

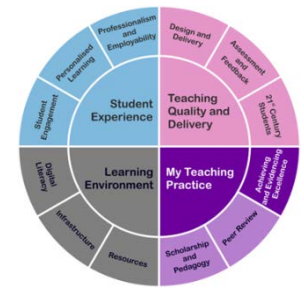
Seeing the individual behind the 'student'

Abi Thomas, BA Philosophy, Politics & Economics

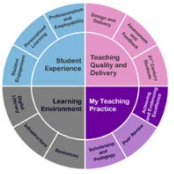
Dr Christine Rogers, Reader in Psychology & FBMH
Deputy Associate Dean for Student Experience

Dr Adam Danquah, Lecturer in Clinical Psychology &
Psychotherapist

Why this masterclass?



- Drive for **personalisation**
- Drive for **equality & inclusivity** in student experience
- Drive to work in **partnership/collaboration** with students
- In conflict with?
 - Drive for **categorising** on grounds of social groupings



Student Experience Masterclass: Overview

- Abi – Attainment gap: individual difference factors

Group tasks

- Christine – Social Identity approach – understanding individual identity based on group membership(s)

Group tasks

- Adam – Attachment Theory & the Individual Learner

Group tasks

- What have we learned?

Seeing the individual behind the
student

A nuanced look at attainment
differentials

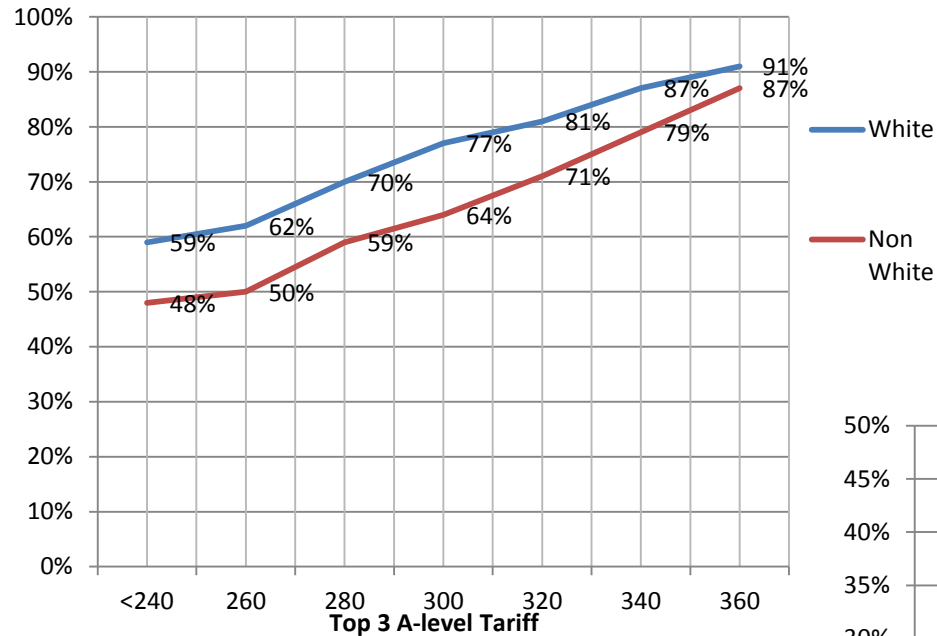
Abi Thomas

Structure:

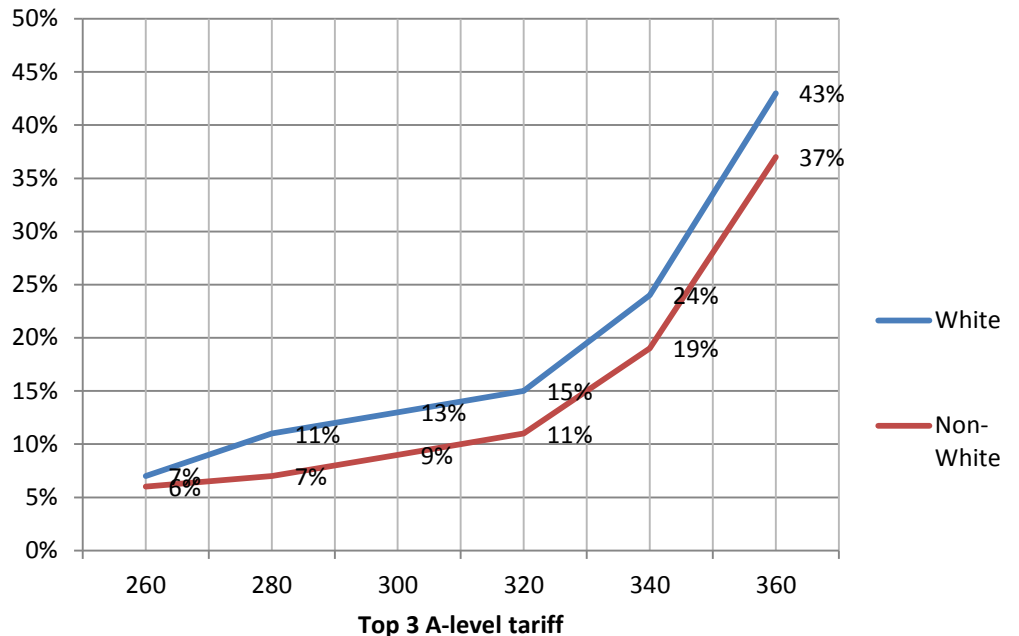
1. Ethnicity and attainment differentials
2. A more nuanced look at ethnicity and attainment
3. 'Live-at-home' students
4. Attainment and living at home
5. The interaction between ethnicity, living at home and attainment
6. Discussion - Belonging

