

INTERGROUP DIALOGUE IN A HIGH SCHOOL CLASSROOM

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Abstract

In this paper, we share our work using Intergroup Dialogue (IGD) for increasing group understanding, building relationships across difference, and enhancing understanding of social inequities. IGD is an emerging area of research in K–12 settings and with adolescents. Taking this into consideration, we used this well-developed critical pedagogy in higher education–related settings to design a qualitative case study that explored its use in a high school classroom. We worked with ninth- and tenth-grade students in their sociology class to examine how

IGD affected their understanding of gender and society. We found evidence that IGD enhances empathy across different lived experiences, backgrounds, and perspectives. Furthermore, findings show IGD's impact on improving intergroup understanding and relationships.

Keywords: intergroup dialogue, high school education, social justice education, critical pedagogy, gender

INTERGROUP DIALOGUE IN A HIGH SCHOOL CLASSROOM

Critical pedagogy is designed to build learning environments that challenge historically constructed power structures and empower marginalized individuals (Aliakbari & Faraji, 2011; Kincheloe, 2005). Intergroup dialogue (IGD) is a critical pedagogy grounded in critical theory (Zúñiga et al., 2007) traditionally used in college classrooms (Lensen et al., 2012; Walsh, 2006). In these spaces, inequalities are historically and culturally situated within dialogue in ways that shine light on how social structures (re)create privilege and oppression. To address these issues in the context of formal learning environments, IGD is used to increase awareness of social inequality and foster social justice. IGD does this by raising awareness of how individual lived experiences are shaped by social institutions and their connection to power, privilege, and oppression (Gurin et al., 2013).

High schools mirror and reproduce systemic unearned advantages and disadvantages associated with differing social identity, background, and culture (Bourdieu & Passeron, 1990; Ladson-Billings & Tate, 2006). This creates experiences shaped by explicit and implicit power structures that are woven into schools. Students who possess the ability to build relationships across difference and construct multifaceted perspectives are able to disrupt these oppressive and marginalizing systems (Collins, 2009; Freire, 1970). In this study, we examined how the implementation of IGD within a high school classroom may be used to examine these systems and students' experiences within them. The research question we investigated was, How does IGD affect high school student perspective taking skills, empathy, and awareness of how the lived experience is influenced by social institutions?

INTERGROUP DIALOGUE

Intergroup dialogue brings individuals from different backgrounds together within a structured learning environment to build relationships that create shared understanding across difference (Gurin et al., 2013; Madden, 2015; Zúñiga et al., 2002). As a critical pedagogy, IGD is concerned with deconstructing constructs that (re)create privilege and oppression (Aliakbari & Faraji, 2011). Critical pedagogy works to

transform oppressive relations of power to liberate oppressed people (Kincheloe, 2005). Classrooms that use critical pedagogy are focused on constructing learning environments where perspectives from marginalized and oppressed individuals are heard and honored. Thus, IGD aligns with critical pedagogy's goal of reducing discrimination against oppressed people by raising awareness of participants (Gor, 2005; Gurin et al., 2013). Nagda and Gurin (2007) stated,

[IGD]... brings together students from two or more social identity groups to build relationships across cultural and power differences, to raise consciousness of inequalities, to explore the similarities and differences in experiences across identity groups, and to strengthen individual and collective capacities to promote social justice. (p. 35)

Lensen et al. (2012) discussed that IGD increased individual understanding of how social position within systems of privilege and oppression affect individual and group experiences. Thus, IGD aims to reduce social injustice by building alliances and collective action across group difference.

Dialogue groups are increasingly being used throughout the United States in various communities (Lensen et al., 2012; Walsh, 2006) and in institutions of higher education (Kaufmann, 2010; Zúñiga, 2003; Zúñiga et al., 2002). Currently, less is known about IGD with adolescents (Aldana et al., 2012; Lopez & Nastasi, 2012) and in K–12 settings (Dessel, 2010; Griffin et al., 2012). Studies that have examined IGD in K–12 settings and with adolescents have primarily investigated race-focused IGDs. Thus, a gender-focused IGD with high school students is an area that could use further study.

IGD AND ADOLESCENTS

Today's K–12 student bodies are becoming more diverse, with close to half comprised by students of color (Maxwell, 2014). K–12 schools are struggling to effectively prepare youth to thrive in this increasingly multicultural society (Delpit, 2006; Griffin, 2017; Lynch et al., 2017; Mitchell et al., 2017). High school bullying and violence are often caused by prejudice and intolerance related to sexual orientation (Brikett et al., 2009), race (Roberts et al., 2008; Rosenbloom &

Way, 2004), religion (Zine, 2001), gender (Lee et al., 1996), ability status (Flynt & Morton, 2004), and class (Weis, 2008). Griffin et al. (2012) found that high school students learned the ability to peacefully communicate across difference and that school climate improved after conducting IGD in multiple high schools. Students were able to better resolve conflict; challenge their own assumptions; and listen, trust, and act with authenticity. They built meaningful relationships, leading to less engagement in demeaning and socially degrading behaviors.

