

When dealing with the fields of diversity and inclusion in the area of education, there are many things that come up. Two important questions that arise are: do students perform better in a homogenous setting or a diverse setting? And does a teacher's implicit bias towards certain ethnicities and culture influence how their students perform? Examining writing by a leading psychologist in education and studies that have been conducted asking these questions, we can look at these concerns in diversity and education performance.

Based on two studies that Psychologist Robert Sternberg conducted in rural Kenya and in Alaska, looking at the ethnic Yup'ik people, the idea of intelligence is emphasized, and more to the point- different kinds of intelligence and skills can be had by different peoples (where you live, what your racial and social background is, etc) which is called implicit theories of intelligence. A good example of this point is this: extreme rural people who live a hunter-gatherer lifestyle are much better at certain things than you or I might be, and that is because they grew up in a certain environment and adapted to the way they had to do things. (Sternberg, page 80)

Acknowledging that it is a positive thing to have a diverse environment in the classroom for students to have a fuller experience, this concept of implicit theories of intelligence is interesting. Looking at how a teacher or professor may treat their pupils due to their feelings towards them (whether subconscious or conscious) shows us a great deal about this.

## **Bibliography**

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