

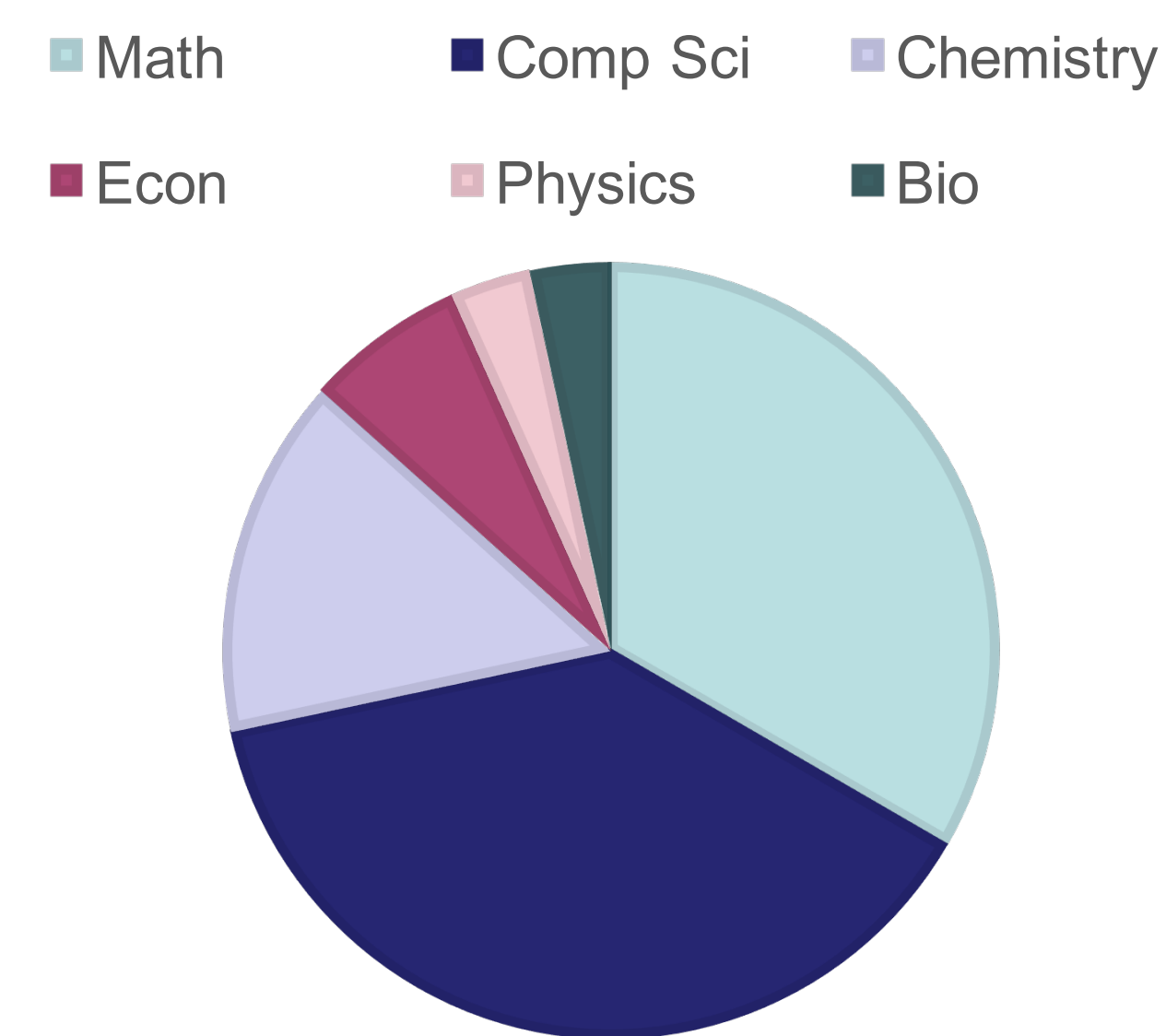
Introduction

- Studying student-teacher interactions is important because the quality of these interactions can impact students' engagement in learning activities, as well as academic achievement (Roorda, Koomen, Spilt, & Oort, 2011)
- In dyadic and group interactions, social status generates asymmetrical amounts of attention, such that high status individuals receive more attention (Henrich & Kingstone, 2010)
- Attention is an essential component of effective learning (Napoli, Krech, & Holley, 2005)
- We investigated how tutors' and students' socioeconomic status (SES) each can affect behaviors and physiological linkage in dyadic interactions