Participation in IGD can elicit development of open-mindedness and critically informed citizenship (Jackson, 2010; Lensen et al., 2012). IGD is linked with greater personal awareness of social inequities, shifts in attitudes around issues of identity, greater intergroup contact, and increased involvement in social justice efforts (Dessel et al., 2006; DeTurk, 2006; Gurin et al., 2013; Nagda & Zúñiga, 2003; Stephan, 2008; Zúñiga, 2003; Zúñiga et al., 2007). Kaplowitz et al.'s (2018) study found that after IGD high school students engaged in discussions about racial/cultural differences and were able to productively intervene in conflicts related to race. Adolescents who participated in IGD experienced raised consciousness, increased relationships across group differences and conflict, and strengthened individual and collective engagement in social justice efforts (Aldana et al., 2012; Lopez & Natasí, 2012). High school students who participated in IGD were more likely to build relationships with individuals different from themselves (Nagda et al., 2006), have increased understanding of social identity (Checkoway, 2009), and provide examples of racism and inequality (Pincock, 2008). Considering the outcomes from these studies, it is important to further examine the effects of IGD in high schools.

RESEARCH DESIGN

The assumptions embedded in IGD are that differing levels of power exist in the United States based on individual social location (Gurin et al., 2013; Kincheloe, 2005), which matches with critical methodology (Kincheloe & McLaren, 1994). Critical methodologies call for research that allows people of color and women's stories, voices, and feelings to be heard, validated, and shared (Collins, 2000;

hooks, 2000; Ladson-Billings, 2004; Solorzano & Yosso, 2001). IGD calls for a learning environment to uplift the voices of the oppressed to challenge social inequality and power difference (Gurin et al., 2013). Thus, we employed a critical methodology for the design of this qualitative case study.

We chose a case study design because it is useful and “pertinent when your research addresses either a descriptive question (*what* happened) or an explanatory question (*how* or *why* did something happen?)” (Yin, 2006, p. 112). The primary strength of this method is the ability to deeply observe and examine a case within a real environment and context. The case in our study was the classroom where intergroup dialogue was held.

SCHOOL, CLASSROOM, AND STUDENTS

We partnered with a private college preparatory, co-educational high school located in rural, Southeastern United States. The high school had approximately 80 students and used a non-traditional instructional and curricular approach grounded in cultivating students intellectually, physically, spiritually, and emotionally. The teacher of the class that the IGD was conducted in regularly used discussion-based learning during lessons. This provided a learning environment well-situated for IGD because students had been previously exposed to non-lecture-based learning. The largest challenge we experienced was having to modify the IGD syllabus from 14 sessions to nine and reducing session time from 150 minutes to 60 minutes.

The sociology class had nine ninth/tenth-grade students, five of whom were female and four that were male. All students in the class identified as cisgender. The class was predominantly White, with six White students and three students of color. Two of the students of color were girls, and one was a boy. The six White students were split evenly between girls and boys. We did not ask about family socioeconomic status and would advise to do so for future research.

The sociology class occurred in a large classroom that was well lit with natural lighting from six large windows. Desks were typically arranged in a U shape for the sociology class, with the teacher teaching from the front of the classroom. There were resources around the

classroom for students to engage, ranging from books to globes to other learning materials. The classroom had a couch in the far back corner, which was where the researcher who conducted dialogue and classroom observations sat. Class and dialogue observations were not utilized in formal data analysis but were used in lesson planning for dialogues and weekly meetings between researchers and dialogue facilitators.

IGD DESIGN AND IMPLEMENTATION

We utilized Gurin et al.'s (2013) model of IGD for our study. They conducted a mixed methods, experimental design study with nine universities to examine the effects of IGD for college students. Gurin et al. (2013) developed a four-stage model of IGD: 1) Group beginnings: Forming and building relationships; 2) Exploring differences and commonalities of experience; 3) Exploring and dialoguing about hot topics; and 4) Action planning and collaboration. These stages were intentionally ordered because IGD is a learning-centered pedagogy that relies on continual interaction to develop meaningful relationships. Throughout all stages, individual dialogue sessions follow a specific format: 1) Introduction and check-in; 2) Common language and conceptual organizers; 3) Structured learning activity; 4) Collective reflection and dialogue; 5) Dialogue about the dialogue; and 6) Check-outs and transitions. The stage-model and individual dialogue format were developed to create active learning environments, opportunities for students to listen to perspectives and experiences outside of their own, and to connect collective experience with individual lived experiences (Gurin et al., 2013). From this study's model, which one of the authors served as a facilitator in, we designed our IGD curriculum to determine if similar outcomes occurred when it was implemented in a high school classroom.

