

SEATING THE SCENE

IDENTIFYING ANTECEDENTS AND CONSEQUENCES OF MICRO-SEGREGATION AND TESTING AN INTERVENTION TO DISRUPT IT

DR. SIMON LOLLIOT, DR. TRISH VARAO-SOUSA, DR. STEVEN BARNES

TODAY

Studies 1 and 2: antecedents of intergroup contact (predicting seating patterns in classroom)

Study 3: Experiment to develop antecedents of contact

INTERGROUP CONTACT

Intergroup contact reduces prejudice (Allport, 1954)

Dozens of meta-analyses show that contact reduces prejudice

(Aboud et al., 2012; Davies et al., 2011; Lemmer & Wagner, 2015; Paluck, Porat, Clark, & Gree, 2020; Pettigrew & Tropp, 2006, 2008; Tropp & Pettigrew, 2005)

Experimentation shows that contact reduces prejudice

(Lemmer & Wagner, 2015; Paluck et al., 2020; Pettigrew & Tropp, 2006)

GROWING LITERATURE ON HOW INDIVIDUALS SELF-SEGREGATE

Alexander & Tredoux, 2010;
Cairns & Hewstone, 2002
Clack, Dixon, & Tredoux, 2005;
Dixon & Durrheim, 2003;
Dixon, Tredoux, & Clack, 2005;
Hewstone et al., 2005
Hewstone et al., 2015
Koen & Durrheim, 2010;
Orr, McKeown, Cairns, & Stringer, 2012;
Schrieff, Tredoux, Dixon, & Finchilescu, 2005;
Tredoux & Dixon, 2009
Nightingale, 2012

Segregation is likely to perpetuate further segregation unless an intervention is introduced (Orfield & Lee, 2007)

INTERGROUP CONTACT?

Study 1 and 2 aimed to identify the antecedents of seating choices in university classrooms

Study 3 tested an intervention to positively affect these antecedents of intergroup contact

WHAT PREDICTS SEGREGATION?

Not prejudicial attitudes, but a preference for same group (McPherson et al., 2001)

Concerned about intergroup differences / blamed (Finchilescu et al., 2007)

Concerns about seeming prejudiced / becoming targets of prejudice (Pettigrew & Tropp, 2011)

- Intergroup anxiety (Stephan & Stephan, 1985; Swart et al., 2011)
- Being rejected by the outgroup (Mendoza-Denton et al., 2002)
- Perceived self-efficacy (Bandura, 1977; Bandura, Adams, & Beyer, 1977; Stathi, Crisp, & Hogg, 2011)
- Diversity beliefs
- Prior intergroup contact (Al Ramaiah et al., 2013)

STUDIES 1 and 2

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						1	2	4		1											8	1		2	1	1	3						

STUDIES 1 & 2

Study 1

N = 248 at time 1 (September 2019; 70.6% female)

N = 198 at time 2 (November 2019)

N = 162 matched

At time 2 (Seating choices)

-- 90 different ethnicity ($n_{\text{left}} = 41$, $n_{\text{right}} = 49$)

-- 55 same ethnicity ($n_{\text{left}} = 27$, $n_{\text{right}} = 28$)

Study 2 (Vantage)

Total N = 103

93% identified as Chinese;

80.5% identified as female

N = 67 matched

At time 2 (Seating choices)

