



CULTURAL DIVERSITY IN EDUCATION

Orhan Agirdag

KU LEUVEN

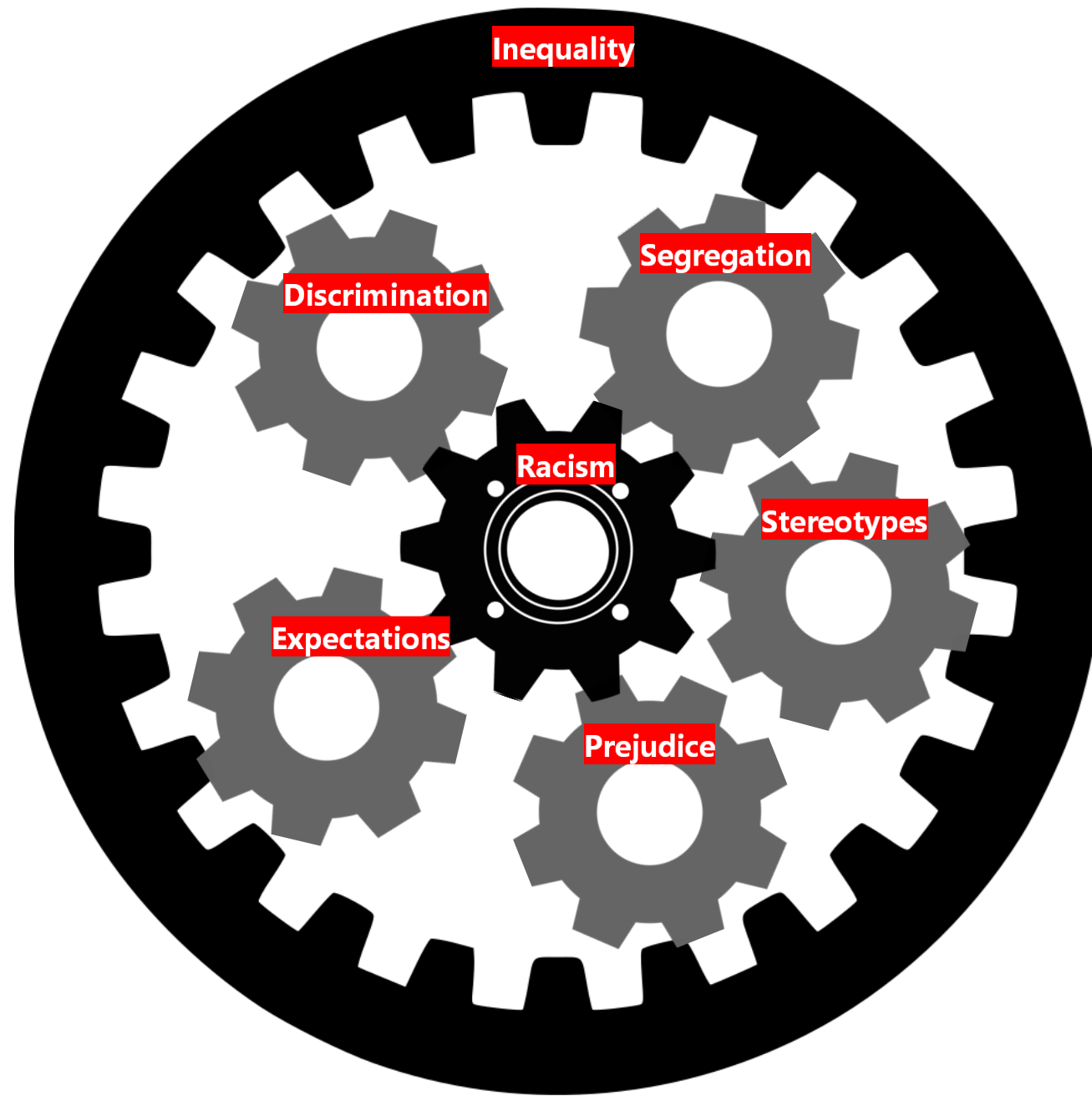
Diversity

= Cultural differences between groups of people

- Social class (rich / poor)
- Region (rural / urban)
- Ethnicity (minority / majority)
 - Religion
 - Mother tongue
 - Racial appearance
 - National origin
- Gender (male / female / x)

