

Annotated Bibliography

Al-Ruz, J. A., & Khasawneh, S. (2011). Jordanian Pre-Service Teachers' and Technology: A Human Resource Development Approach. *Journal Of Educational Technology & Society*, 14(4), 77-87.

The purpose of this study was to explore the common use of technology by pre-service teachers in their field trainings. The research was focused on finding out why pre-service teachers were either using or not using technology in their trainings. This study also addressed some of the educational program factors that could be influencing technology use such as experience with technology during their time in university courses. Finally, the researchers asked questions about what type of resources pre-service teachers were leaning towards in their classroom experiences. The researchers concluded that the participants interviewed did not feel like they had been exposed to enough technological resources while in their university courses. They report wanting to see more technology modeled by their professors. The study articulates that the lack of prior experience ties into the probability of pre-service teachers feeling confident enough to use technology in their classrooms.

This study was comparable to the study conducted by Teo and Noyes in 2011 ("An assessment of the influence of perceived enjoyment and attitude on the intention to use technology among pre-service teachers"). Both studies looked at evidence of pre-service teachers' self-efficacy, perceived usefulness, and perceived proficiency of the use of technology within the classroom. Both studies also support the idea that technology integration is crucial to student development but the development can only go as far as the successfulness of the teacher's presentation of the product. Finally, both of these articles provide reasonable conclusions that pre-service teachers want more technological resources within their program courses.

Bigler, R. S., & Liben, L. S. (2007). Developmental Intergroup Theory. *Current Directions*

in Psychological Science, 16(3), 162-166. doi:10.1111/j.1467-8721.2007.00496.x

This article explores the evidence of stereotyping in children as young as four. The article goes on to explain the importance of understanding the foundational development of stereotypical attitudes and what to look for in children as they age. Through this study that contained students between the ages of 6 and 11, researchers discovered that students will most likely target salient features such as race, gender, age, and attractiveness to aide their stereotypes. Researchers were surprised to see that children at such young ages were able to form such concrete stereotypical ideas of their peers they were unacquainted with.

This study is groundbreaking to the presentation of stereotype information to pre-service teachers because it discusses a category that may not be accessible for secondary education teachers, children under the age of 10. This information is important however because teachers must understand the basis of stereotyping and the surrounding characteristics in order to be prepared for what they may encounter from adolescents. Understanding this information is crucial to the teacher's ability to stop stereotyping and counteract the negative effects. This is also a beneficial article to present the level of stereotyping from elementary years to adolescent years which may drastically increase in volume and substance over the course of their school years.

Brown-L'Bahy, T. (n.d.). Lesson Plan Library. Retrieved October 02, 2017, from

<http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>

This website provides a free lesson plan for teachers to use to conduct a lesson about stereotyping. It includes all the materials needed, the objective, and a detailed procedure. Some of the activities include a class activity where students brainstorm all of the different stereotypes they can think of. Another day is spent drawing a picture of what each type of stereotype looks like according to society. The lesson includes some important vocabulary for students to learn and understand throughout the lesson and about stereotyping in general.

This would be a great link to include as a resource for teachers on the website because it is an easy lesson that is appropriate for many different grade levels. I think teachers could modify this lesson based on their audience of students and could really make an impact on the learners. This lesson plan hits on the basics of stereotyping in the classroom and doesn't get too far into the deeper types which can sometimes be confusing for students. In other words, this lesson talks about where stereotyping starts, how it forms, why students participate in it and the most basic types of stereotyping that occur. I think the lesson plan as is could be used for grades eight and above. With slight modification, I think it could be used for grades as low as 5. I don't think it could go any lower simply due to the fact that students that age are not going to understand the vocabulary surrounding the lesson plan.

Carter, J. D., & Hall, J. A. (2006). Individual differences in the acceptance of stereotyping.

Journal of Research in Personality. 40 (6), 1103-1118

The purpose of this study was to explore the idea of stereotype acceptance. Stereotype acceptance is the tendency of people to acknowledge stereotyping and consider it to be true or acceptable. In result, those that accept a stereotype will adopt those thoughts surrounding the group or individual being stereotyped. The researchers proposed that those with a simplistic cognitive attitude –those looking for fast paced processing and simple decision making opportunities are more likely to accept the stereotypes surrounding unfamiliar groups of people. The research also suggests that those who have been the subject of a negative stereotype before will be less likely to use and/or accept stereotypes about others. These focus groups which the researchers presumed would score low on the said scale were racial minority groups and women.