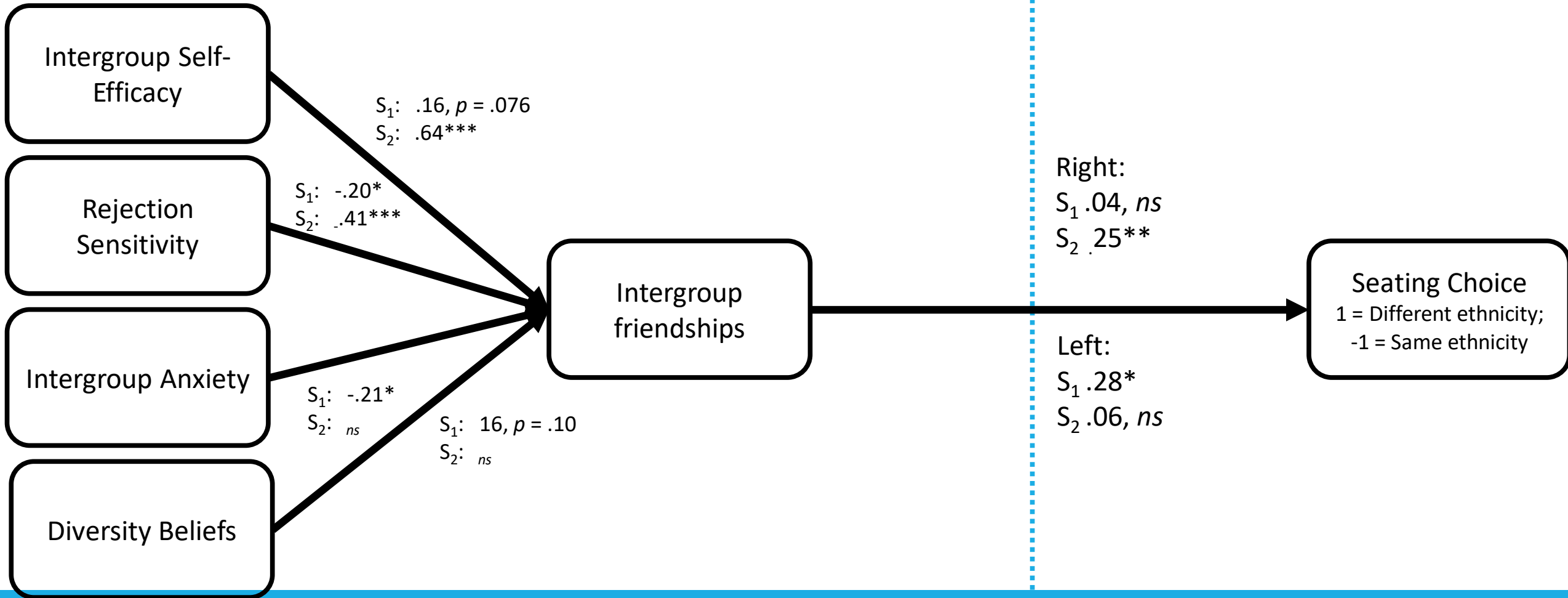
-- 20 - different ethnicity ($n_{\text{left}} = 10$, $n_{\text{right}} = 10$)

-- 95 - same ethnicity ($n_{\text{left}} = 46$, $n_{\text{right}} = 49$)

TIME 1 (September)

RESULTS (Study 1 & 2)

TIME 2 (November)



SUMMARY

Found evidence that perceived self-efficacy, intergroup anxiety, rejection sensitivity, and diversity beliefs play a role in seating choices.

Indirectly through more cross-group friendships

Controlling for ethnicity, age, gender, if the person they were sitting next to was a friend.

