

Sehr geehrte Damen und Herren,

gern weisen wir Sie auf den Gastvortrag von Herrn Savaş Karataş von der Martin Luther Universität Halle-Wittenberg, Arbeitsbereich Pädagogische Psychologie mit dem Schwerpunkt Sozialisation und Kultur, hin. Der Vortrag wird auf Englisch gehalten. Interessierte Zuhörerinnen und Zuhörer sind herzlich willkommen.

"When Groups Meet¹" in Schools: Dynamic Interplay Between School Cultural Diversity Approaches and Intergroup Relations in Adolescence

Today's ethnically and culturally diverse schools are the pivotal socialization context for frequent intergroup interactions among ethnic minority and majority adolescents (Tropp et al., 2022). The extent to which schools embrace cultural diversity approaches, namely equality-inclusion and cultural pluralism, may facilitate harmonious intergroup contact interactions and associated outcomes, such as prejudice reduction. This facilitation likely occurs by promoting many conditions conducive to intergroup contact, such as equal status, common goals, intergroup cooperation, and support from authorities (Allport, 1954). Aligning with these considerations, the central goal of this presentation is to address how promoting equality-inclusion and cultural pluralism approaches in schools is longitudinally associated with adolescents' intergroup outcomes. This overarching aim will be addressed in light of the findings of the different longitudinal studies conducted with ethnic minority and majority adolescents in Italy and Germany.

To this end, a *three-wave longitudinal study* (Karataş et al., 2023) was conducted with ethnic minority and majority youth in *Italy* ($N=984$, $M_{age}=14.66$; 62.7% female; 24.8% ethnic minority) aimed to unravel the over time associations of equality-inclusion and cultural pluralism approaches and adolescents' positive and negative intergroup contact in schools. Results emphasized the centrality of teachers' equality-inclusion approaches by indicating that perceived equal treatment by teachers was associated with increased positive and decreased negative intergroup contact over time. Expanding on these findings, *another three-wave longitudinal study* was conducted in *Germany* ($N=401$ adolescents, 47.4% female; $M_{age}=13.05$, 46.9% ethnic minority) devoted specific attention to the distinct facets of cultural pluralism approaches, namely heritage and intercultural learning, critical consciousness, and polyculturalism (Karataş, Schachner, & Juang, 2024). More particularly, this study aimed to investigate the dynamic interplay between these facets and adolescents' orientations toward outgroup members, considering the possible moderating effect of teachers' equal treatment. Results revealed bidirectional positive associations between heritage and intercultural learning climate and outgroup orientation. Importantly, these patterns persisted across distinct trajectories of teachers' unequal treatment. Altogether, the findings of these studies provide novel insights into how contemporary schools can foster harmonious intergroup relations through the promotion of equality-inclusion and cultural

pluralism approaches. Such insights may be further scrutinized in light of the additional conceptual models (e.g., Karataş, Schachner, Yanagida, et al., 2024) that can be explored in future longitudinal studies.

¹ Refers to Pettigrew and Tropp's (2011) well-known book, "When Groups Meet: The Dynamics of Intergroup Contact." Pettigrew, T. F., & Tropp, L. R. (2011). When groups meet: The dynamics of intergroup contact. Psychology Press.

Savaş Karataş has completed his PhD at the Department of Psychology, Alma Mater Studiorum University of Bologna in Italy. After completing a one-year postdoctoral research position at the same department in Italy, he is currently continuing his postdoctoral research at the Department of Educational Psychology – Socialisation and Culture Research Group at Martin Luther University Halle-Wittenberg in Germany. His primary interests revolve around school cultural diversity climate, domain-specific acculturation orientations, and intergroup relations during adolescence. He has published on these topics in high-impact journals, including *Child Development*, *Journal of Youth and Adolescence*, and *Journal of Research on Adolescence*, and he received The George Butterworth Young Scientist Award of the European Association of Developmental Psychology in 2023.

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