The results of the study were highly predictable and correlated with what the researchers initially suspected. Men showed to be more accepting of stereotypes than women, African Americans were less likely to accept stereotypes, and people who were more accepting of stereotypes were significantly more sexist in their attitudes towards women. This study while not based on students from a high school

classroom, was very informational regarding basic tendencies and commonalities people have to accept stereotypes surrounding groups of people they are unfamiliar with. This information will be useful to present to pre-service teachers so they can have a foundation level of knowledge regarding which of their students will be more likely to accept stereotypes.

Crowley, N. (Ed.). (2008). *Stereotyping of young people: resource pack*. Dublin: Equality Authority.

This book is a compilation of lesson plans that can be used in a multitude of different classrooms to teach students about stereotyping. The resource focuses on five major topics surrounding stereotyping and includes different lesson plans for each one. The elements are identity, stereotyping basics, the role of language in stereotyping and stereotyping by young people, followed by diversity of young people and ideas on ways to challenge stereotyping and inequality. The book includes activity sheets that teachers can photocopy and hand out to students for free. The lessons are also basic enough that they can be applied to many different grade levels with little modification.

This would be a great resource to include for teachers and, in turn, for students. I think a lot of teachers don't realize the amount of stereotyping happening in their classrooms and forgo every teaching about the cause and effect of it. This is a fun way that gets students up and moving and interacting with one another in order to learn the different aspects of stereotyping. There could be many different subjects tied into these lesson plans including important texts and articles that wouldn't normally be read in the classroom. These lesson plans would provide teachers with a guideline to create authentic learning experiences for their students.

George, D. S. (2016, December 02). Retrieved September 26, 2017, from https://www.washingtonpost.com/local/education/ten-year-olds-tackle-the-lie-of-demeaning-stereotypes-in-powerful-video/2016/12/02/69b7e162-b02a-11e6-8616-52b15787add0_story.html?utm_term=.0d666981288d

This video takes place in a classroom of fourth grade students. The teacher of this classroom decided to make a video where students literally took a stand against the stereotypes that were being formed against them. There were students of many minority groups such as Asian, African American, Muslim, and other racial/ethnic groups. Also, there were certain stereotypes referenced based on gender roles. The students in this video are 10 years old and they wanted to speak out about the hate they were feeling from their community and their peers. The students talk about the real truth and the only truth, a term coined by the students for the ideas and thoughts they believe about themselves.

This was a different kind of source for me to look at because it involved actual students speaking about the effects of stereotyping. It was very heartfelt and I could see the pain in their eyes and hear it in their voices as they talked about the many ways they had experienced stereotyping because of their race, gender, etc. Although the students were younger, I think this is an important source of information because if kids as young as 10 are feeling this way, it should show us that older students might be experiencing even more detrimental types of effects from stereotyping.

Gruber, J. E., & Fineran, S. (2008). Comparing the Impact of Bullying and Sexual Harassment Victimization on the Mental and Physical Health of Adolescents. *Sex Roles, 59*(1-2), 1-13. doi:10.1007/s11199-008-9431-5

The purpose of this study was to look at the possible correlation and frequency of bullying and sexual harassment. The researchers wanted to know if one occurred more than the other and if biological gender of the bully had anything to do with the frequency of the events. Furthermore, the study explored the possible health effects of bullying or sexual harassment on those victims, and again, whether they were male or female. The study found that girls were bullied or harassed as frequently as boys but “sexual minorities experienced higher levels of both”. Each type of victimization had significant impact on five health outcomes including, self-esteem, mental and physical health, trauma symptoms, and substance

abuse. The study also briefly addresses the need for bullying prevention resources and sexual harassment resources.

I think it was important to review this study even though it wasn't specifically about stereotyping because bullying and sexual harassment work alongside stereotyping and have a lot of the same effects. I thought it was interesting that the study looked at the frequency of bullying and sexual harassment based on sexual orientation. I think this compares to other studies previously looked at the ask questions based on gender-role stereotyping, but this study takes it a step further by looking at the real health effects that may ensue after someone becomes a victim of bullying or sexual harassment. This study also addresses a very important idea that pre-service teachers need to keep in mind is the resources available for you in order to support students who may be suffering from bullying, sexual harassment, or stereotyping.