Ethnicity and attainment

Percentage of students achieving a Good degree



Percentage of students achieving a First Class degree



- Are you:

- White

- Black

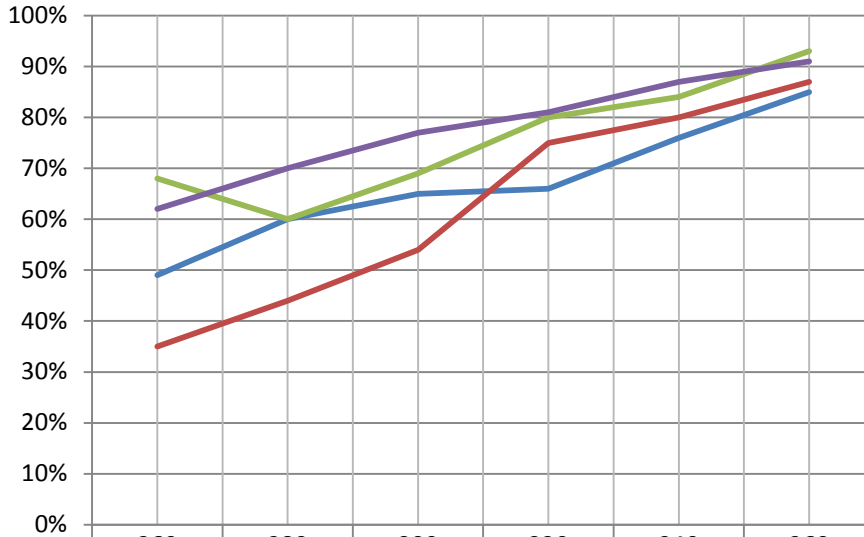
- Asian

- Other



A more nuanced look

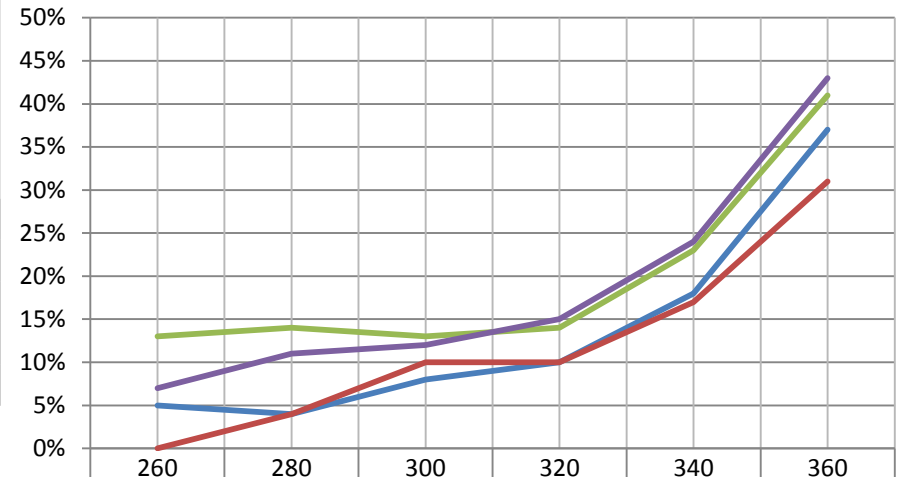
Percentage of students achieving a good degree