→ Focus on **ethnic** aspects





Inequality

Segregation

Discrimination

Racism

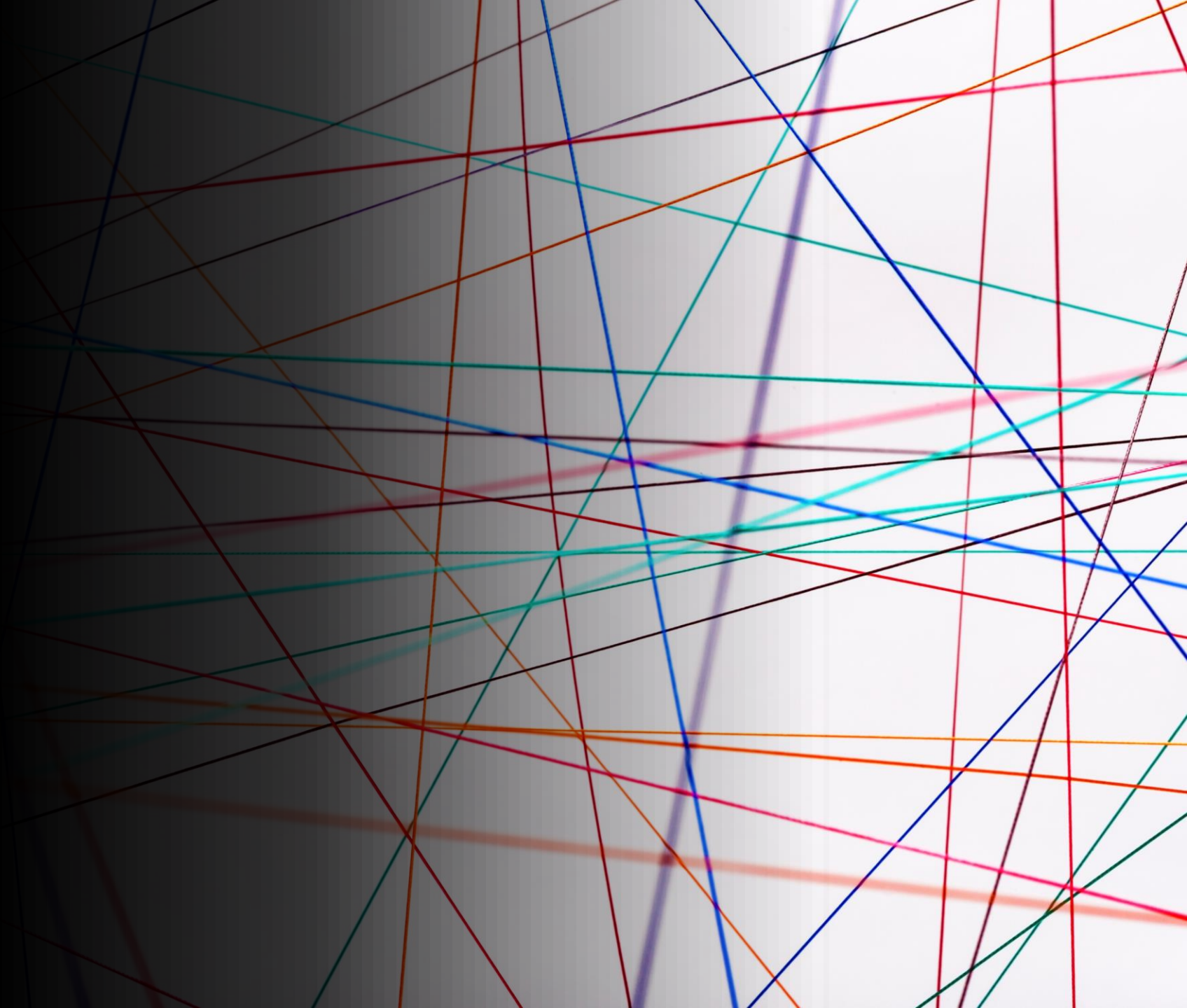
Stereotypes

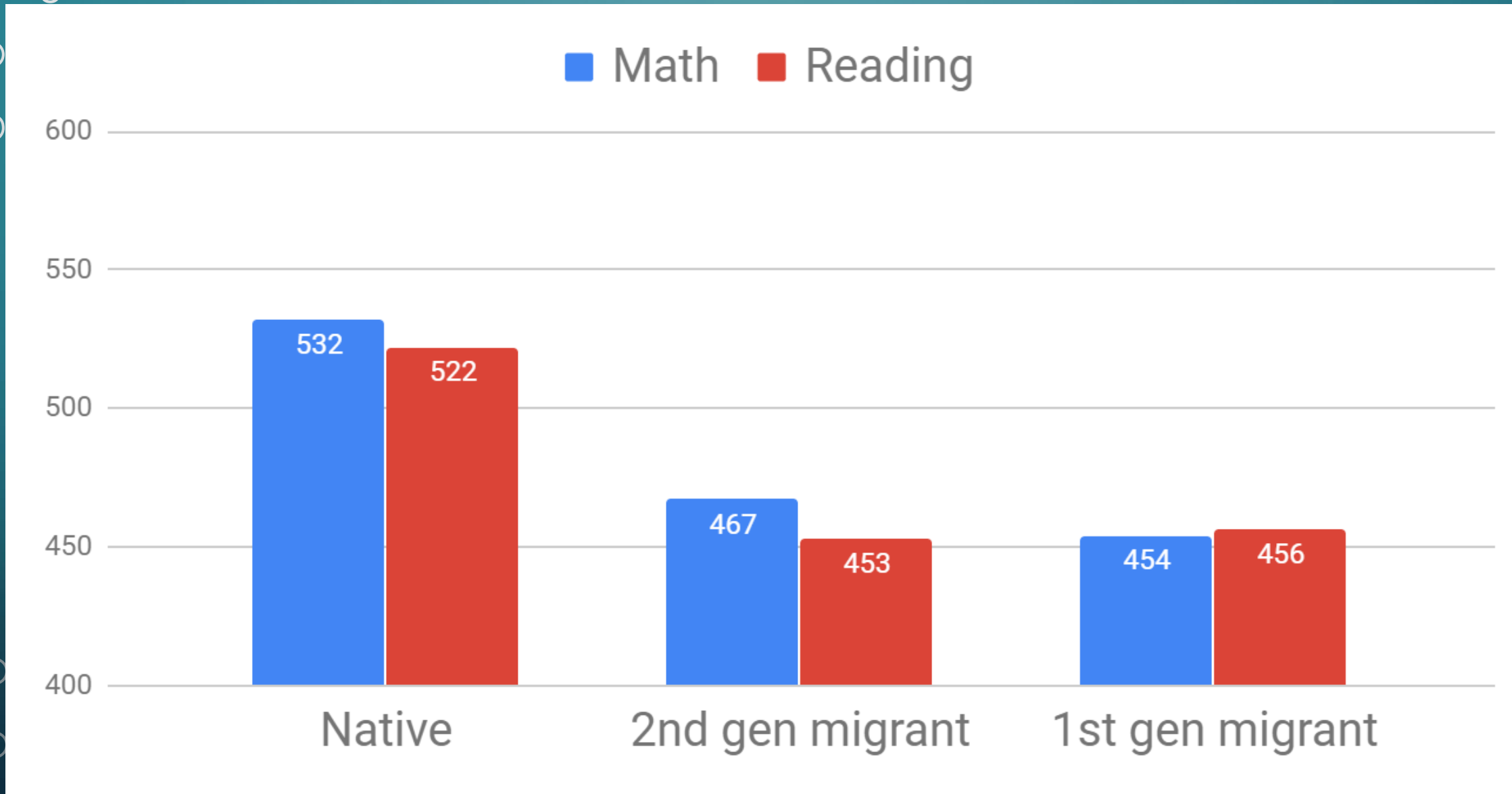
Expectations

Prejudice

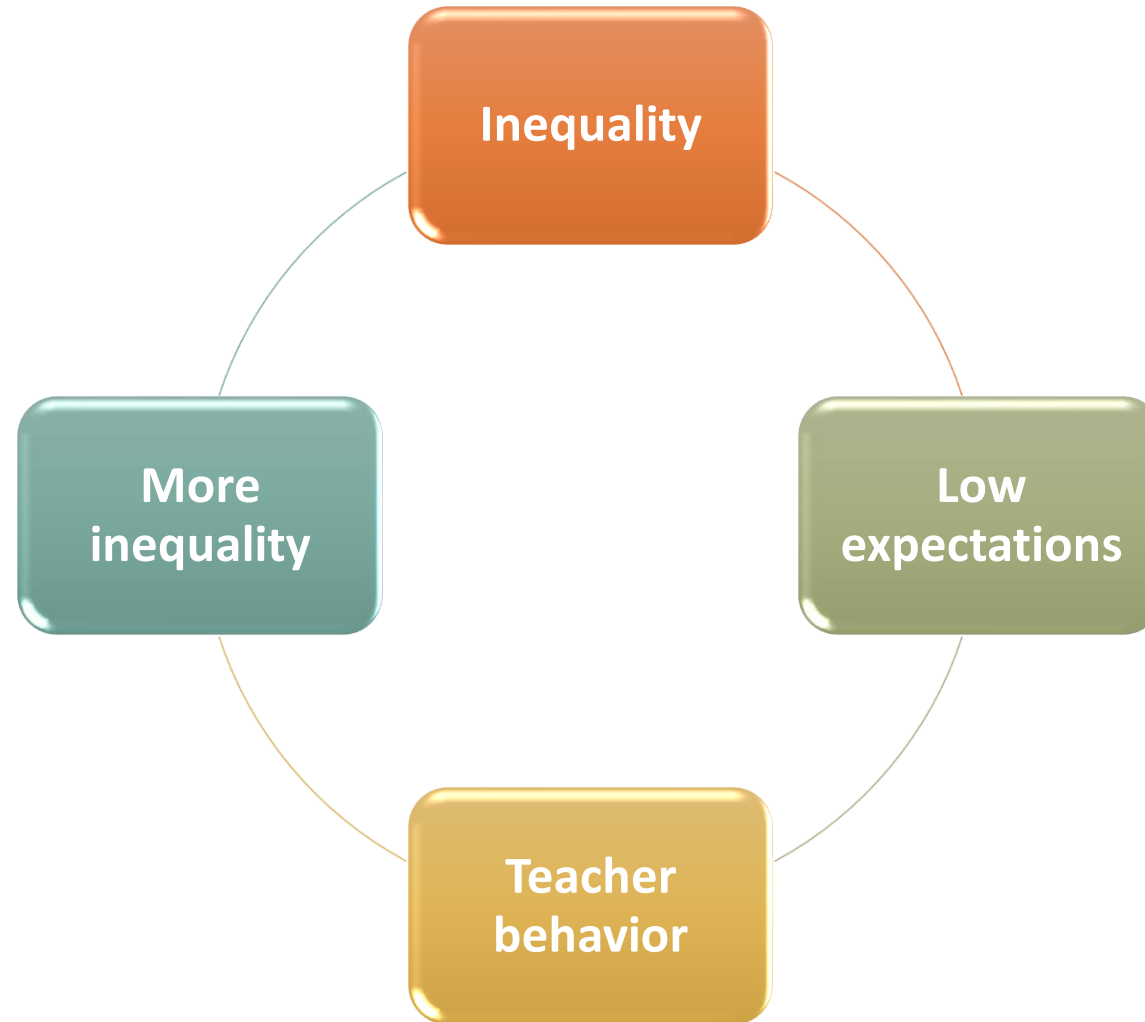


Inequality



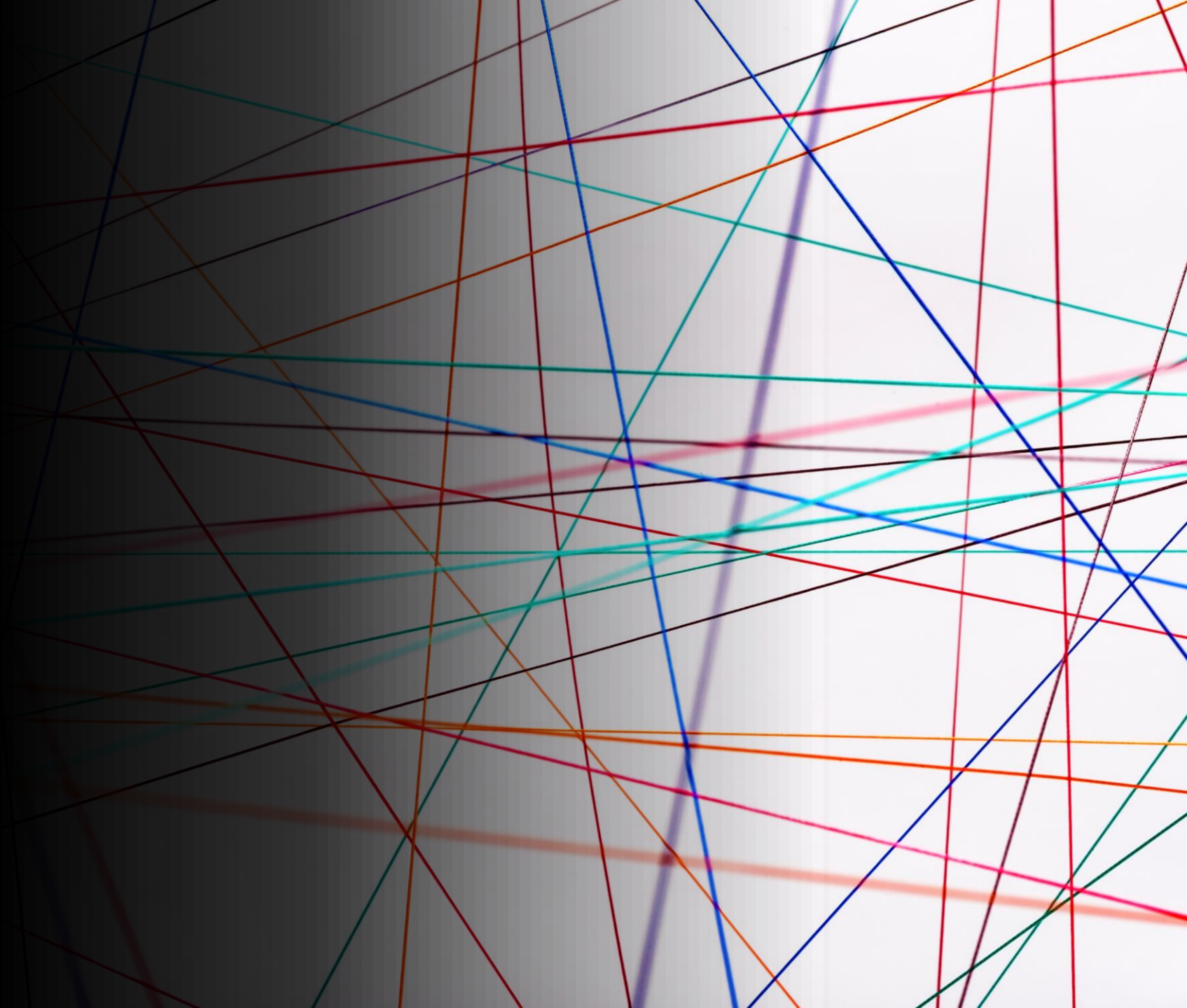


Inequality as vicious circle





Expectations



Low expectations → Teacher behaviour

- **Low**

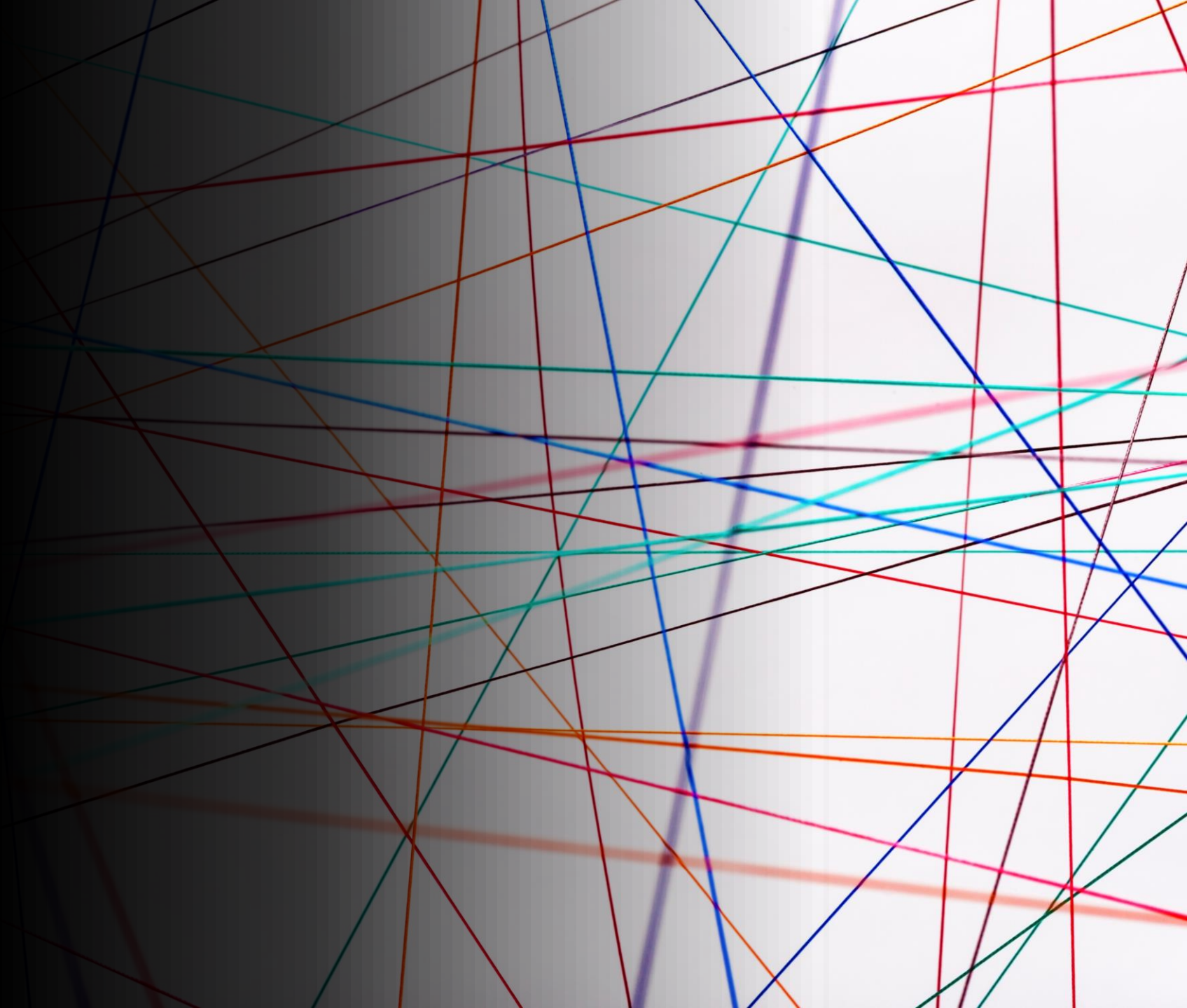
- Less frequently given turn
- Less time for response
- Less feedback
- Less public interaction
- More physical distance

- **HIGH**

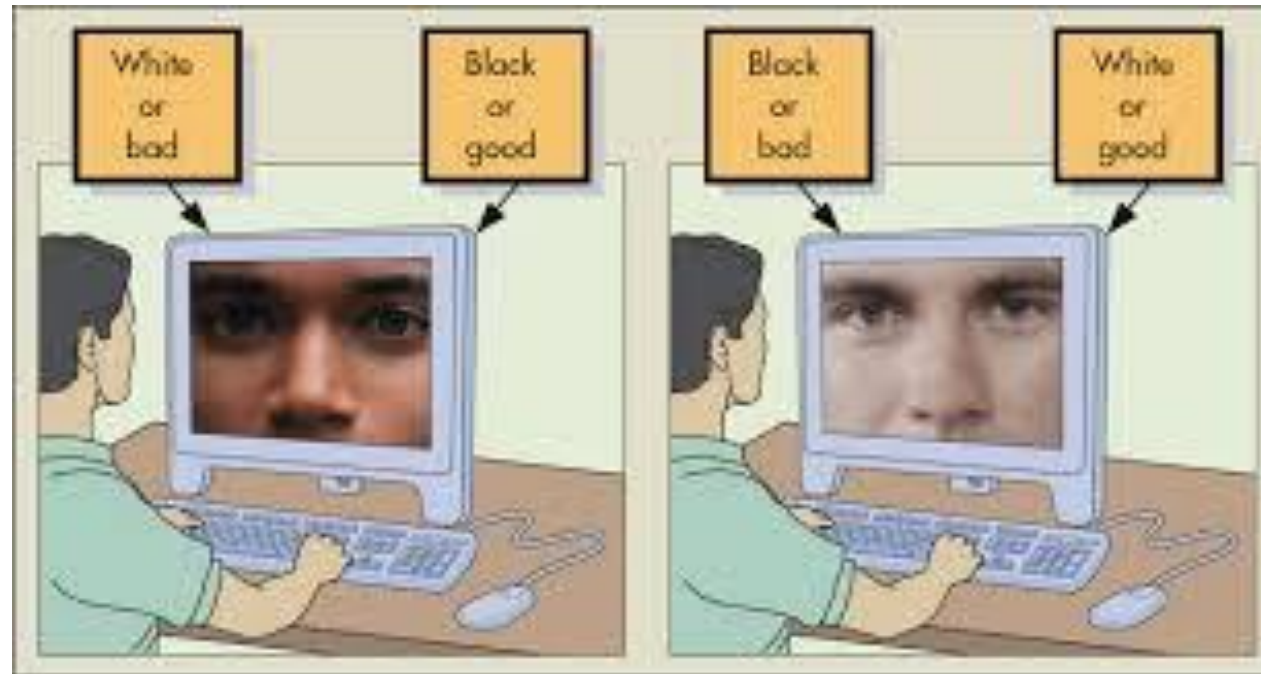
- Speaking more often
- More thinking time
- More and better feedback
- More autonomy
- Better non-verbal communication