Heyder, A., & Kessels, U. (2013). Is School Feminine? Implicit Gender Stereotyping of School as a Predictor of Academic Achievement. *Sex Roles*, 69(11-12), 605-617.

doi:10.1007/s11199-013-0309-9

The study conducted by Heyder and Kessels was to explore the relationship between boys' academic achievement and the "feminization" of schools. The proposed results would be that boys perform worse in school because they have stereotyped the curriculum as feminine and unworthy of their attention. The researchers reference the common idea that math and science are male subjects and language subjects to be geared more towards female students. The study shows how this stereotyping of subject areas plays a role in males' willingness to successfully complete their assignments. The study resulted in evidence that shows a correlation between one's own gender role self-concept and gender stereotyping of academic domains and their probability to perform successfully with their academics.

The study provides beneficial information about a different type of stereotyping that isn't normally discussed and concerns issues with the subject matter being taught in different subject areas of education. While this is not the most common form of stereotyping that teachers may encounter, the information

would still be beneficial to include in a resource because it would allow teachers to be aware of how they personally stereotype their subject areas. For example, a teacher may be able to present their language arts class in a way where the subject matter doesn't seem feminine to their male students.

McBride, R. E. (1990). Sex-Role Stereotyping Behaviors Among Elementary, Junior, and Senior High School Physical Education Specialists. *Journal Of Teaching In Physical Education*, 9(4), 249-261.

The purpose of this study was to explore the idea of sex-role stereotyping in physical education classes in elementary, middle, and high school classrooms. Six physical education teachers were included in the study to identify this specific type of stereotyping. Sex-role or gender-role stereotyping can be defined as the sum of socially designated behaviors that differentiate between men and women. This study focused on physical education courses because this type of segregation occurs frequently in areas dealing with athletic ability and performance. For example, the study notes that boys are supposed to be more aggressive while girls are more emotional and passive. This study concluded that there were no direct correlations between teacher attention, teacher instruction, and teacher favorability of students' and the students gender. While there were differences between interactions of a male and female teacher, the data showed no linkage to the different gender-roles students may play.

This article was really effective in exploring the main aspects of gender-role stereotyping. This type of segregation among teachers and students occurs most often and is most often times ignored because many teachers don't realize they are partaking in this type of stereotyping. It has become so common that it no longer seems like an issue. The issue with the study mentioned above that caused an error in results was the small population of students tested. With only 164 students being tested, the results were not applicable to a larger population. For this to have produced valuable data that supported the theories around gender-role stereotyping, there would have needed to be a larger population of students tested and the students might have been from other types of classrooms other than physical education.

McLeod, S. (2008, January 01). Saul McLeod. Retrieved October 02, 2017, from

<https://www.simplypsychology.org/katz-braly.html>

McLeod's article observes a study that explores the role of stereotyping in everyday human life. The article gives a general definition of the term "stereotype" and also gives some advantages and disadvantages of it. The article goes on to explain that stereotyping is human nature and people should not feel guilty for it, but must simply be aware of it. The article explores the most famous study of racial stereotypes published by Katz and Braly in 1933. The study issued a questionnaire to students at Princeton University and determined that most students held clear negative stereotypes.

This study, while dated, is very important in the discussion of the beginnings of stereotyping, in other words, where stereotyping starts showing up in our history. During this time as the article states, the students would have been mostly white Americans. Those groups they were stereotyping against would have been those such as Jews or Japanese. This article is valuable to give teachers a background into some of the early stereotyping in our country. I think it could also be used as a resource for students because it is written in very student-friendly language. I think it could be read and understood at many different grade levels and maybe even included in a lesson about the history surrounding stereotyping.

Miller, Donna. (2012). Tough Talk as an Antidote to Bullying. *English Journal*, 101(6), 30-36.

This article by Miller discusses the possibility of using provocative texts to provide counteractive information against bullying and other issues of victimization of students. In other words, Miller believes using texts that address some of the hushed topics in the classroom such as bullying or sex. She talks about the importance of including young adult literature in the curriculum that confronts modern and relative topics that students can easily identify with. She also references that it is important to know the role bystanders play when being exposed to these types of issues in the school. In Miller's opinion, exposing students to texts with difficult subject matter, or subject matter not commonly discussed in the educational environment due to its nature, makes them more aware and responsive when encountering a

similar situation in school. Miller believes students will be less likely to partake in bullying, stereotyping, or other types of harassment.

