of teachers in Higher Education. She pursues her PhD on data collected in a Flemish University College where she combines her research with a lectureship.

Fabian Müller is a PhD student at Université Paris Cité. His research focuses on social inequalities in education, self-concept, and social policies.

Jeongeun Park is a doctoral researcher at the University of Bristol, UK. Her doctoral research aims to understand the development of occupational aspirations with a focus on its connection with inequalities and academic attainment in middle childhood and adolescence. Her doctoral project is based on the statistical analysis of large-scale and longitudinal secondary datasets.

Rebecca Peretz-Lange is an Assistant Professor of Psychology at the State University of New York (SUNY-Purchase). She received her PhD in Psychology from Tufts University and held postdoctoral positions at Boston University and Harvard University before joining SUNY. Her research bridges developmental, cognitive, and social psychology to understand how children make sense of social inequalities.

Dr. Ryan Pickering is an Assistant Professor of Psychology at Allegheny College in Meadville, Pennsylvania, U.S.A. His teaching and research focus on oppression, social class, and disclosure of concealable stigmatized identity. He is originally from Maine, U.S.A, is an identical twin, and is a proud graduate of Upward Bound, a higher education preparatory program for low-income/first-generation individuals.

Bettina Spencer is a Professor of Psychology at Saint Mary's College, Notre Dame, IN. Her main research investigates issues of stereotyping and prejudice as they relate to low-income individuals across different cultural contexts and settings. She currently serves as the Chair of the American Psychological Association's Committee on Socioeconomic Status.

Ibette Valle, MS, is a doctoral candidate in Social Psychology at UCSC. She draws from interdisciplinary scholarship to inform her approach to research that promotes belonging and success for low-income, first-generation students from historically minoritized racial and ethnic backgrounds.
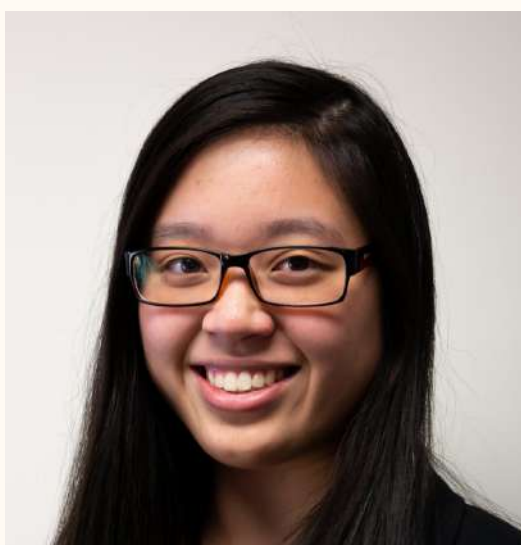
Deborah Wu is a postdoctoral researcher at Northwestern University. Her research focuses on stereotyping and emotions. She examines how stereotypes are manifested, interventions that disrupt the negative effects of stereotyping, and how emotions impact stereotypes.

Erdem Yilmaz holds bachelor's and master's degrees in philosophy, and a master's degree in educational sciences, all of which were obtained at the KU Leuven. Currently, he is pursuing a PhD on the acculturation of self-construals within the same institution.