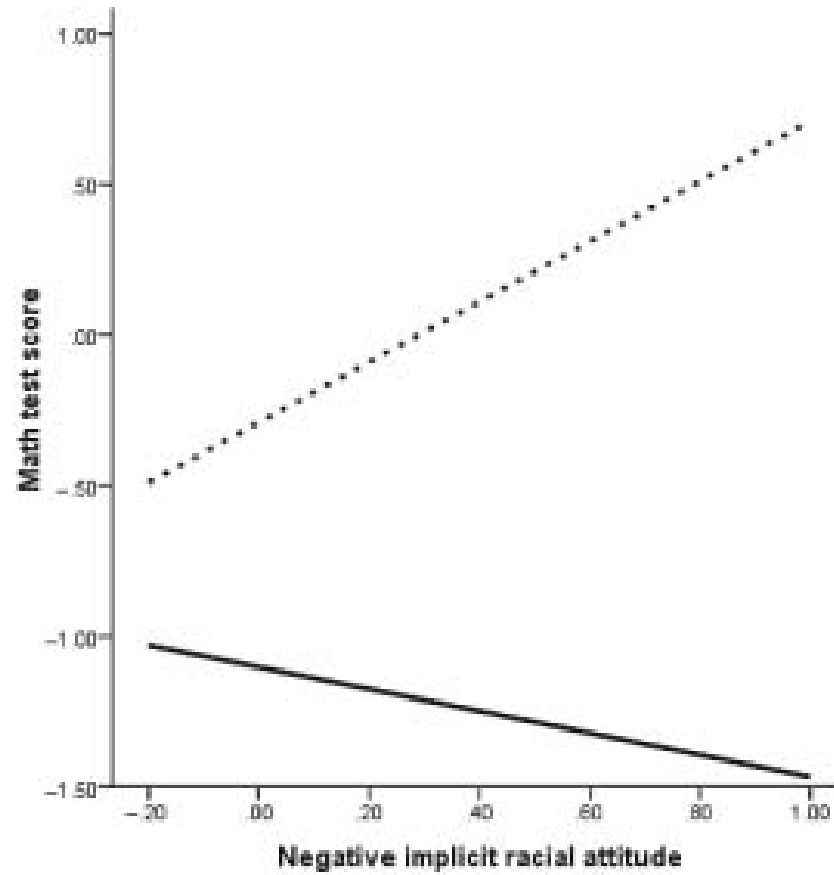


Prejudice



Implicit Bias - Prejudice





..... Dutch students ——— Turkish/Moroccan students

Van den Bergh et al, 2010

<https://implicit.harvard.edu>

<https://www.onderhuids.nl/>



Project Implicit

Transgender IAT

Native IAT

Skin-tone IAT

Weight IAT

Gender-Career IAT

Religion IAT

Age IAT

Arab-Muslim IAT

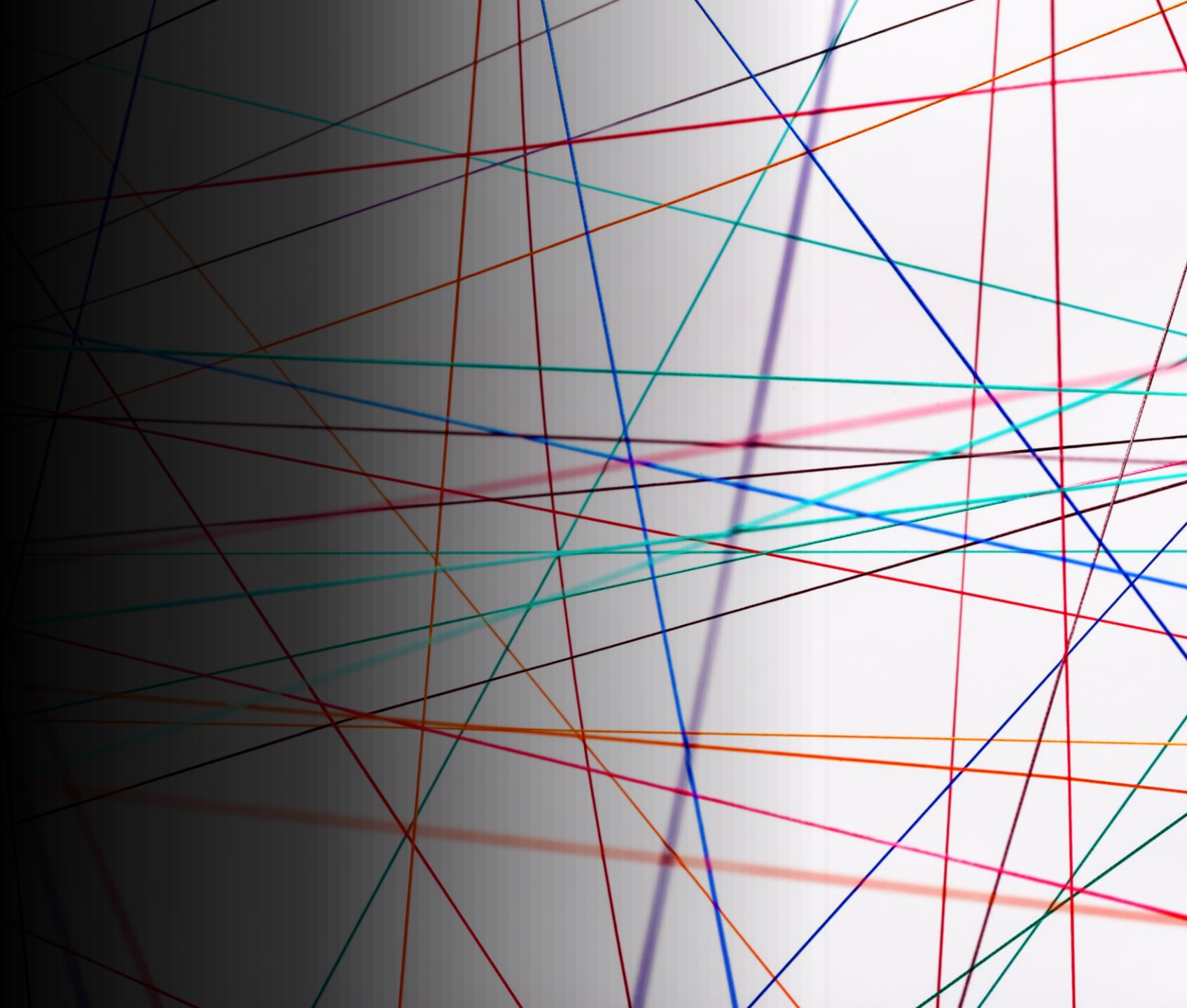
Gender-Science IAT

Race IAT

Disability IAT



Discrimination



Perceived discrimination



68%

Perceived discrimination
by teachers



59%

Bron: RaDiSS- data, N = 1.380; allochtone leerlingen; 55 secundaire scholen; 3de leerjaar (D'Hondt, 2015)

Perceived discrimination



32%

Perceived ethnic
discrimination by teachers



22%

Bron: RaDiSS- data, N = 1.380; allochtone leerlingen; 55 secundaire scholen; 3de leerjaar (D'Hondt, 2015)

Perceived discrimination



3%

Perceived ethnic
discrimination by teachers



2%

Bron: RaDiSS- data, N = 1.380; allochtone leerlingen; 55 secundaire scholen; 3de leerjaar (D'Hondt, 2015)

Actual discrimination : before school



Race Ethnicity and Education >

Latest Articles

Submit an article

Journal homepage

Enter keywords, authors, DOI, ORCID etc

505

Views

6

CrossRef
citations to date


5

Altmetric





Research Article


School of choice or schools' choice? Intersectional correspondence testing on ethnic and class **discrimination** in the enrolment procedure to Flemish kindergarten

Dounia Bourabain , Pieter-Paul Verhaeghe & Peter A. J. Stevens

Received 04 Nov 2019, Accepted 14 Jul 2020, Published online: 03 Aug 2020

 Download citation  <https://doi.org/10.1080/13613324.2020.1798379>



 Full Article

 Figures & data

 References

 Supplemental

 Citations

 Metrics

 Reprints & Permissions

Actual discrimination : during school

Students of color:

- More often negative comments
- More often asked to be quiet
- More often punished

Racialized classroom practices in a diverse Amsterdam primary school: the silencing, disparagement, and discipline of students of color

Melissa F. Weiner

Department of Sociology & Anthropology, College of the Holy Cross, Worcester, MA, USA

ABSTRACT

In both Europe and the US, racial and ethnic minority students experience discrimination at the hands of teachers that negatively impacts academic achievement. In the US, scholars have documented how a predominantly white teaching force racializes students of color through discipline and low expectations, which impact educational attainment. But in Europe, the denial of race's existence hinders research regarding structural explanations for minority educational inequality and often explains low educational attainment as a function of cultural differences. Examining classroom practices in a diverse Amsterdam primary school, this article documents racializing mechanisms that found minority students disproportionately disparaged, disciplined, and silenced. In addition, many were students under-recommended to higher level secondary school tracks. These findings reveal that Dutch schools are not racially meritocratic institutions and are relevant for scholars in the Netherlands and all other nations with educational institutions dominated by colorblind ideologies, white norms, and large immigrant populations.

ARTICLE HISTORY

Received 14 June 2015
Accepted 27 March 2016

KEYWORDS

Race/ethnicity; classroom practices; discipline; the Netherlands

Consequences of discrimination

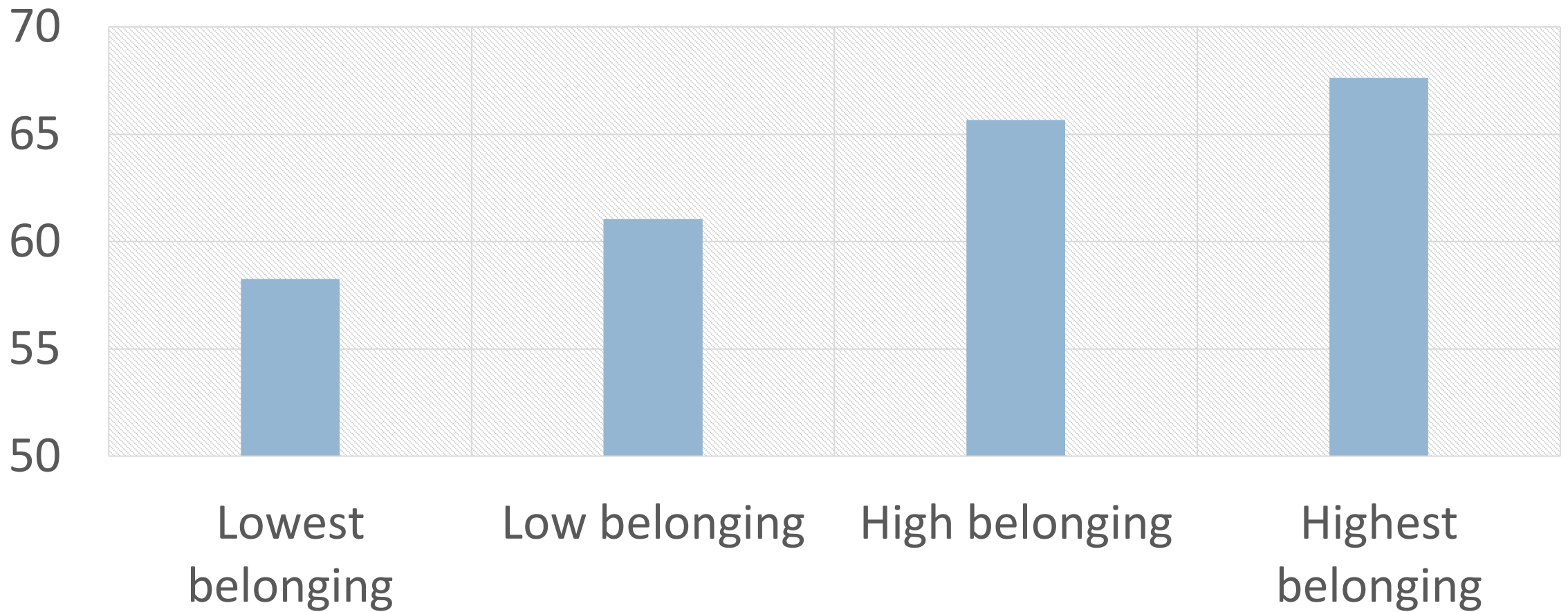
- Demotivation
- Radicalisation
- Health issues
- Lower achievement

Lower sense of belonging



The screenshot shows a Springer Link article page. At the top, there is a navigation bar with a hamburger menu icon on the left, the word "Science" in the center, and a search icon on the right. Below this is the Springer Link logo. The main content area features the Springer Link logo again, followed by the text "Empirical Research | Open Access | Published: 07 December 2022". The article title is "The Association Between Perceived Discriminatory Climate in School and Student Performance in Math and Reading: A Cross-National Analysis Using PISA 2018". The authors are listed as "Gülseli Baysu , Orhan Agirdag & Jozefien De Leersnyder". Below the authors, it says "Journal of Youth and Adolescence (2022) | Cite this article". At the bottom, there are statistics: "1191 Accesses | 1 Altmetric | Metrics".