Asian	49%	60%	65%	66%	76%	85%
Black	35%	44%	54%	75%	80%	87%
Mixed	68%	60%	69%	80%	84%	93%
White	62%	70%	77%	81%	87%	91%

Top 3 A-level tariff

Percentage of students achieving a First Class degree

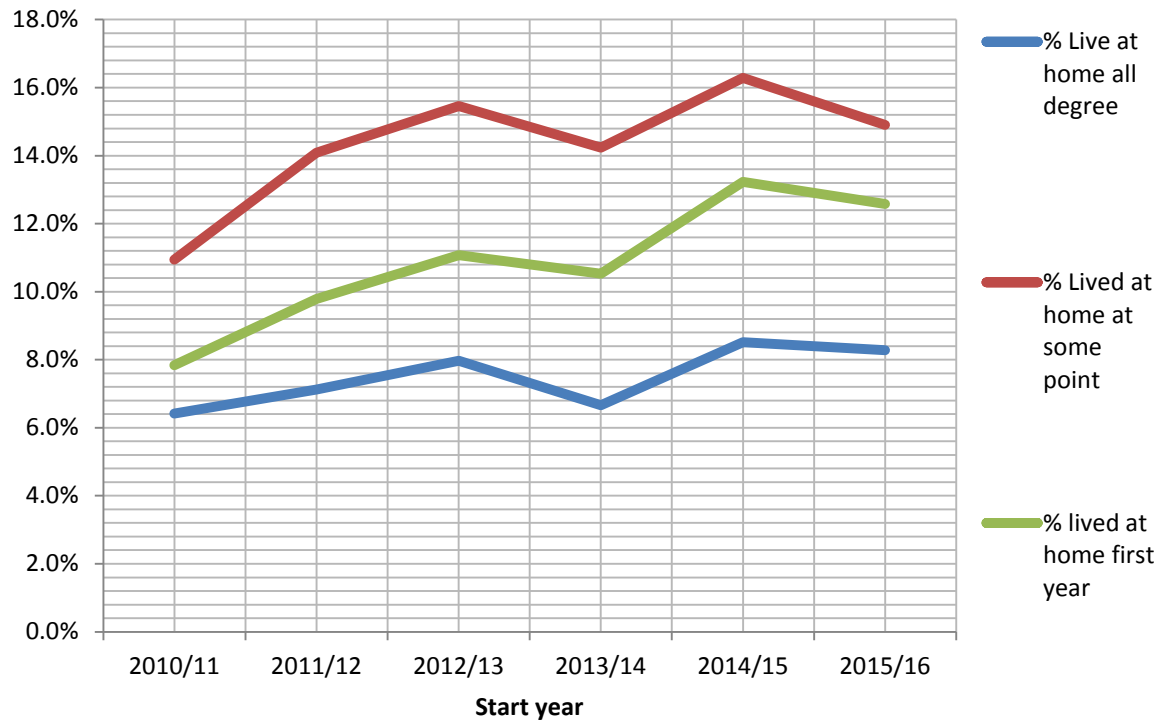


Asian	5%	4%	8%	10%	18%	37%
Black	0%	4%	10%	10%	17%	31%
Mixed	13%	14%	13%	14%	23%	41%
White	7%	11%	12%	15%	24%	43%