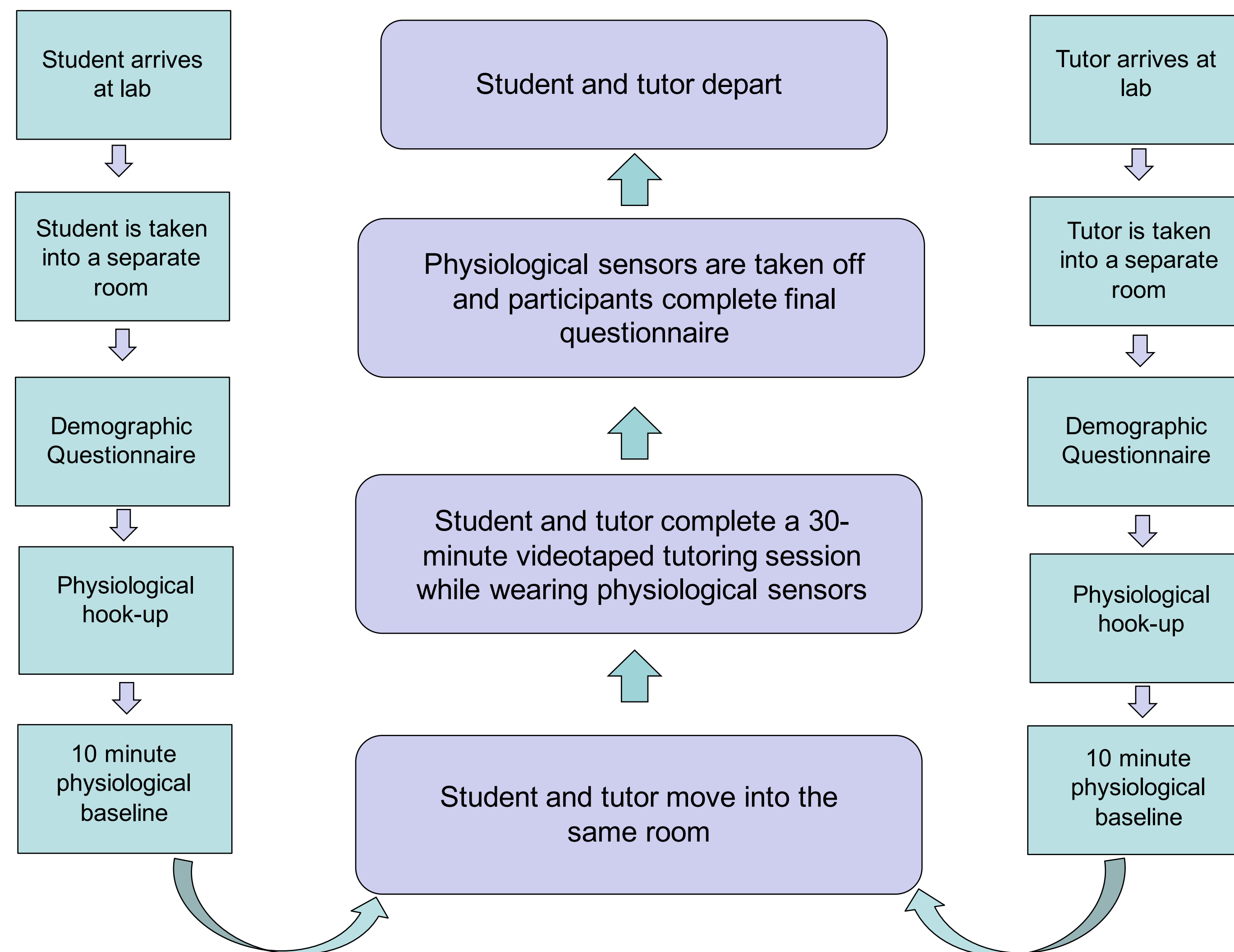
Method

Participants

- 120 New York University undergraduate participants
- 60 unique dyadic interactions
 - 60 students, Mage = 21.61, 41 female
 - 60 tutors, Mage = 21.7, 18 female