Math Achievement (59 primary schools, N = 2897)







What can be done?



Less inequalities in schools with:

- Good teaching - Quality of Instruction
- High academic expectations among teachers
- Warm-strict approach to behavior (teach how to behave)
- More diverse and less prejudice among teachers
- Multiculturalist policy and practices regarding diversity

Beliefs: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Multiculturalism

Practice: How do we deal with diversity?

Beliefs : What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Multiculturalism

Practice: How do we deal with diversity?

Deficit model

- Cultural diversity seen as source of **deficiencies**
- Intelligence,, language, norms, values, ...
- Requirement of assimilation for success
- Harms achievement

Hier spreekt men...

enkel **Nederlands**



Saturday, 4 February 2023

The Brussels Times

LGIUM BUSINESS ART & CULTURE EU AFFAIRS WORLD

Plans to punish parents if children score poorly on Dutch language skills criticised

Wednesday, 18 January 2023 **TBT+**

By **Lauren Walker**

Saturday, 4 February 2023

The Brussels Times

LGIUM BUSINESS ART & CULTURE EU AFFAIRS WORLD

Financial sanctions if children 'do not learn' Dutch now supported by Flemish socialists

Thursday, 26 January 2023

By **Maïthé Chini**

In het belang van uw kind
spreken wij hier Nederlands!
U toch ook?





International Journal of Bilingual Education and Bilingualism

ISSN: 1367-0050 (Print) 1747-7522 (Online) Journal homepage: <http://www.tandfonline.com/loi/rbeb20>

Silencing linguistic diversity: the extent, the determinants and consequences of the monolingual beliefs of Flemish teachers

Reinhilde Pulinx, Piet Van Avermaet & Orhan Agirdag

To cite this article: Reinhilde Pulinx, Piet Van Avermaet & Orhan Agirdag (2017) Silencing linguistic diversity: the extent, the determinants and consequences of the monolingual beliefs of Flemish teachers, *International Journal of Bilingual Education and Bilingualism*, 20:5, 542-556, DOI: [10.1080/13670050.2015.1102860](https://doi.org/10.1080/13670050.2015.1102860)

To link to this article: <http://dx.doi.org/10.1080/13670050.2015.1102860>

Table 2. Items of monolingual beliefs in education scale.

Item	Description	(Completely) Agree
1	Non-Dutch speaking pupils should not be allowed to speak their home language at school	77.3%
2	The most important cause of academic failure of non-Dutch speaking pupils is their insufficient proficiency in Dutch	78.2%
3	The school library (classroom library, media library) should also include books in the different home languages of the pupils	12.8%
4	Non-Dutch speaking pupils should be offered the opportunity to learn their home language at school	6.8%
5	By speaking their home language at school, non-Dutch speaking pupils do not learn Dutch sufficiently	72.1%
6	Non-Dutch speaking pupils should be offered regular subjects in their home language	3.2%
7	It is more important that non-Dutch speaking pupils obtain a high level of proficiency in Dutch than in their home language	44.7%
8	It is in the interest of the pupils when they are punished for speaking their home language at school	29.1%

Note: Percentage of teachers answering 'agree' and 'completely agree' are shown (N teachers = 674; N schools = 48).

When students speak a language other than Dutch on the playground, they are **punished**



48%

Agirdag, Orhan (2017). Het straffen van meertaligheid op school: de schaamte voorbij. In: Agirdag, Orhan & Kambel Ellen-Rose (Eds.), *Meertaligheid en onderwijs: Nederlands Plus* (pp. 44-52). Amsterdam: Boom.

When students speak a language other than Dutch to explain something to classmates, they are punished



52%

Agirdag, Orhan (2017). Het straffen van meertaligheid op school: de schaamte voorbij. In: Agirdag, Orhan & Kambel Ellen-Rose (Eds.), *Meertaligheid en onderwijs: Nederlands Plus* (pp. 44-52). Amsterdam: Boom.

Belgian protest for headscarf rights at university

Some 1,000 people protest court ruling and stand up for freedom to wear headscarves

Agnes Szucs | 05.07.2020



An
Mo
10,



INDEPENDENT

[News](#)

[InFact](#)

[Politics](#)

[Voices](#)

[Indy/Life](#)

[Sport](#)

[Business](#)

[Video](#)

[Culture](#)

[IndyBest](#)

[Subscribe](#)


[News](#) › [World](#) › [Europe](#)

Muslim girl sent home by school in France over long skirt

Headteacher says garment is 'ostentatious religious symbol'

Volume 114, Issue 3 August 2020 , pp. 707-723

Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban

AALA ABDELGADIR ^(a1) and VASILIKI FOUKA 

DOI: <https://doi.org/10.1017/S00030554200001>

Abstract

In response to rising immigration policies to restrict religious expression, there is little systematic evidence on the effects of the French headscarf ban. In this paper, we use rich data on the socioeconomic integration and educational attainment of Muslim girls in France to provide evidence that the ban operates through increased perceptions of discrimination and impacts their trajectory in the labor market and family composition in the long run.

‘We find that the law reduces the secondary educational attainment of Muslim girls, and impacts their trajectory in the labor market and family composition in the long run. We provide evidence that the ban operates through increased perceptions of discrimination’

Beliefs: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset



Multiculturalism

Practice: How do we deal with diversity?



It does not matter whether pupils are brown,
black, green or white, I don't see their color...

We don't think in ethnic terms in our schools.

Children do not discriminate



LIVE

MSNBC

a conversation about race



**Wij deden de test in basisschool
Op Dreef in Merksem.**

1

Ik weet niet of het is opgevallen,
maar we zagen enkel witte kindjes.

Colorblindness → less belonging

Good, Bourne, Drake (2020)



Journal of Experimental Social Psychology

Volume 91, November 2020, 104026

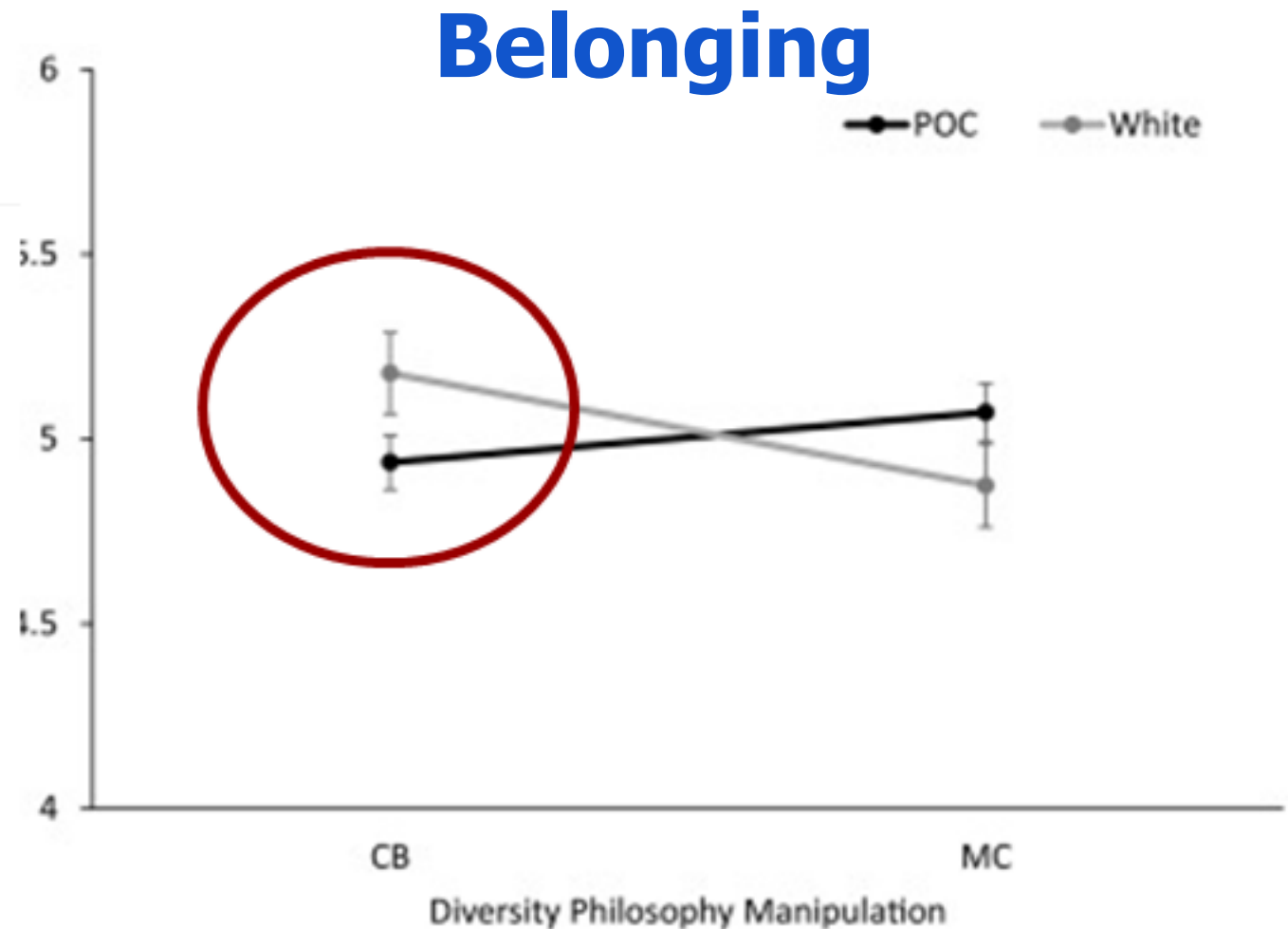


Case Report

The impact of classroom diversity philosophies on the STEM performance of undergraduate students of color ☆

Jessica J. Good^a, Kimberly A. Bourne^b, R. Grace Drake^c

Show more



Colorblindness → less achievement



APA PsycArticles: Journal Article

Communicating more than diversity: The effect of institutional diversity statements on expectations and performance as a function of race and gender.

© Request Permissions

“Participants expected more bias and less race and gender diversity after exposure to a colorblind versus a multicultural message. The colorblind message was particularly damaging for women of color, prompting them to expect the least diversity overall and to perform worse, as well as to actually perform worse on a math test than the multicultural message.”

At Univ
embrace t
creates a n
students to
accepting
students t
ethnicity, s
on our campus.

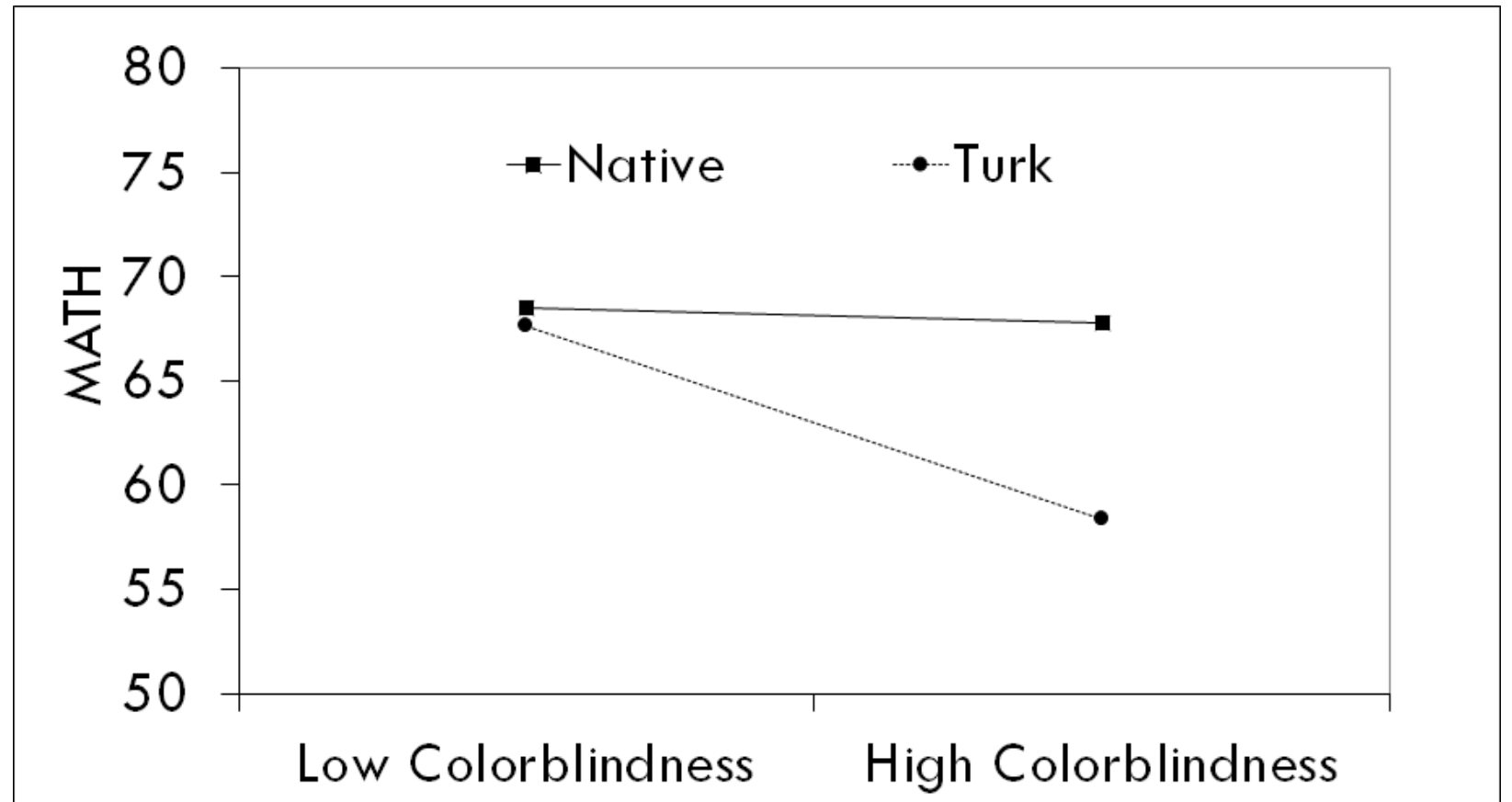
our diversity.