Top 3 A Level tariff

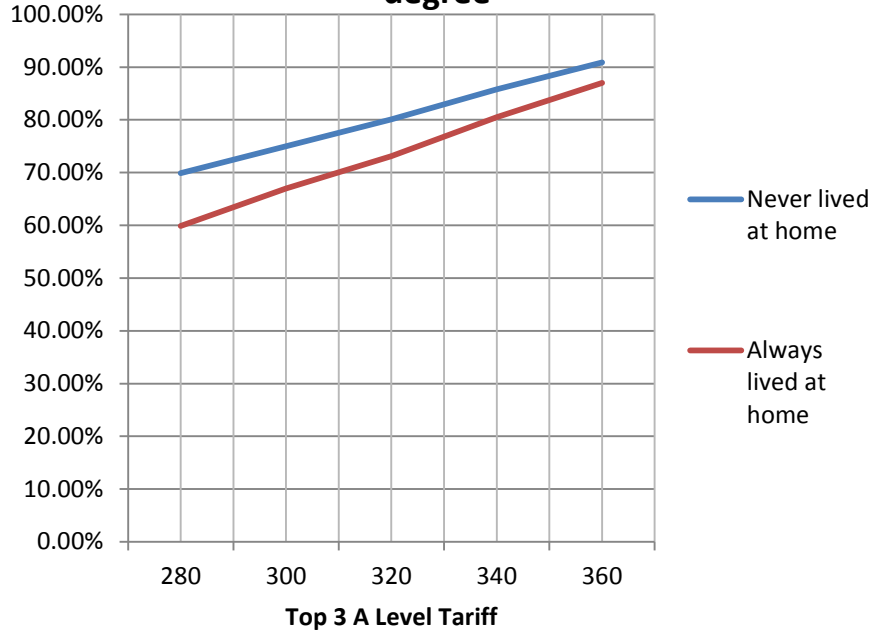
Living at home

Percentage of students living at home whilst at university

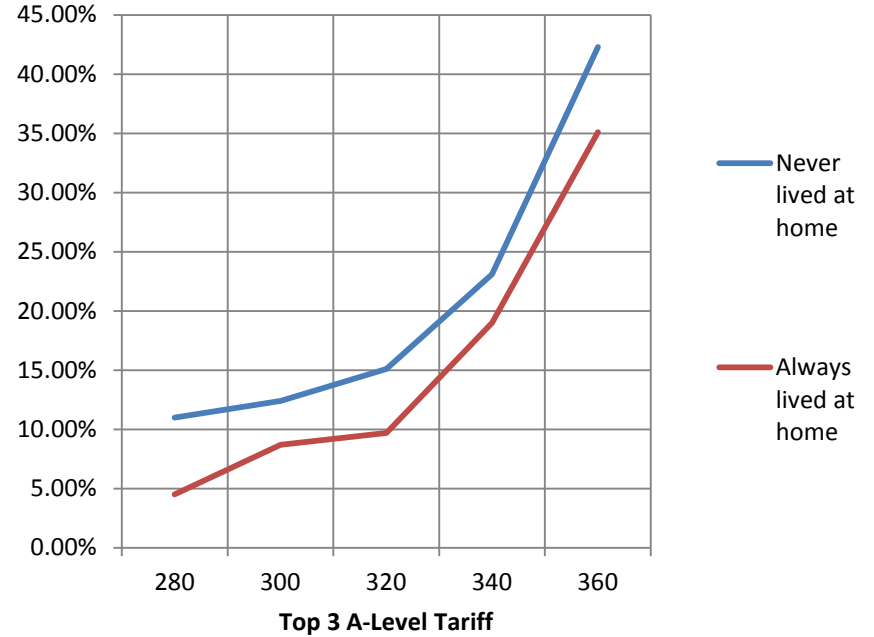


Living at home & attainment

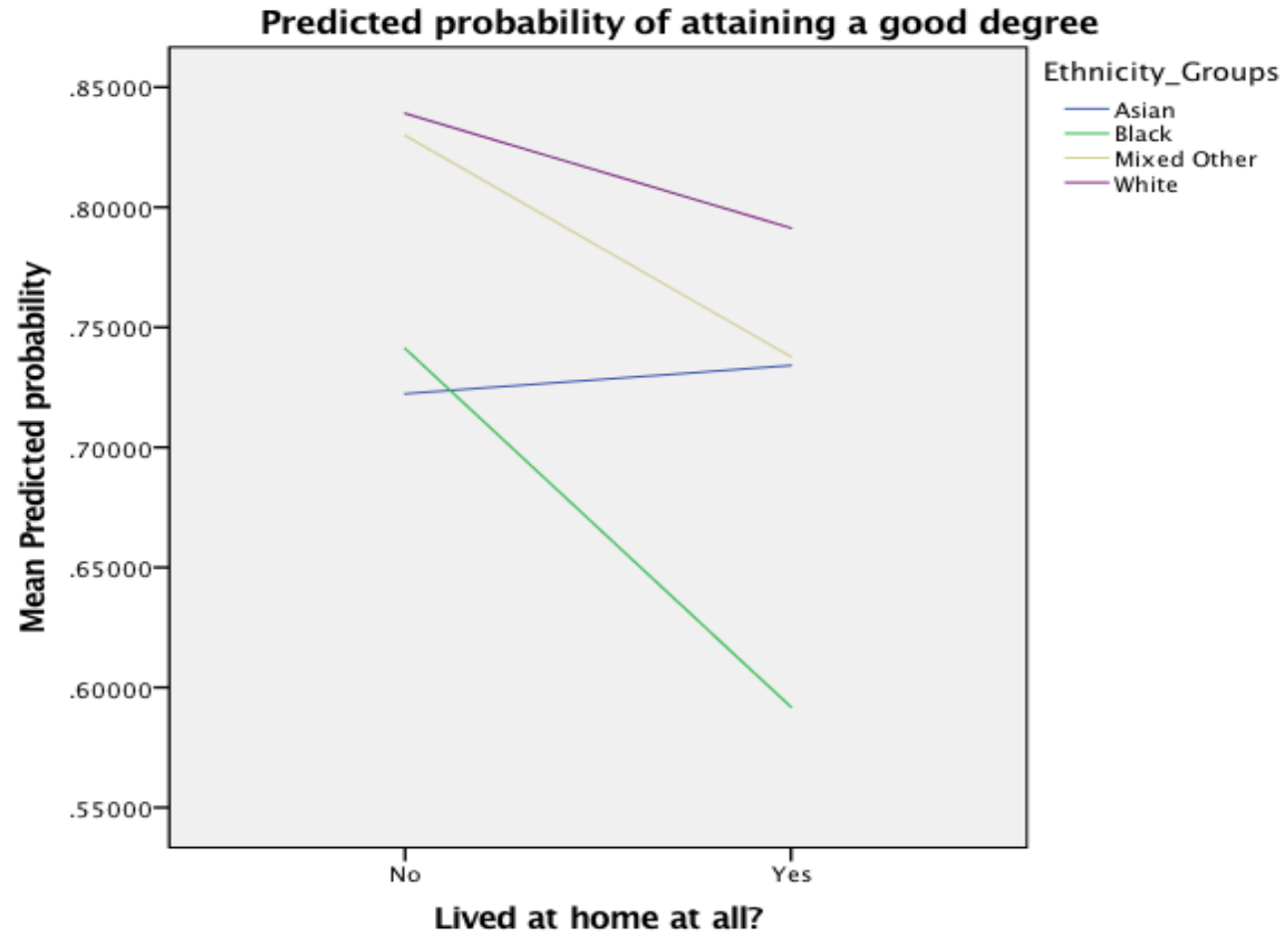
Percentage of students achieving a Good degree



