

Preliminary Results of the BIPE Project - Ethnicity II

BIPE Project

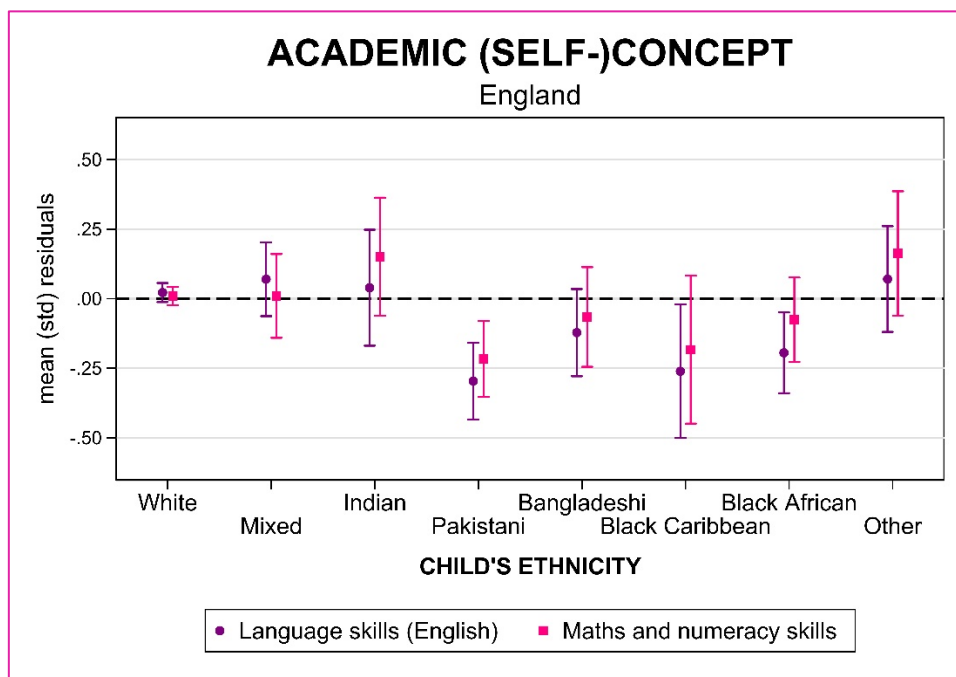
Social and ethnic biases in primary education

The preliminary results presented below investigate the *discrepancy* between students' rating of their own academic ability (i.e., academic self-concept)¹ and teachers' rating of student's academic abilities².

Are teachers' and students' perceptions of students' academic abilities in agreement?

Such disagreements in perceptions are measured through the idea of INACCURATE PERCEPTION, defined as the teacher *over- or under-estimating* a student's academic ability, in comparison to the student's own rating of it.³

A systematic pattern of (in)accurate teacher perceptions is here shown as the average over- or under-estimation of the academic abilities of children whose families identify with different ethnicities.



Preliminary results suggest that, on average, teachers tend to ...

- under-estimate the academic abilities (compared to students' own rating of their abilities) in both English and mathematics of students whose families identify as of Pakistani heritage.
- under-estimate the academic abilities (compared to students' own rating of their abilities) in English of students whose families identify as of Black Caribbean or Black African heritage.

¹ Students' academic self-concept is captured by two questions asking children to rate their own abilities on a scale from *Strongly agree* to *Strongly disagree*: a) I am good at English, b) I am good at Maths.

² Teachers' ratings of students' academic abilities are captured by the questions "*In so far as your professional experience will allow, please rate this child in relation to all children of this age (i.e., not just their present class or, even, school): a) English, b) Maths*".

³ To be precise, teachers' ratings of students' ability are regressed over students' own rating of them. Thus, a discrepancy between the two ratings is captured by the residuals of the regression. Positive (negative) residuals signal that a teacher's rating is higher (lower) than expected, given the student own rating.

Get in touch

If you would like to know more about the BIPE Project, please get in touch.

BIPE Project website

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DATA

The BIPE Project uses the *Millennium Cohort Study* and the *Growing Up in Scotland* study, two large-scale surveys that followed, respectively, 19,000 children born between 2000 and 2001 in the UK and 5,200 children born between 2004 and 2005 in Scotland.

The **PRELIMINARY** results presented here refer to around 6,000 children aged 11 years old residing in England in 2012, and 2,000 children aged 10 years old residing in Scotland in 2014/2015.

Millennium Cohort Study:

- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Sweeps 1-7, 2001-2018: Longitudinal Family File*. [data collection]. 4th Edition. UK Data Service. SN: 8172, [DOI: 10.5255/UKDA-SN-8172-4](https://doi.org/10.5255/UKDA-SN-8172-4)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 9 months, Sweep 1, 2001*. [data collection]. 14th Edition. UK Data Service. SN: 4683, [DOI: 10.5255/UKDA-SN-4683-6](https://doi.org/10.5255/UKDA-SN-4683-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2023). *Millennium Cohort Study: Age 3, Sweep 2, 2004*. [data collection]. 11th Edition. UK Data Service. SN: 5350, [DOI: http://doi.org/10.5255/UKDA-SN-5350-6](http://doi.org/10.5255/UKDA-SN-5350-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 5, Sweep 3, 2006*. [data collection]. 9th Edition. UK Data Service. SN: 5795, [DOI: 10.5255/UKDA-SN-5795-6](https://doi.org/10.5255/UKDA-SN-5795-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 7, Sweep 4, 2008*. [data collection]. 9th Edition. UK Data Service. SN: 6411, [DOI: 10.5255/UKDA-SN-6411-9](https://doi.org/10.5255/UKDA-SN-6411-9)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 11, Sweep 5, 2012*. [data collection]. 6th Edition. UK Data Service. SN: 7464, [DOI: 10.5255/UKDA-SN-7464-6](https://doi.org/10.5255/UKDA-SN-7464-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2023). *Millennium Cohort Study: Age 14, Sweep 6, 2015*. [data collection]. 7th Edition. UK Data Service. SN: 8156, [DOI: http://doi.org/10.5255/UKDA-SN-8156-7](http://doi.org/10.5255/UKDA-SN-8156-7)

- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 17, Sweep 7, 2018*. [data collection]. *2nd Edition*. UK Data Service. SN: 8682, [DOI: 10.5255/UKDA-SN-8682-2](https://doi.org/10.5255/UKDA-SN-8682-2)

Growing Up in Scotland:

- ScotCen Social Research. (2022). *Growing Up in Scotland: Cohort 1, Sweeps 1-10, 2005-2020: Special Licence Access*. [data collection]. *19th Edition*. UK Data Service. SN: 5760, [DOI: 10.5255/UKDA-SN-5760-12](https://doi.org/10.5255/UKDA-SN-5760-12)
- ScotCen Social Research. (2022). *Growing Up in Scotland: Cohort 1, Primary 6 Teacher Survey, 2014-2015: Special Licence Access*. [data collection]. UK Data Service. SN: 8366, [DOI: 10.5255/UKDA-SN-8366-1](https://doi.org/10.5255/UKDA-SN-8366-1)