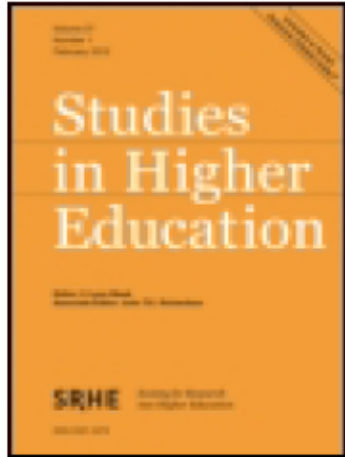
Colorblindness → more inequality

Agirdag (2020)



Math Performance





Studies in Higher Education

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/cshe20>

Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety

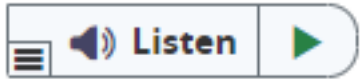
Ioazefien De Leersnvder. Seval Gündemir & Orhan Ağırdağ

✓ Full access

237 0

Views | CrossRef citations to date | Altmetric

18



Research Article

Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety

Jozefien De Leersnyder , Seval Gündemir

Published online: 01 Oct 2021

Download citation <https://doi.org/10.1080/>

“When lecturers were perceived to communicate a colorblind approach cultural misunderstandings and their concomitant negative effects remained high”

Vision: What do we think about diversity?

Deficit



Assimilation

Neutral



Colorblindness

Asset

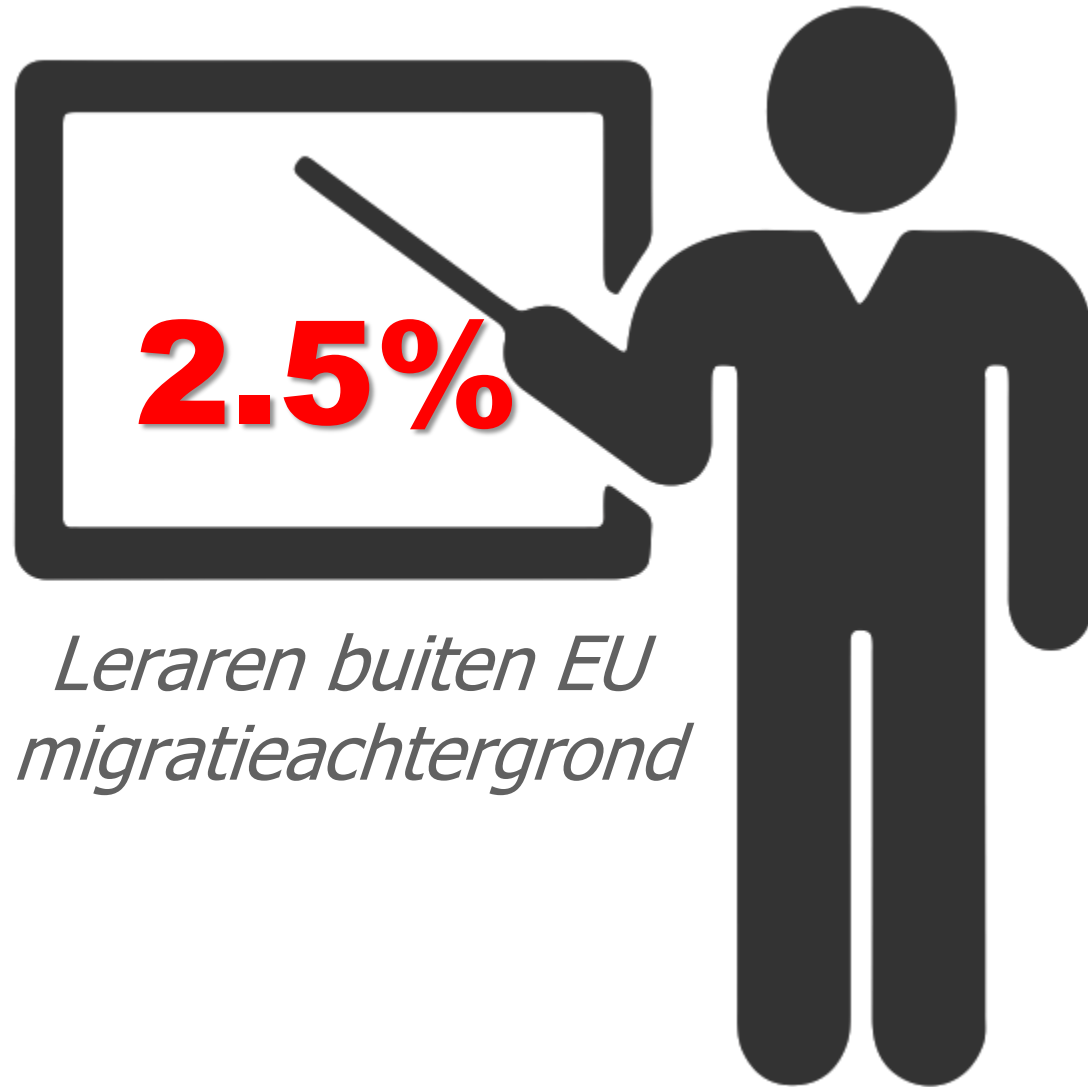


Multiculturalism

Policy: How do we deal with diversity?

You can't be what
you can't see.

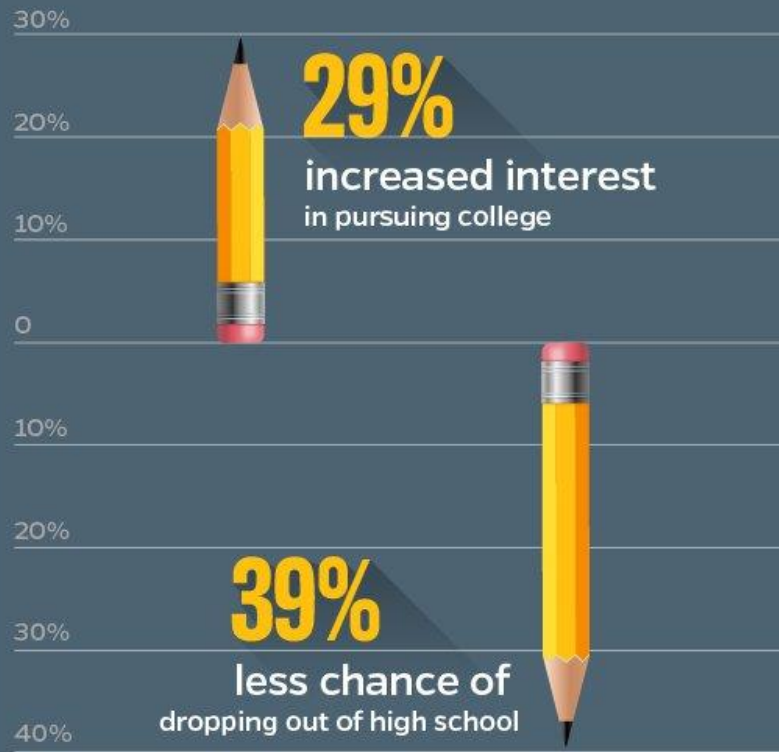
Marian Wright Edelman



*Leraren buiten EU
migratieachtergrond*

BLACK TEACHERS MAKE A DIFFERENCE

Persistently low-income black boys
with a black teacher in 3rd-5th grade



The data suggests diversity correlates with better financial performance.

Likelihood of financial performance above national industry median, by diversity quartile, %

Ethnic diversity



Gender diversity



Gender and ethnic diversity combined



Source: McKinsey Diversity Database

American Educational Research Journal
February 2017, Vol. 54, No. 1, pp. 127–166
DOI: 10.3102/0002831216677002
© 2016 AERA. <http://aerj.aera.net>

The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum

Thomas S. Dee

Stanford University

Emily K. Penner

University of California, Irvine

Assignment to this course increased ninth-grade attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23. These surprisingly large effects suggest that CRP, when implemented in a high-fidelity context, can provide effective support to at-risk students.

Can School Diversity Policies Reduce Belonging and Achievement Gaps Between Minority and Majority Youth? Multiculturalism, Colorblindness, and Assimilationism Assessed

**Laura Celeste¹ , Gülseli Baysu², Karen Phalet¹,
Loes Meeussen^{1,3}, and Judit Kende^{1,4}**

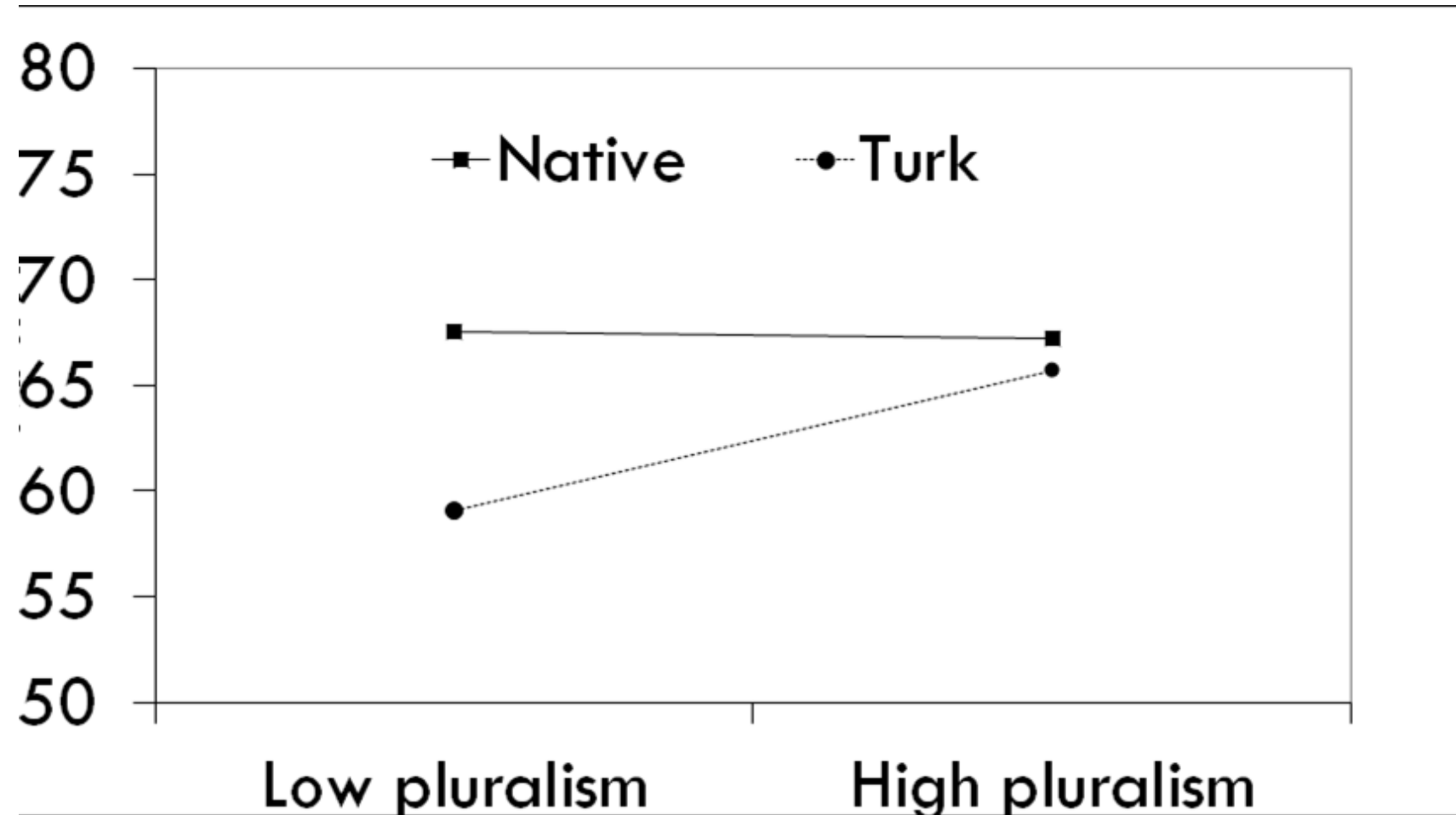
Multiculturalism predicted smaller belonging and achievement gaps over time; colorblindness and assimilationism were related to wider achievement and belonging gaps, respectively. Longitudinal effects of colorblindness on achievement were mediated by (less) prior school belonging.

