



**BERGISCHE  
UNIVERSITÄT  
WUPPERTAL**

**Institute for Educational Research**

**School Socialization Research Group**

**Topics for Master's theses**

Topic	Brief description and research question	Requirements	Support from us through...
<p>Assessment and Attribution of School Performance among Pupils of Turkish and German Origin (Miriam Schwarzenthal + Sabine Glock)</p>	<p>Stereotypes of teachers towards students of certain origins or cultures are expressed, among other things, in whether academic performance is explained more in terms of internal factors (e.g. lack of effort) or external factors (e.g. disadvantage). Furthermore, people tend to explain the behavior of people from minoritized groups in terms of their "culture", while the behaviour of majority groups is often explained more in terms of individual factors. This project aims to answer the following questions, among others:</p> <ul style="list-style-type: none"> <li>• Do prospective teachers explain the school performance of students from minoritized groups more in terms of their "culture" and the school performance of majority pupils more in terms of individual factors?</li> <li>• Is poor school performance of students from minoritized groups more likely to be explained drawing on their culture, while good school performance is not?</li> <li>• How are teachers' attributions related to their actions to reduce educational inequalities?</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting data from preservice teachers using an existing questionnaire</li> <li>• Preparation of the data and analyses in SPSS</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of the questionnaire</li> <li>• Central literature references</li> </ul>
<p>Equity literacy among preservice teachers</p>	<p>Equity literacy among teachers (Gorski, 2015) includes the ability to recognize disadvantages along different dimensions of diversity (e.g. socio-economic status, migration status, disability, etc.) in the school context and to reduce these disadvantages through action. In order to assess the equity literacy of preservice teachers, a questionnaire was conducted with preservice teachers, asking them to explain educational inequalities between different groups of students and to propose actions to reduce these inequalities. Based on this data, the following questions, among others, can be examined:</p> <ul style="list-style-type: none"> <li>• How are attributions of educational inequalities related to other attitudes and beliefs (e.g. social dominance orientation and learning to teach for social justice beliefs)?</li> </ul>	<ul style="list-style-type: none"> <li>• Coding of existing open questionnaire responses from approx. 100 preservice teachers</li> <li>• Simple analyses (e.g. correlations) in SPSS</li> </ul>	<ul style="list-style-type: none"> <li>• Support in the creation of a coding manual (provision of a template)</li> <li>• Central references</li> </ul>

**Topics for Bachelor's and Master's theses in the research area „School Socialization Research“**

	<ul style="list-style-type: none"><li>• How are attributions of educational inequalities related to the motivation to work at a "high risk school"?</li><li>• How are attributions of educational inequalities related to proposed actions to do something about educational inequalities?</li><li>• How are learning about social inequalities in different contexts and own experiences of discrimination related to attributions of educational inequalities?</li><li>• Why do preservice teachers feel well/less well prepared to reduce educational inequalities?</li></ul>		
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