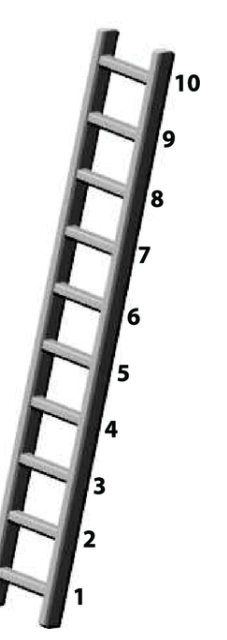
PROCEDURE



MEASURES

1. Social status

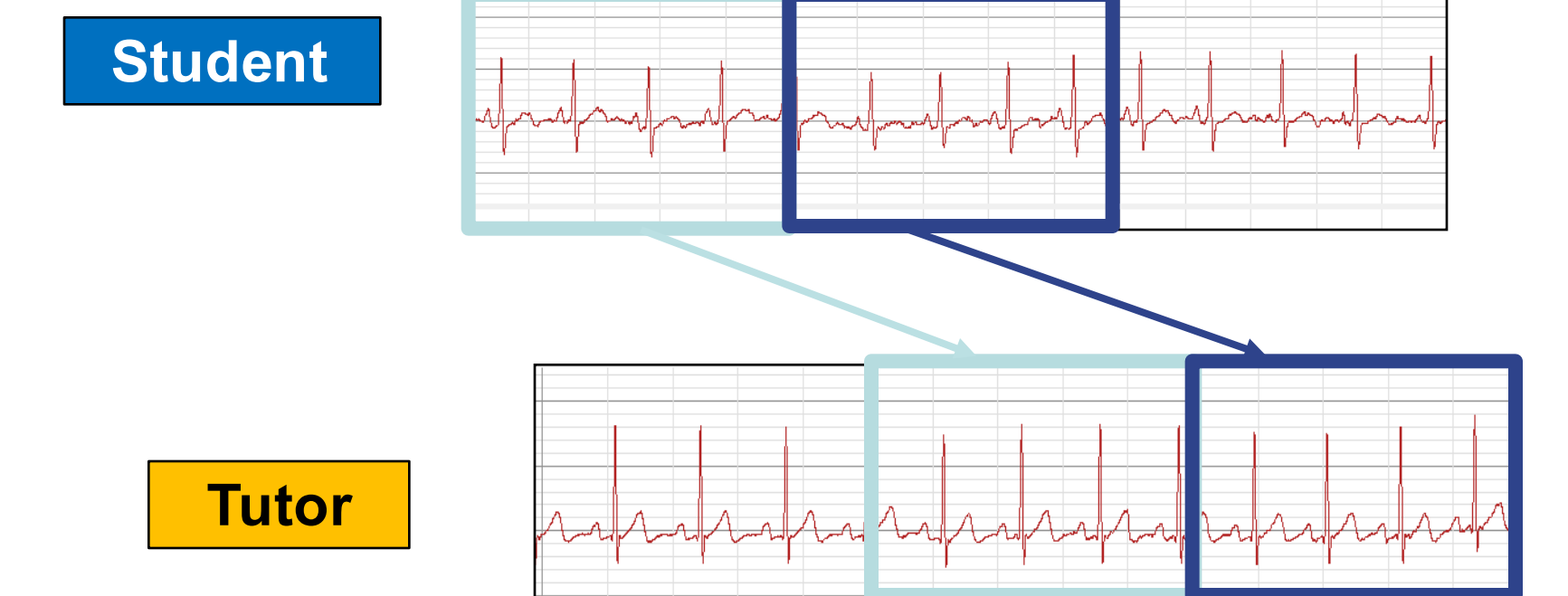
- MacArthur Scale of Subjective Social Status
- Think of this ladder as showing where people stand in their communities. At the top of the ladder are the people who have the highest standing in their community. At the bottom are the people who have the lowest standing in their community.



Where would you place yourself on the ladder?