Multiculturalism → less inequalities

Agirdag (2020)

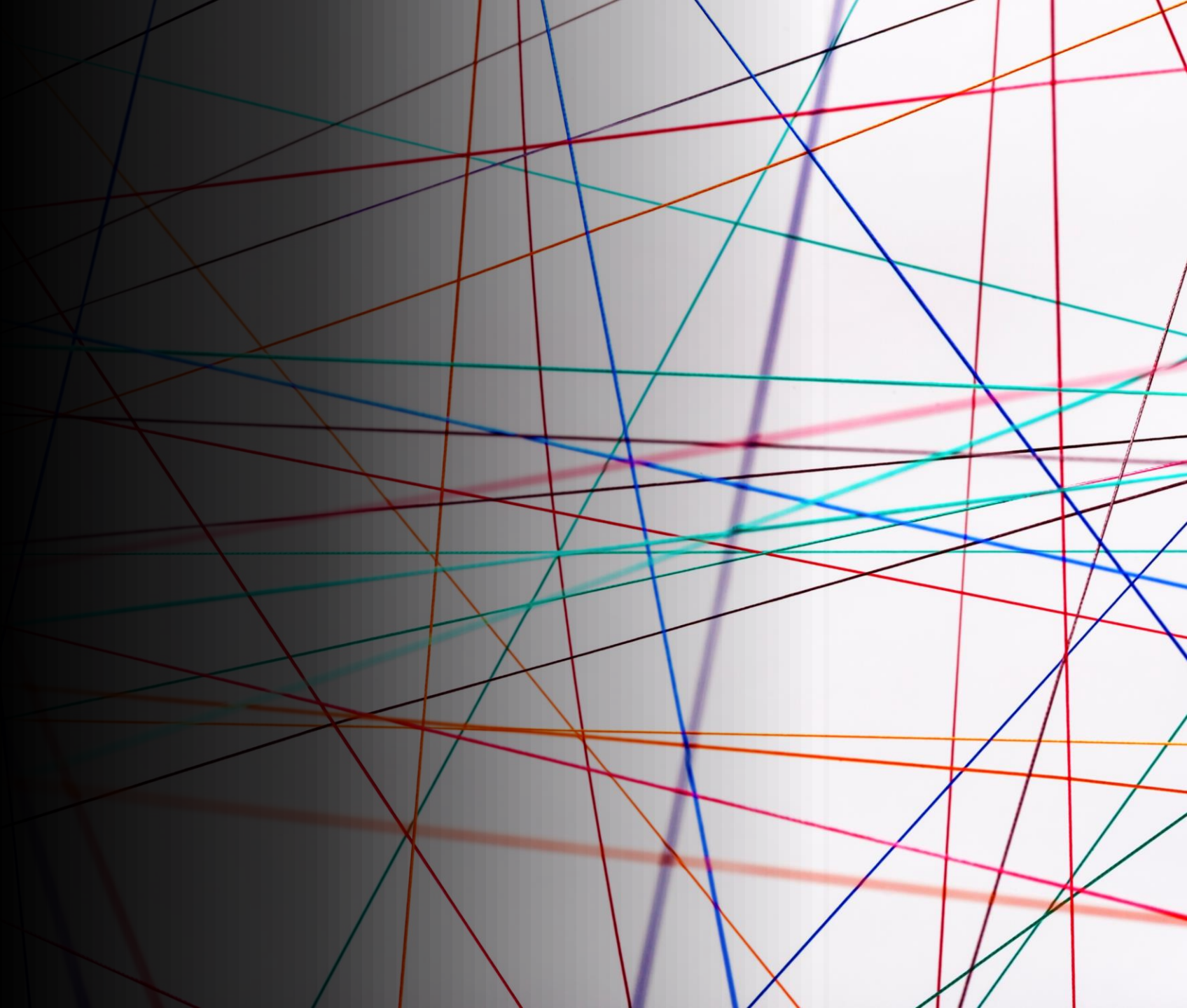


Math Performance



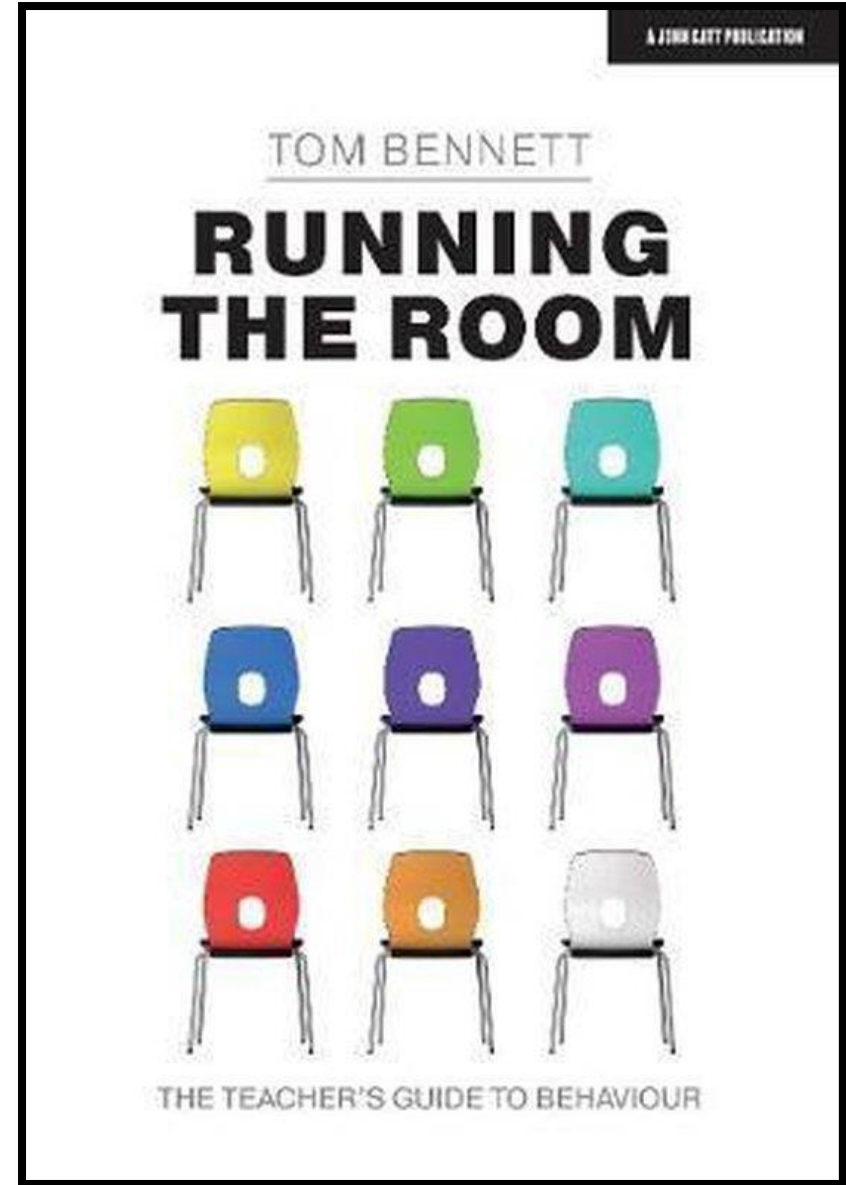
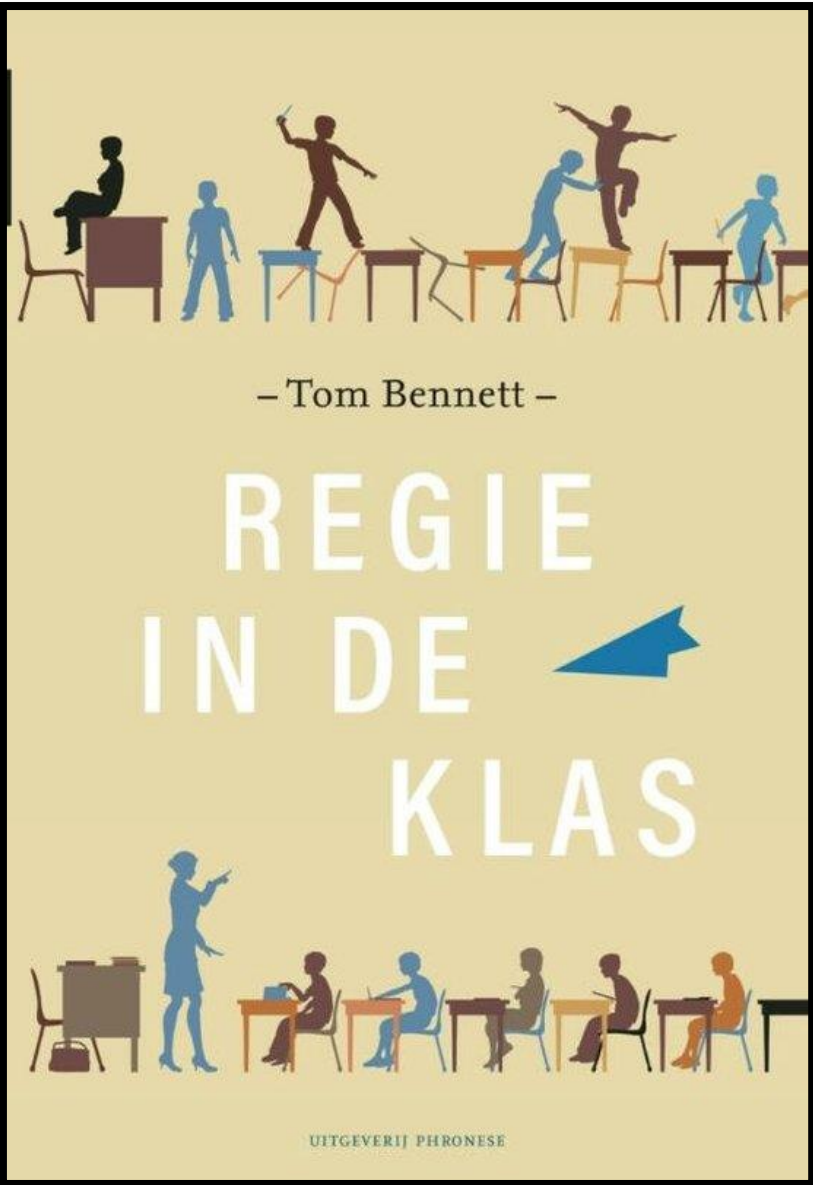


What can I do?





1. Use a warm-strict approach



A close-up photograph of a small, vibrant green seedling with two curled leaves growing out of a narrow crack in a grey, textured surface, possibly concrete or stone. The background is blurred, showing more of the cracked surface. The text '2. Believe in their growth' is overlaid in white, sans-serif font across the middle of the image.