Percentage of students achieving a First Class degree



Ethnicity & Living at home



Discussion: Belonging

- Things to think about:
 - When have you felt like you haven't belonged?
 - How did it make you feel?
 - What impact did it have on your behaviour/actions and consequently on your performance?
 - In what ways can we increase the feeling of belonging for others in the University environment?

Social Psychology: Identity Hierarchy

- **Superordinate** – self as a human/person
- **Intermediate** – self as a member of a social group
Social Identity– people derive sense of self from the social categories to which they belong (multiple)
- **Subordinate** – personal self categorisations
Personal identity – set of personality characteristics + value commitments
- Identity Conflict - As one level becomes salient – others become less so

Social Identity Approach to Interpersonal relations

Disclaimers: (i) Simplification; (ii) robust evidence base; (iii) seems contradictory to 'seeing the individual'

To an extent.....

- Individuals define themselves in terms of group membership – we identify with **ingroups**
- Process of **self categorisation** – categorisations are fluid, therefore ingroups are fluid
- **Self-esteem** attaches to the evaluations of group
- Meanings and evaluations of groups are comparative – **outgroups** – who we are, partly defined by who we are not
- We will favour our ingroups – by seeking positive distinctiveness from outgroups

Social Identity Approach – Salience

- **Category salience** – fit with context - maximise intraclass similarities & maximise interclass differences
- Process of category/group identity is **dynamic** – different categories become salient – are primed
- Social categorisation allows **depersonalisation** – category prototype dominates perception and individual characteristics are less salient

- **Advantages** – social cohesion, ingroup prosocial behaviour, self esteem via positive evaluation of social group

- **Disadvantages** – negative evaluation of outgroups, seeing the category before the individual (and many terrible consequences); motivated by group norms that are contrary to personal values (when group norms are salient)

Categorisations are fluid

England vs. Brazil



Manchester United vs. Manchester City





Ingroup – Students
Outgroup - Government



Ingroup – University
of Manchester
Students
Outgroup – non UoM

Group Task

- Recognise/list your multiple social identities
- Identify outgroups & situations where outgroups are relevant

'Activation' of Identities

- Social Identity approach – situational cues make one identity more salient
- **Behavioural impact** of Ingroup salience strongest when in contrast to an outgroup
- **Unconscious/unintentional** activation of social identities (e.g. language use, status cues)
- **Conscious/intended** activation to manipulate emotional & behavioural response (e.g. language, visual, deliberate groupings)

Action Plan Task

- Identify a relevant element of your 'activity'
- Recognise unintentional cues to cueing ingroup/outgroup comparison
- Think of possible intentional cueing of categorisation to a group (create an ingroup) to maximise 'outcome'