This research project was created as part of a wider university program that provided undergraduate students opportunities to gain research experience. Because the study was housed in this program, we designed a two-phase study. Phase one involved training undergraduate peer dialogue facilitators using a three-credit intergroup dialogue. Six undergraduate students participated in a traditional IGD

about race, gender, and environmental justice, as well as completed assignments related to understanding theoretical and instructional design components of IGD. Once this course was completed, two exemplary undergraduates were selected as IGD facilitators for the high school dialogue. Kaplowitz et al. (2018) found that when near-peer college students facilitated IGD with high school students that those high school students reported the closeness in age to create greater comfort and trust. During phase two, the undergraduate facilitators went to the high school to facilitate the IGD. Undergraduate facilitators met weekly with the research team to review the previous dialogue and discuss the upcoming dialogue lesson plan. They were required to do weekly journal reflections about facilitating the IGD.

Phase two of the study, which is the focus of this paper, involved the implemented IGD in a high school classroom. The IGD during this phase included nine weekly dialogues that were 50–60 minutes in length. Gender was selected as the theme because there was better equal representation from agent and subordinate groups (five women and four men). The dialogue syllabus was based on Gurin et al.'s (2013) dialogue model. It was broken into four stages: 1) Creating an environment for effective dialogue; 2) Learning about commonalities and differences within/between groups (women and men); 3) Exploring conflicting perspectives through hot/controversial topics; and 4) Moving from dialogue to action. The order of stages were intentionally ordered to foster understanding of dialogue, social identity, the cycle of socialization, systematic/institutional privilege and oppression, and potential ways in which to take action after dialogue. Thus, we constructed the syllabus to build dialogue skills and grow those skills as IGD progressed so students were able to synthesize more complex materials together to create greater shared understanding across difference.

Facilitators followed lesson plans designed with specific learning goals and activities. Students were assigned readings/videos and reflexive journals to prepare for each dialogue. Facilitators set chairs up in a circular pattern in the middle of the room to create a more intimate and connected learning environment. For each dialogue session, facilitators did a quick warm-up activity to get students talking and

energized. They then reviewed key concepts/definitions for the lesson and led a learning activity. Once these were finished, students dialogued about their feelings, thoughts, and personal experiences related to assigned material and learning activities. During the last 10 minutes, students dialogued about how the week's dialogue went, what they had learned, and asked any questions that still remained.

DATA COLLECTION AND ANALYSIS

We collected data from multiple sources: 1) questionnaire collected prior to IGD; 2) high school student reflexive journals; and 3) semi-structured interviews with students upon completion of the dialogue. All data was coded using *a priori* codes created from Gurin et al.'s (2013) model of IGD. Each journal and interview transcript was assigned to two separate researchers to be coded. Any passages or excerpts that did not receive the same code were discussed by coders to ensure reliability.

Weekly journals were assigned to give students the opportunity to reflect on dialogue and connect concepts to personal experience by "stepping back to ponder what just transpired and what sense can be made of what occurred" (Gurin et al., 2013, p. 41). All nine students participated in journaling, although not every student completed their journal assignment each week. Journal prompts were one half to a page in length and designed to create reflection that allowed the voices of all students to be expressed and heard.

In addition, the research team conducted individual, semi-structured interviews with all nine students once the dialogue concluded. Interview questions were open-ended and inquired about four areas: 1) overall impression of IGD; 2) relationships with group participants since the onset of IGD; 3) social identity; and 4) understanding of social systems and gender.

FINDINGS

The researchers found three themes with students who participated in the IGD: 1) enhanced perspective-taking and understanding of others; 2) increased empathy and awareness of gender roles; and 3) new knowledge of social systems, social identity, and gender. Below

we provide examples of how students talked about dialogue, gender, social identity, and social systems. We used pseudonyms to ensure students were protected from possible bullying or harassment based on what they shared during vulnerable situations during dialogues or in their dialogue journal.