2. Physiological Linkage

- The extent to which one partner's physiology predicts the other partner's physiology at the next time point

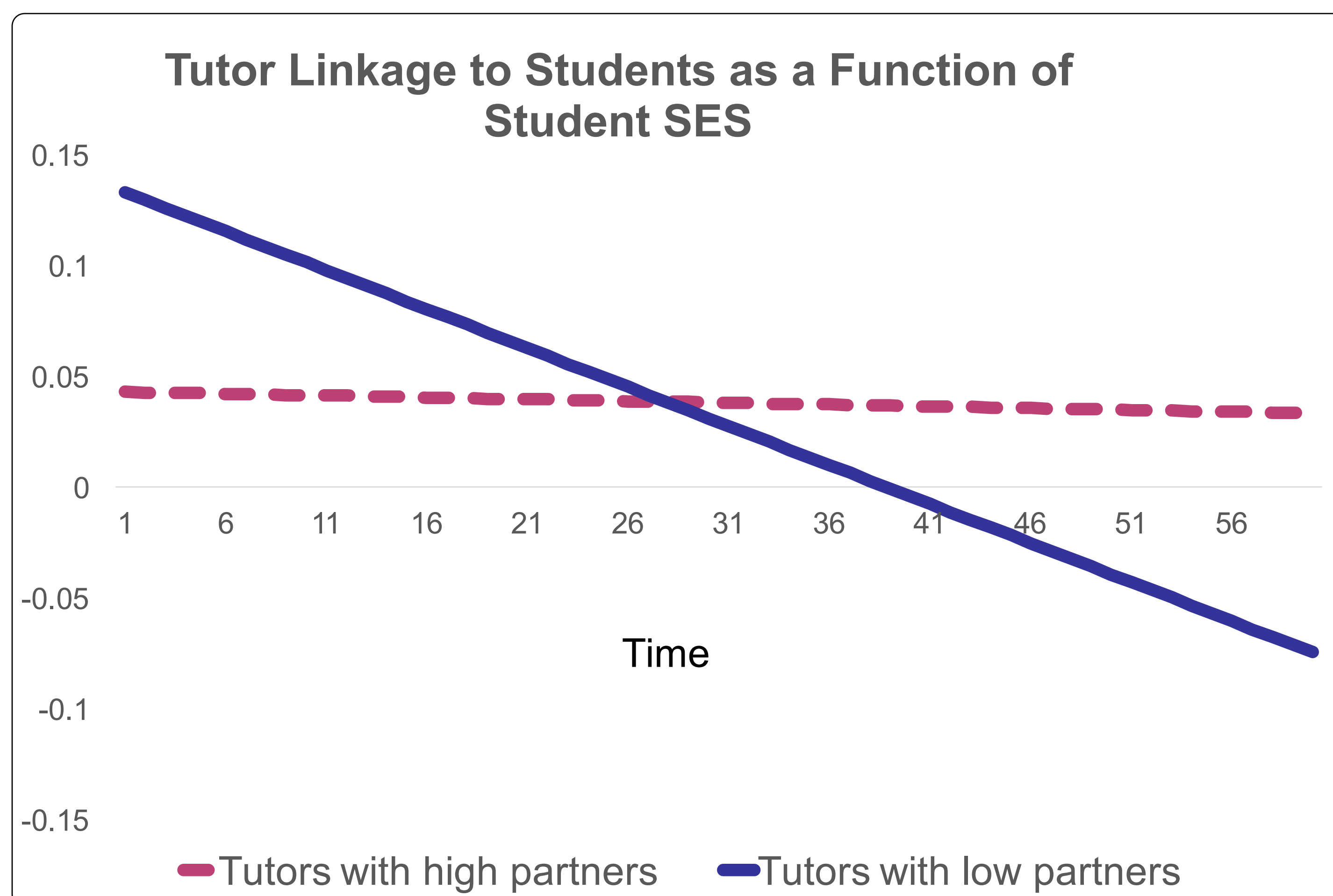


- The tutor is said to be "linked" to the student if the student's physiology at one time point predicts the tutor's at the next time point throughout the session