2. Believe in their growth

SHARE

RESEARCH ARTICLE | SCIENTIFIC COMMUNITY



STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes

Elizabeth A. Canning[†], Katherine Muenks[†], Dorainne J. Green and Mary C. Murphy^{*}

[†] See all authors and affiliations

Science Advances 15 Feb 2019:
Vol. 5, no. 2, eaau4734
DOI: 10.1126/sciadv.aau4734

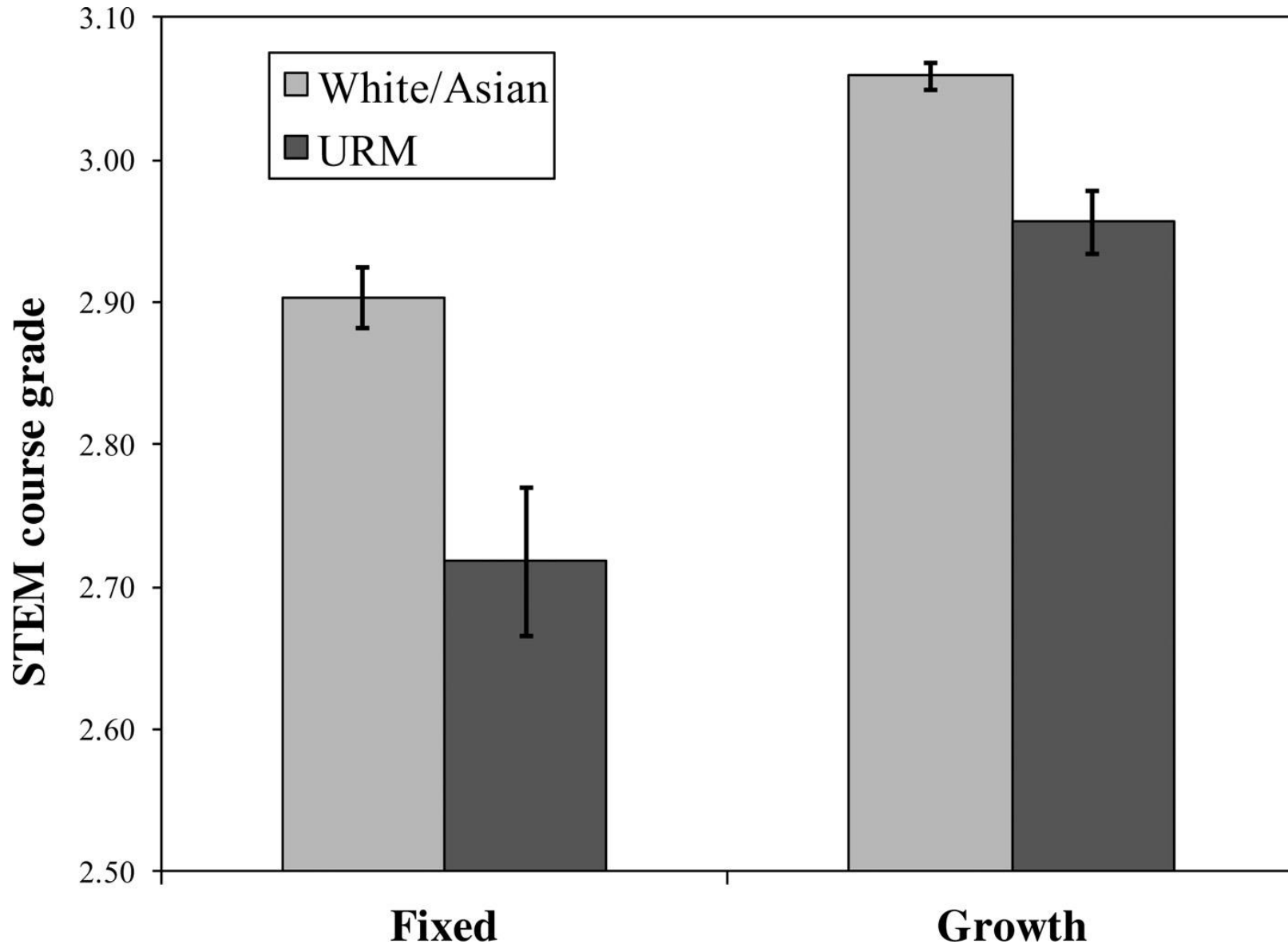
Article

Figures & Data

Info & Metrics

eLetters

 PDF





3. Use multilingualism as an asset



Gemeenschappen, provincies en gewesten

Spaans



België is onderverdeeld in 2 grote delen – Vlaanderen en Wallonië – en ook in 3 gewesten, 3 gemeenschappen, 10 provincies en 589 gemeenten.

In 1993 werd **België** een **federale staat**. Dat betekent dat de macht verdeeld werd tussen de federale of nationale regering en de verschillende onderdelen van het land. Beslissingen op federaal niveau gaan over dingen die alle Belgen aanbelangen, zoals het leger, de politie, de rechtbank ...



De drie Belgische **gewesten** zijn het **Vlaams Gewest**, het **Waal Gewest** en het **Brussels Hoofdstedelijk Gewest**.

De gewesten nemen beslissingen over zaken die plaatselijk van belang zijn, zoals het herstellen van wegen, huizen, rijden met de bus, de natuur ...



De drie Belgische **gemeenschappen** zijn de **Vlaamse Gemeenschap**, de **Franse Gemeenschap** en de **Duitstalige Gemeenschap**.

Brussel behoort tot de Vlaamse én de Waalse gemeenschap. De gemeenschappen nemen beslissingen voor alle mensen die eenzelfde taal en cultuur delen. Die beslissingen gaan over schoolvakanties, de bibliotheek, hulp voor mensen met een beperking, wetenschappelijk onderzoek ...



B / U I << Pg. 1/1 >>

Empty text area for notes



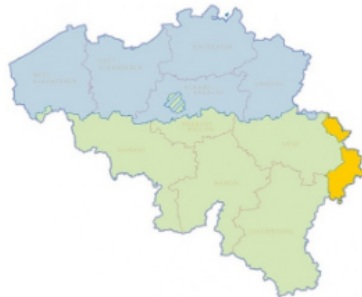
**Comunidades, provincias y regiones**[Nederlands](#)

Bélgica está dividida en 2 grandes partes –Flandes y Valonia– y en 3 regiones, 3 comunidades, 10 provincias y 589 municipios.

En 1993, **Bélgica** se convirtió en un **estado federal**. Eso quiere decir que el poder se repartió entre el gobierno federal (o nacional) y las distintas partes del país. Las decisiones a escala federal tienen que ver con cuestiones que afectan a todos los belgas, como el ejército, la policía, la justicia...



Las tres **regiones** belgas son **Flandes**, **Valonia** y **Bruselas Capital**. Las regiones toman decisiones sobre cuestiones de alcance local, como el mantenimiento de las carreteras, la vivienda, el transporte público, la naturaleza...



Las tres **comunidades** belgas son la **Comunidad Flamenca**, la **Comunidad Francesa** y la **Comunidad Germanófono**.

Bruselas forma parte de las comunidades Flamenca y Francesa. Las comunidades toman decisiones relativas a todas las personas que comparten una lengua y una cultura. Esas decisiones tienen que ver, por ejemplo, con las vacaciones escolares, la biblioteca, las ayudas a personas minusválidas, la investigación científica...











G

B / U I

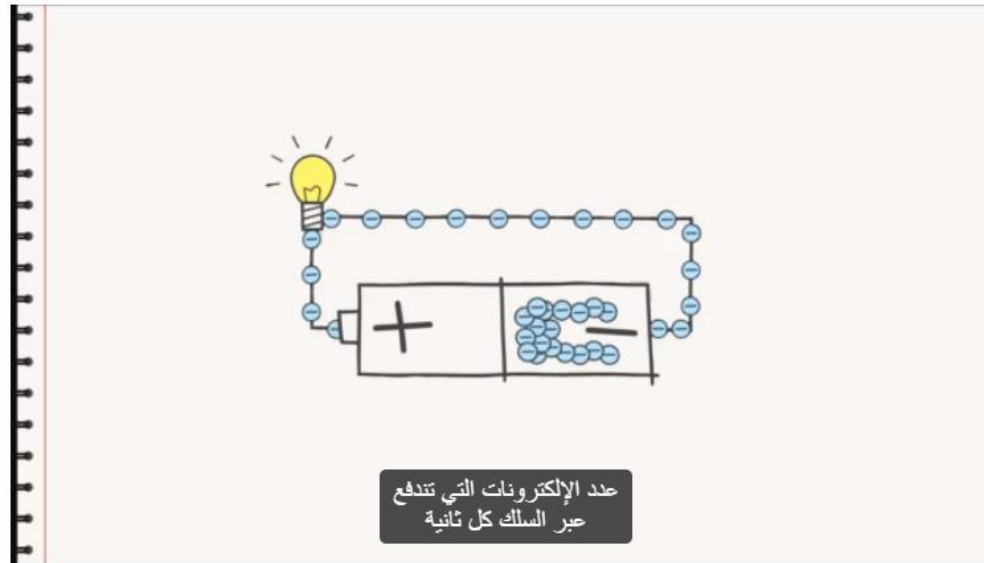
<< Pg. 1/1 >>



Current Electricity

-  Voltage and current >>
-  Power, current and voltage >
-  Ohm's law >
-  Units for voltage, current and resistance >
-  Electrical circuits >
-  Electrical resistance >
-  Circuits in series and in parallel >
-  AC/DC - alternating and direct current >

Voltage and current



Quiz 1 >

Quiz 2 🔒 >

Quiz 3 🔒

Transcript



Preteaching in the mother tongue

SAMENWERKING MET HET INSTITUUT VOOR TURKSE STUDIES, INTEGRATIE EN ONDERZOEK

Thuistaal als brug tussen thuis en school

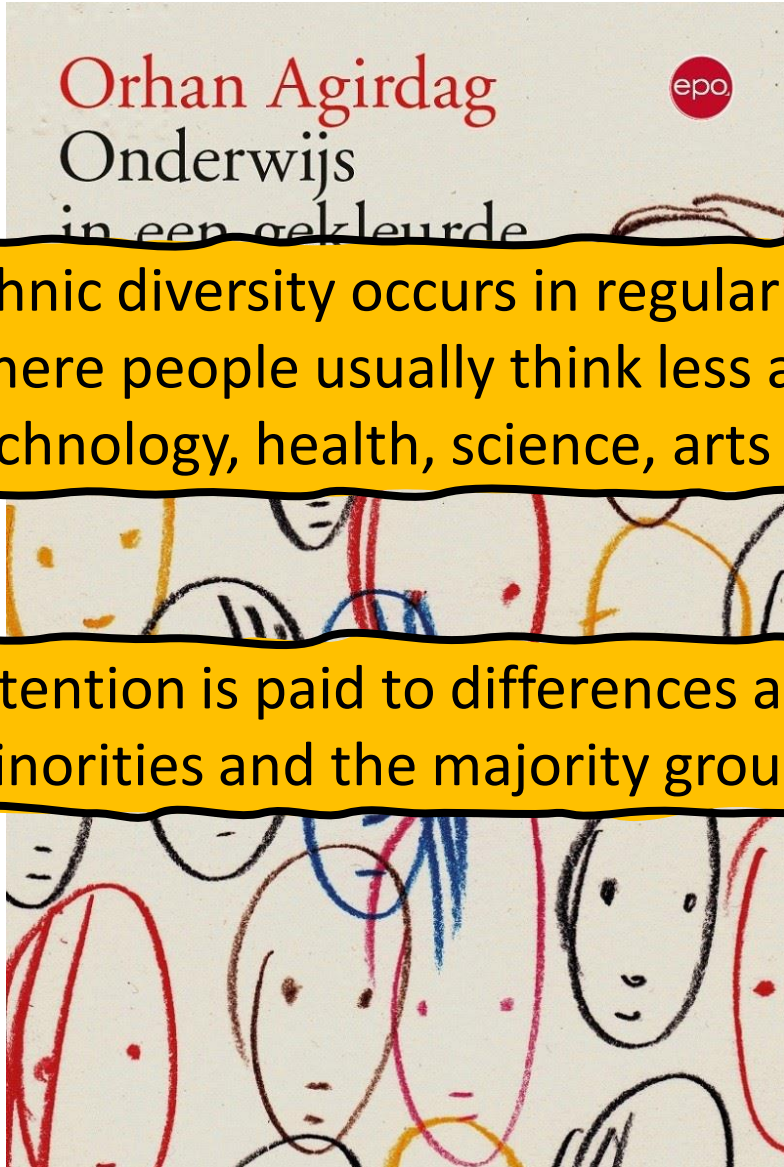
In samenwerking met het Instituut voor Turkse Studies, Integratie en Onderzoek krijgen onze leerlingen met Turkse roots van het derde kleuterklas twee uur lang de thema's uitgelegd in het Turks. Dit valt onder de noemer preteaching waarbij de leerlingen grondiger de leerstof beheersen.

voor meer info: info@instituutturksestudies.be



4. Diversify learning process

The background of the slide features a complex network diagram with nodes and connections, overlaid on a background of a globe and a starry field. The network consists of numerous nodes, some of which are colored in blue, orange, green, purple, and black, and are interconnected by a dense web of thin, dark lines. The globe is depicted as a semi-transparent sphere with a grid of latitude and longitude lines, and the starry field is composed of many small, dark dots scattered across the upper left portion of the image.



Ethnic diversity occurs in regular lessons and in everyday topics where people usually think less about minorities (such as technology, health, science, arts ...).

Attention is paid to differences as well as similarities between ethnic minorities and the majority group.

Nastreven:

- Personen uit etnisch-culturele en etnisch-rationale minderheden worden regelmatig afgebeeld en besproken.
- Deze personen hebben een actieve (hoofd)rol.
- Etnische diversiteit komt voor in de reguliere lessen en in dagelijkse onderwerpen waar men doorgaans minder aan minderheden denkt (sport, muziek, literatuur, geschiedenis, taal, filosofie, wetenschap, kunst ...).
- Minderheden komen voor als experts over verschillende onderwerpen (gevoelens, taal, literatuur, geschiedenis, filosofie, wetenschap, cultuur).
- Etnische minderheden worden voorgesteld als heterogene groepen. Er gaat dus aandacht naar verschillen binnen en tussen verschillende gemeenschappen.
- Er gaat aandacht naar verschillen én gelijkenissen tussen etnische minderheden en de meerderheidsgroep.
- Er gaat aandacht naar verbindende identiteiten zoals stedelijke en schoolse identiteit.



