

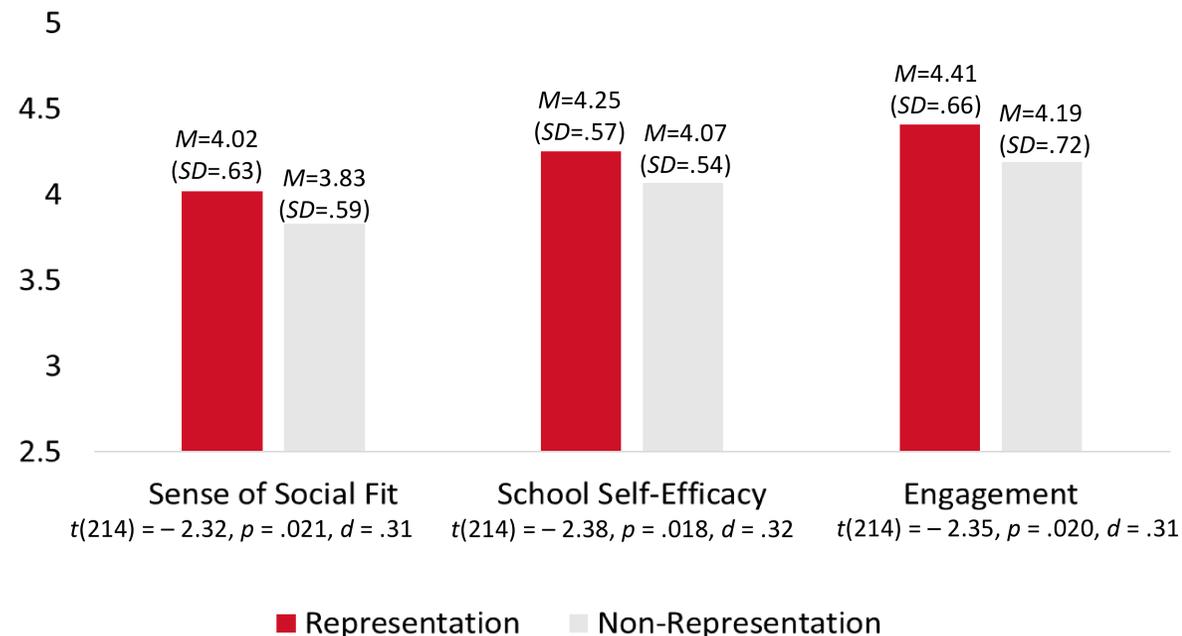
## BACKGROUND

- Incorporating diverse perspectives in the college setting can increase student performance, attitudes (Kite & Clark, 2022), and feelings of belonging, especially for Black students.
- Engagement, representation, self-efficacy, and microaggressions (Lewis et al., 2021) are all factors that influence belonging. How does representation alone play a role?
- We predicted that showing lecture slides with images of Black models would improve feelings of belonging and reduce depression, anxiety, and stress for Black college students.

## METHOD

- **Participants**
  - $N = 216$  Black or Multiracial college students (53% Women,  $M = 31.03$  years,  $SD = 10.89$ ) were recruited via Prolific with inclusion criteria of endorsing being racially Black AND being a student.
- **Measures**
  - Participants filled out scales on the following measures: Depression, anxiety, and stress (Parkitny & McAuley, 2010), sense of social fit (Walton & Cohen, 2007), school self-efficacy, self-esteem (Rosenberg, 1979), clarity, engagement, confidence, and phone focused coping.
- **Procedure**
  - Participants watched either a representative (Black models) or non-representative (White models) lecture video on social psychology. After watching the video, participants were asked to reflect on the measures listed above. Participants then completed demographic information and were debriefed, thanked, and paid \$8.00/hr for their time.

## Condition Differences Across Three Outcomes



■ Representation ■ Non-Representation

## RESULTS

- **Social fit, school self-efficacy, and engagement**
  - There was a **significant increase** in sense of social fit, school self-efficacy, and engagement for the represented group compared to the non-represented group (see bar chart).
- **Self-esteem and confidence**
  - There was no significant difference in self-esteem or confidence between the represented lecture group ( $M = 31.52$ ,  $SD = 5.75$ ;  $M = 4.43$ ,  $SD = .62$ ) and the non-represented lecture group ( $M = 30.23$ ,  $SD = 5.40$ ;  $M = 4.40$ ,  $SD = .55$ );  $t(214) = -1.70$ ,  $p = .091$ ;  $t(214) = -.31$ ,  $p = .758$ .
- **Depression, anxiety, and stress**
  - Further, there were no significant differences for depression, anxiety, or stress between the represented group ( $M = 2.36$ ,  $SD = 2.96$ ;  $M = 2.64$ ,  $SD = 2.79$ ;  $M = 3.02$ ,  $SD = 2.70$ ) and the non-represented group ( $M = 2.60$ ,  $SD = 3.22$ ;  $M = 3.06$ ,  $SD = 3.19$ ;  $M = 3.36$ ,  $SD = 2.94$ );  $t(214) = 0.57$ ,  $p = .569$ ;  $t(214) = 1.03$ ,  $p = .304$ ;  $t(214) = 0.87$ ,  $p = .377$ .

## DISCUSSION

- When participants feel represented in lectures, they may experience greater levels of social fit, school self-efficacy and engagement in class. This supports the idea that engaging Black students in lecture through representation, diversity, and support fosters belonging (Gurin et al., 2004; Wood & Harris, 2015).
- We did not find any improvements in self-esteem and confidence or with depression, anxiety, and stress levels. Perhaps students are still experiencing ongoing microaggressions in the classroom that cannot be mitigated by inclusive lecture slides. Further, longstanding depression, anxiety, or stress from external factors may reduce the effectiveness of short-term pedagogical change. The instructor, classroom, message of the lecture video, and length of lecture may also influence these results.
- While this study demonstrates the importance of representation, belonging is captured in a limited context. Future studies should conduct an in-person experiment that analyzes the extent to which professor and material representation fosters belonging in the classroom for students with various races and genders.