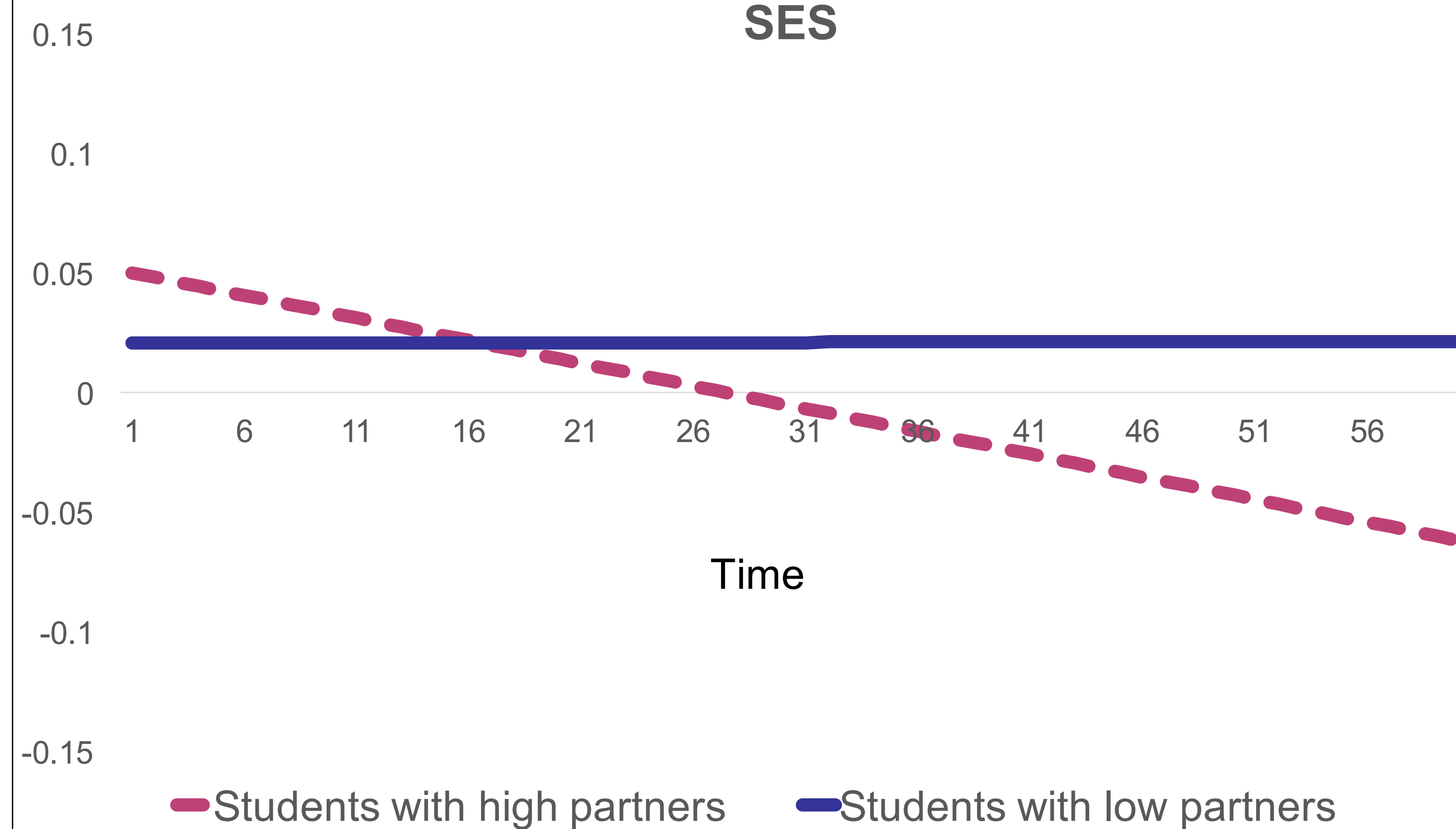
Results

Physiological Linkage

- Tutors:** For tutors, the Linkage x Partner SES x Time interaction is marginal: $p = .064$. For those who have a partner who is relatively low on SES, linkage declines over time, $p = .0006$.



Student Linkage to Tutors as a Function of Tutor SES



- Students:** For students, the Linkage x Partner SES x Time interaction is marginal: $p = .097$. For those who have a partner who is relatively high on SES, linkage decreases over time, $p = .0473$.

Discussion

Summary:

- For both students and tutors, we see patterns of "status-alignment," such that when the interaction partner's contextual status is aligned with their subjective SES, participants link to them.
- When we see linkage, it is positive and significant at the start of the interaction, but declines by the end of the interaction.
- When interaction partners are not "status-aligned," linkage is not significant and does not change over time.

Discussion and future directions

- Something about being a low SES student seems to cause tutors to link to their students at the start of the session. We are currently investigating possible mechanisms behind this initial linkage and its subsequent decline.