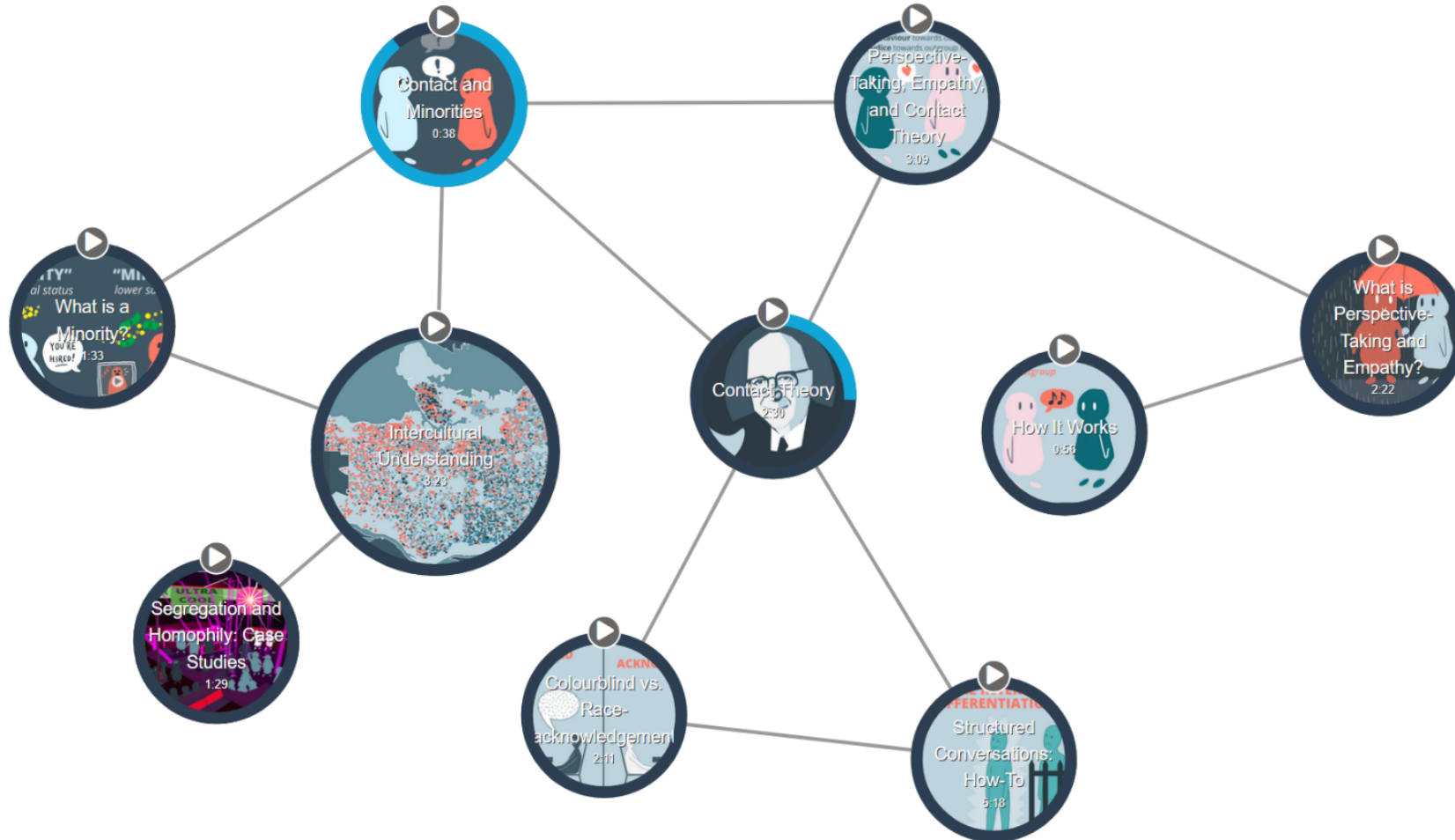
STUDY 3

How do we improve student self-efficacy and diversity beliefs?

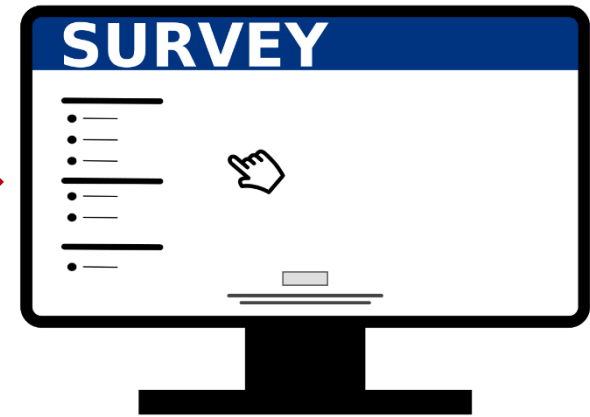
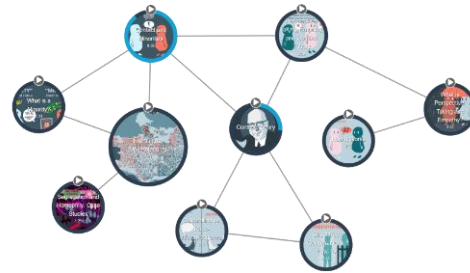
How do we reduce rejection sensitivity and intergroup anxiety?