This theory is very applicable and useful to my research because I want to provide pre-service teachers with different resources that will help them combat stereotyping and help their students when they experience the negative effects of stereotyping. I think this approach is relatively simple and possible for teachers versus some of the other resources that might be available to counteract these issues. For example, a resource that is smaller scale and relatable for pre-service teachers might be more effective than a national program that reaches across the country trying to combat stereotyping. I think teachers know they need to reach out and find outside resources that will help them support the adverse effects of stereotyping.

Morales, J. F., Yubero, S., & Larrañaga, E. (2015). Gender and Bullying: Application of a Three-Factor Model of Gender Stereotyping. *Sex Roles*, 74(3-4), 169-180. doi:10.1007/s11199-015-0463-3

The aim of this study was to explore a possible correlation between gender-stereotypic traits and bullying. Specifically, the research explored the relationship between bullying and those social masculinity traits of power and social dominance. The study uses the information created within The Three-Factor Model by Choi, Fuqua, and Newman in 2008 and 2009. This model looks at the presence of feminine and masculine factors and how those affect stereotypic behavior in relation to bullying. The study predicted that those students with more social masculinity traits were more likely to bully other students regardless if the perpetrator was a male or female. The research concluded that both boys and girls that acquire more masculine social traits are more likely to show aggression toward their peers in order to gain status on the peer hierarchy.

While the research within this study is relatable, the specific details such as the terminology is what makes the study beneficial for this project. The study does a very detailed layout of terminology and

concept definitions before beginning to discuss the research topic. This is very effective for readers to gain a context for understanding before assessing the research-based information within the article. This study was particularly effective because of the specific definitions of masculine and feminine traits, along with their effect on gender-role stereotyping. This article parallels that of McBride by going deeper than just the physical education classroom where gender-roles are obvious. This article delves into the study and looks at something far more detrimental to student success and experience.

O'Bryan, M., Fishbein, H. D., & Ritchey, P. N. (2004). Intergenerational transmission of prejudice, sex role stereotyping, and intolerance. *Adolescence*, 39(155), 407-426.

This study was conducted in order to explore a possible correlation between parental prejudice and a child's development of prejudice. The researchers indicate that parents and family are the primary social influences that model and communicate values to children. This specific study focused on ninth and eleventh grade students who lived with both of their biological parents. The specific prejudices studied were against people with HIV/AIDS, homosexuals, Blacks, and overweight people. The study also addressed stereotyping against male and female gender roles. The results also supported the hypothesis that parents relay the most prejudice towards homosexuals to their children. Also, prejudice against homosexuals and male and female sex roles were most commonly affected by a child's father not mother. This study is interesting because it targets the direct age group of students that would be in an adolescent high school classroom. I think one major flaw in the study is that it only focuses on students who live with both of their biological parents. With the ever-changing family dynamics, I think this is limiting to the data they could have received. Besides the shortcoming of the type of participants, this study provides a lot of information that could be taken into consideration when interacting with a student's parent. Teachers have to interact frequently with parents to relay assignment information, grades, and general student behavior. Keeping these results in mind may make the teacher more aware of the home influence taking place in the classroom.

Rattan, A. (2016). Stereotyping: The universal performance killer. *London Business School Review*, 27(3), 16-17. doi:10.1111/2057-1615.12131

This article, written by Alex Falconer, briefly compiles research from Aneeta Rattan that explores the correlation between personal performance and negative stereotyping. In other words, the author is exploring the effects that stereotyping has on a person's performance of a specific task. The article focuses on women and minority groups and their tendency to be cast into certain stereotypes. The article goes on to talk about performance anxiety, or when a person's social identity is attached to a negative stereotype, the person will tend to underperform in a manner consistent with it (Falconer, 2016, p. 16). The author's purpose of the article is to talk about the common factor of underperformance by those students or groups who are forced into a stereotype.

This article was brief but very effective at breaking down some technical terminology, such as "stereotype threat" or "performance anxiety", which needs to be understood in order to learn about the effects of stereotyping. The text also does justice to the negative connotation surrounding predetermined stereotypes. In other words, the article explains those attitudes that people already have when thinking of the negative stereotypes they may encounter or become a part of. The fact that there is a correlation between stereotyping and performance supports the common idea that the stereotypes students experience in the classroom will be directly related to how they complete their work or interact with their peers.

