



VIDEO SUMMARY

Stereotype Threat

Resource person: Claude Steele | Social psychologist and co-author of the foundational stereotype-threat research |

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Stereotype Threat | Psychologically Safe Classrooms | psychological-literacy

Claude Steele describes stereotype threat as the pressure that appears when a person may be judged through a negative stereotype about one of their groups. The pressure is situational. It can affect a capable, well-prepared student precisely because doing well matters to them.

In an evaluative moment, part of the student's attention can become occupied with monitoring how they are seen or whether a mistake will confirm the stereotype. That extra load can depress performance and make the result a poorer measure of what the student knows. Steele calls the constructive response identity safety: credible cues that a learner is seen as an individual and belongs in the setting.

For a teacher, this means looking closely at task framing, examples, classroom climate and feedback. Clear standards, confidence in the student's ability to meet them, representative material and a steady sense of belonging can reduce avoidable identity pressure.

The research field has active debates about effect sizes and publication bias. This interview is a strong explanation from a principal researcher; it should be read alongside the original experiments and later meta-analyses.