A lot of research in social psychology has shown to affect similar variables, teach people about them (Johns, Schmader, Martens, 2005)

DEVELOPED A SERIES OF VIDEOS ON INTERGROUP CONTACT THEORY USING TAPESTRY



STUDY 3

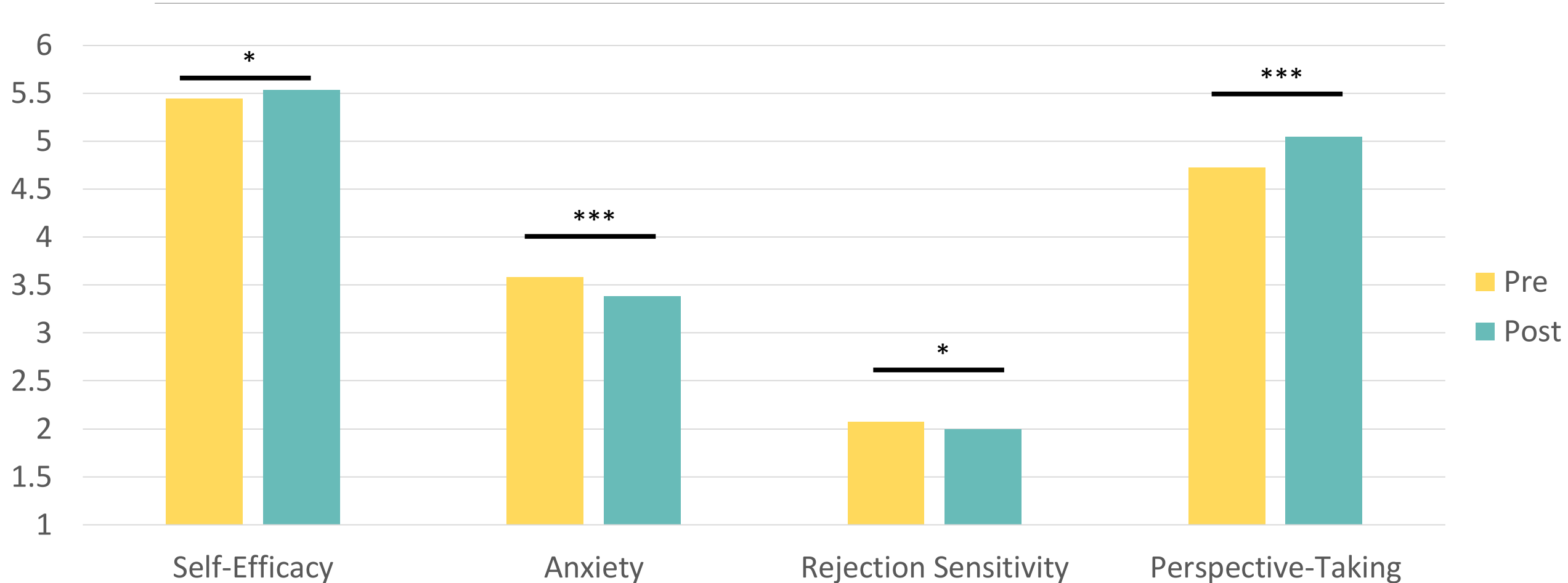


N = 206 (84.4% female; 14.6% male; 1% other)

RESULTS

Variable	<i>F</i> (1, 199)	Sig	η_p^2
Self-efficacy	7.58	.006	.037
Rejection Sensitivity	3.83	.052	.019
Intergroup Anxiety	13.47	< .001	.063
Perspective Taking	9.48	.002	.045
Diversity Beliefs	2.19	.140	.011

RESULTS



RESULTS

The intervention was more effective for those who reported

** fewer friendships

-- perceived self-efficacy

-- intergroup anxiety

** felt their attitudes had changed because of the videos

-- perceived self-efficacy

-- perspective taking

-- intergroup anxiety

SUMMARY

APPENDIX