Orhan Agirdag
Onderwijs
in een gekleurde

epo

Avoid reduced minorities to one of their possible identities (such as 'Muslim' or 'black')

Don't assume any "identity" by "appearance"

Vermijden:

- Personen uit etnisch-culturele en etnisch-rationale minderheden worden enkel afgebeeld in stereotiepe rollen (poetspersoneel, crimineel, terrorist, grappenmaker, enz.)
- Fictieve personen hebben alleen clichématige namen.
- Minderheden worden gereduceerd tot één van hun mogelijke identiteiten (deficitvisie).
op met weinig interne
- Minderheden krijgen (enkel) een slaachterrol, worden (enkel) geholpen door witte personen.
- Minderheden zijn enkel oorzaak van een probleem en geen deel van de oplossing.
- Minderheden die succesvol zijn, hebben buitengewone capaciteiten of hebben buitengewone prestaties verricht.

Rondo Alla Turca

Turkish March

Wolfgang Amadeus Mozart

Allegretto

The first system of the score is in 2/4 time and begins with a piano (*p*) dynamic. The right hand features a melodic line with a series of eighth-note patterns, including a triplet of eighth notes and a sixteenth-note triplet. The left hand provides a rhythmic accompaniment of eighth-note chords. Fingerings are indicated by numbers 1-5 above the notes.

The second system continues the piece, starting with a mezzo-piano (*mp*) dynamic. It features a repeat sign in the middle. The right hand has a more complex melodic line with sixteenth-note patterns and triplets. The left hand continues with eighth-note chords. The system concludes with a fermata over the final notes.

**Samira Azeroual**

13 minuten •

Ik: "hoe heten de linkse cijfers"?

LIn: "Romeinse cijfers".

Ik: "En de rechtse?"

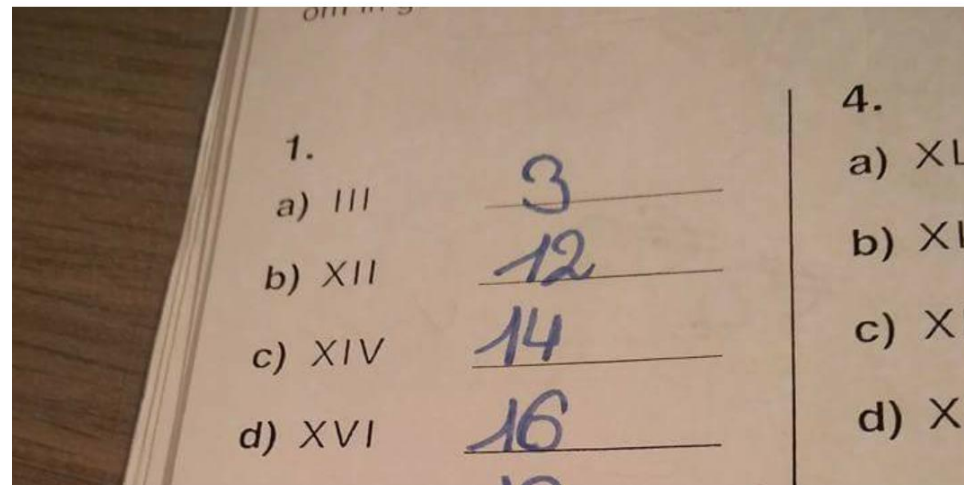
LIn: "euhm, weet ik niet. Belgische cijfers? Franse cijfers? Italiaanse cijfers? Nee Amerikaanse!"

Ik: "Dat zijn Arabische cijfers".

LIn tegen de andere leerlingen: "hé, Simon, Boris, wij kunnen allemaal een beetje Arabisch schrijven!" Nog nooit zoveel twinkeloogjes gezien! ✨

#SterkRekenwerk

#ilovemyjob



A hand holding a blue pencil is positioned over a document with a grid pattern. The background is blurred, showing a white surface with some yellowish stains. The text "5. Form professional learning communities" is overlaid in white.

5. Form professional learning communities

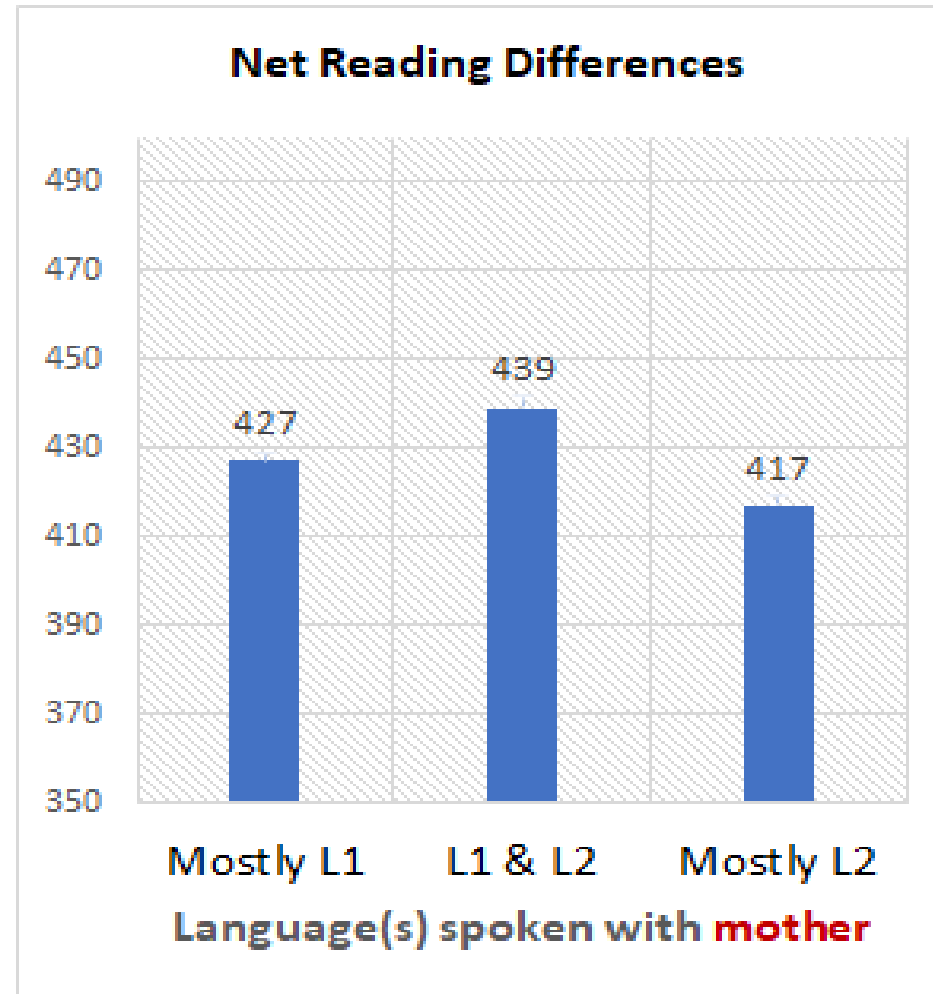


DIVERSITY IN EDUCATION

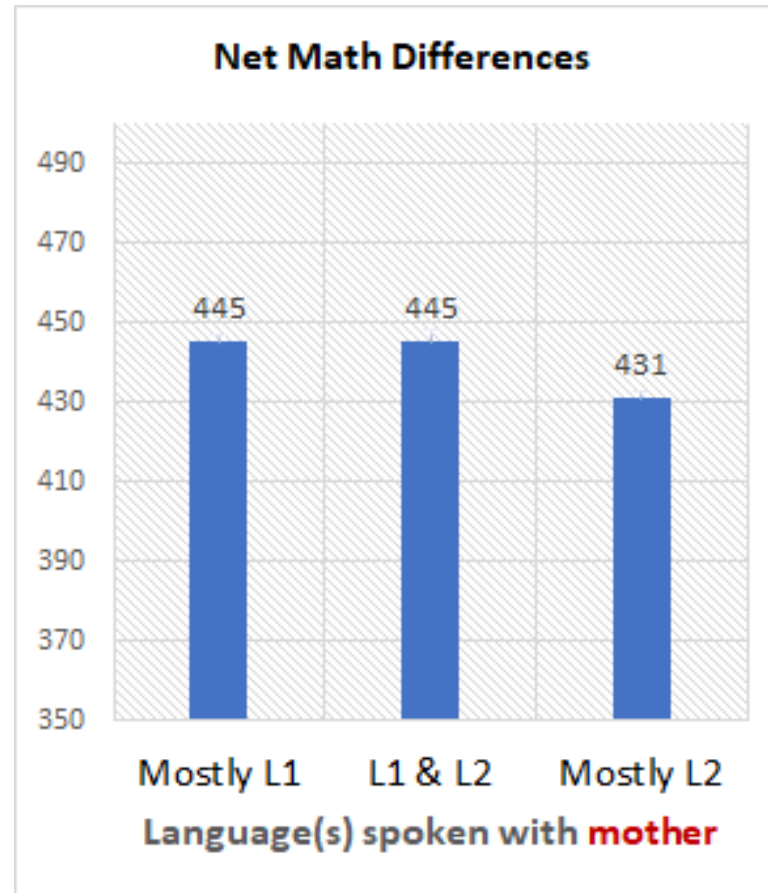
Orhan Agirdag

KU LEUVEN

- Across 60 of 77 countries L1 & L2 mixing students outperform L2 dominant students
- Across 43 of 77 countries L1 dominant students outperform L2 dominant students



- Across 51 of 78 countries L1 & L2 mixing students outperform L2 dominant students
- Across 53 of 78 countries L1 dominant students outperform L2 dominant students



Convention on the Rights of the Child (UN CRC)

“In those States in which ethnic, religious or **linguistic minorities** or persons of indigenous origin exist, a **child** belonging to such a minority or who is indigenous shall not be denied the **right**, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to **use his or her own language**”

Students in higher education are increasingly part of international classrooms. While these classrooms have the potential to catalyze learning, they also come with lower senses of inclusion and psychological safety – factors that are crucial for learning. In the current study, we empirically test a contextual model in which these psychological costs are related to the number of cultural misunderstandings which are, in turn, associated with the prevailing diversity approach. Specifically, we surveyed the experiences of 360 university freshman enrolled in either a mononational or an international version of an otherwise identical educational program in the Netherlands, allowing us to investigate the unique effects of studying in an international classroom. Quantitative analyses exposed that students in international (vs. mononational) classrooms indeed experienced heightened levels of cultural misunderstandings that, in turn, were related to lower senses of inclusion and psychological safety. Crucially, this chain of effects differed depending on whether students perceived the diversity approach as more multicultural vs. colorblind. When lecturers were perceived to adopt a multicultural approach (i.e. recognizing and valuing cultural diversity), students experienced less cultural misunderstandings, and, therefore, less negative outcomes associated with studying in international classrooms. However, when lecturers were perceived to communicate a colorblind approach (i.e. overlooking cultural differences), cultural misunderstandings and their concomitant negative effects remained high. Together, these findings postulate a contextual model to understand *why* students' sense of inclusion and psychological safety may be jeopardized in international classrooms and encourage further research on both the mechanisms and potential benefits of a multicultural approach.

References

- Agirdag, O. (2020). *Onderwijs in een gekleurde samenleving*. Epo: Berchem
- Agirdag, O. (2018). The impact of school SES composition on science achievement and achievement growth: Mediating role of teachers' teachability culture. *Educational Research and Evaluation*, 24(3-5), 264-276.
- Baysu, G., Agirdag, O., & De Leersnyder, J. (2022). The association between perceived discriminatory climate in school and student performance in math and reading: a cross-national analysis using PISA 2018. *Journal of Youth and Adolescence*, 1-18.
- De Leersnyder, J., Gündemir, S., & Ağirdağ, O. (2022). Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety. *Studies in Higher Education*, 47(9), 1903-1920.
- Agirdag, O., Driessen, G., & Merry, M. S. (2017). The Catholic school advantage and common school effect examined: a comparison between Muslim immigrant and native pupils in Flanders. *School Effectiveness and School Improvement*, 28(1), 123-135.
- Hollebeke, I., Struys, E., & Agirdag, O. (2020). Can family language policy predict linguistic, socio-emotional and cognitive child and family outcomes? A systematic review. *Journal of Multilingual and Multicultural Development*, 1-32.
- Sierens, S., Slembrouck, S., Van Gorp, K., Agirdag, O., & Van Avermaet, P. (2019). Linguistic interdependence of receptive vocabulary skills in emergent bilingual preschool children: Exploring a factor-dependent approach. *Applied Psycholinguistics*, 40(5), 1269-1297.
- Van Laere, E., Agirdag, O., & van Braak, J. (2016). Supporting science learning in linguistically diverse classrooms: Factors related to the use of bilingual content in a computer-based learning environment. *Computers in Human Behavior*, 57, 428-441.