Singletary, S. L., Ruggs, E. N., Hebl, M. R., & Davies, P. G. (2009). Literature overview:

Stereotype threat: Causes, effects, and remedies. *Retrieved September, 13, 2012.*

The purpose of this study was to explore the idea of stereotype threat. This proposed notion is the idea that individuals will perform poorly in a situation where they are negatively stereotyped. The researchers claim that people who fear this negative stereotyping are more likely to perform under their potential or not perform at all due to the fear of being marginalized or association with a negative group. The researchers claim that there are negative effects on these individuals that include psychological and

physiological reactions such as anxiety, arousal and memory. Furthermore, the study claims that these stereotypes not only effect how an individual performs but they may affect major life decisions. For example, individuals who fear being associated with a negative stereotype may avoid a certain career or activity in fear of becoming associated with that stereotype. Finally, the research proposes that de-emphasizing threatened identities and providing examples of previously stereotyped individuals can lessen the effects of stereotype threat.

I think this was an important study to look at because it had a lot of information regarding the negative effects of stereotyping and how these effects may change the course of a student's experience in the classroom environment. I think this info will be important to include on the website because teachers need to know the possible symptoms and issues their students are facing when they are encountering stereotype threat. This could relate to a student's likelihood of performing an unfamiliar task or assignment due to their fear of failing. An example that comes to mind would be a female student not joining an elite math program in fear of being stereotyped as "too smart for a girl." This might turn the female student away from the program even though it may be enriching to her education. I also really like the idea of de-emphasizing the negative stereotypes surrounding different subjects and activities as a way to combat stereotyping in the classroom.

Tanti, C., Stukas, A. A., Halloran, M. J., & Foddy, M. (2011). Social identity change: Shifts in social identity during adolescence. *Journal of Adolescence*, 34(3), 555-567.

doi:10.1016/j.adolescence.2010.05.012

The purpose of this study was to prove significant shifts in social identity as a function of changes in social context and cognitive style. In other words, researchers wanted to observe the changes students go through in terms of their personal identities when their social environment changes. Initially, researchers wanted to explore the ever-changing self-identities that adolescents go through based on their ages or stages of adolescents. The study focuses on early-, mid-, and late-adolescents and particularly if gender

identity was salient or important. Researchers define the common issue adolescents face when discovering “who am I?”, referring to Erik Erikson’s stages of identity development. The results showed that early-adolescents generally showed identity effects and were more concerned with self-in-group similarity, or their similarity to those peers included in their chosen social groups. Furthermore, this type of self-stereotyping was common in adolescents who considered themselves a part of a group. The results go on to show lesser and lesser effects on those adolescents in mid- or late-adolescence.

This study gives valuable information about a form of stereotyping that is not generally explored: self-stereotyping. Teachers need to be aware of this type of stereotyping as it is sometimes the most common and most harmful for students. However, this is sometimes the hardest to identify because students won’t admit that they categorize themselves within a specific group. This is especially true for those students who are favorites in the group as discussed in the study above. It is important for teachers to be aware of this type of stereotyping and the effects it may have on adolescents as they change throughout the course of the year.

Teo, T., & Noyes, J. (2011). An assessment of the influence of perceived enjoyment and attitude on the intention to use technology among pre-service teachers: A structural equation modeling approach. *Computers & Education*, 57(2), 1645-1653.

doi:10.1016/j.compedu.2011.03.002

This study was meant to examine how pre-service teachers’ enjoyment of the use of technology influences their ability and willingness to use it in the classroom. The study explored the Technology Acceptance Model which was focused on the relationship between pre-service teacher self-efficacy and their idealized ease of use on their intentions of using technology in the classroom. The 153 participants were all pre-service teachers enrolled in an educational degree program and all of them had at least one course on the use of technology in this classroom. The researchers concluded there was little correlation

between attitude towards use and intention to use in the classroom. Also, the study found that pre-service teachers use technology mainly for self-development and information gathering.

The study provides supporting information to the idea that pre-service teachers are developing their skill set in a technological age where they will be required to integrate technology within their lessons. The article was very relevant when looking at the questions surrounding the most valuable resources for pre-service teachers. It supports the conclusion that pre-service teachers are most likely to gather information from a technological forum. The article supports the idea that pre-service teachers need to be exposed to many types of technology in the form of presentation platforms, informational databases, and classroom forums.