ENHANCED PERSPECTIVE-TAKING AND UNDERSTANDING OF OTHERS

The design of our IGD focused on first building awareness and application of the type of communication skills used in dialogue. In contrast to definitions collected in pre-IGD questionnaires, in journals and during interviews students discussed dialogue as listening more to others with empathy. They placed greater value on the views of others and increased their ability to understand peers' perspectives. Most students connoted a positive influence on their relationships (student journals and interviews). "I'm thinking about what I'm saying a bit more. I was actually a little bit quieter towards the end [of the IGD] to see what people were saying, trying to sit back and let other people talk" (Emma, journal). Madison (interview) shared this: "Being able to communicate with my classmates and see their views on things has helped me understand them [better] as a person." Ethan (interview) stated, "I'll just say that I do appreciate this [IGD] a lot. It definitely opened me up to all kinds of opinions, and different sides of the story." Olivia (interview) said this:

I'm a lot more open to what other people have to say. Before I had my own opinions and I kind of stepped on other opinions. I didn't really listen to what other people had to say. After the dialogue, I've started listening to what other people have to say.

Olivia further discussed how participation in IGD impacted her ability to listen and reconsider her own viewpoint: "As far as different points that people have brought up, that's kind of changed my view of things. ... I have a better understanding of their [classmates'] views."

This development of increased perspective taking and enhanced empathy matched outcomes from other IGD studies (DeTurk, 2006; Gurin et al., 2013; Khuri, 2004; Zúñiga et al., 2012).

GREATER AWARENESS OF SOCIAL SYSTEMS

Similar to other studies, students reported increased awareness of stereotypes, norms, and institutional inequities in the United States (DeTurk, 2006; Ford & Malaney, 2012; Nagda & Zúñiga, 2003). Ava (interview) discussed her newly developed ability and empowered view of the world: “I see more [gender] stereotypes... and I’m looking for those in the media, and in our daily lives.” Sophia and Emma discussed an awareness of larger societal forces, such as where conceptions about gender are learned and the intersection between society and one’s own beliefs. Sophia (interview) said, “Society has its own like [gender] norms and stuff and you’re just kinda taught to be like that.” Emma (interview), when asked what she learned during IGD, shared, “Mrs. *** (teacher) used to talk about how you have to take yourself out of society... trying to be unbiased and now I am like, well you can’t and that’s the whole point is that you’re in[fluenced by] society.” Jacob (interview) discussed an example of the way society and history influences how he understands:

The television and Kim Kardashian, showing the stereotypical girl and what they look like, what they should be doing, that’s one way that I’ve noticed that most girls act and dress on occasion, not here but like outside school. And as for the guys, history has made a big impact on how we, how guys treat women, how women treat men and how society treats women.

Ava (interview) discussed media influence on multiple stereotypes:

It [IGD] made me realize how much the media influences stereotypes that we have about gender and race and all these things ... now I look through like Instagram and Facebook and see all these things, like on TV shows too... I didn’t see that before, now it’s like wow that’s not, like that’s a stereotype and that’s kind of mean.

Students began to recognize issues of societal inequality: “I think that discrimination is still a big part of our society whether it is racial discrimination or gender discrimination” (Olivia, interview). Olivia further reflected newly formed empowerment as a woman: “Since the

beginning [of IGD], I now feel like women should be equal to men. Before, I didn't really have an opinion."

Several students recognized privilege and normative tendencies of social systems. Olivia (interview) indicated the difficulties of interrupting systemic oppression due to "the people that don't want it to stop. Like the people that might benefit from it." Madison (interview) said, "They're benefitting from oppression of women because women can't speak out." Ethan (interview) identified unfairness within seemingly subtle normative gender roles when interpreting a picture of a woman in an apron serving a man: "It's kind of unfair I guess. And the caption at the bottom is like... yeah I guess the man is feeling more joy from this than the woman for sure." Students developed recognition of the different ways men and women are positioned and treated in society. This outcome matched Gurin et al.'s (2013) findings that through dialogue participants gained further understanding of inequality. Awareness of privilege and oppression is also necessary for individuals to advocate for social justice and commit to action.

SOCIAL IDENTITY AND GENDER

Student learning about social identity, specifically gender, was similar to findings from Gurin et al. (2013). Students' understanding of gender on the pre-IGD questionnaire was related to desire for gender to be equal in society. This desire for equality was coupled with limited awareness of gender inequality and discrimination and was not connected to their own experience or how gender affected their lives. As students participated in IGD, they discussed their increased awareness of gender and social identity (journals and interviews). Students displayed a more dynamic understanding of how environments and peers influence identity and knowledge formation. Ethan stated, "I've come to understand a lot more about how people's opinions can be influenced, how people think about certain concepts based on their environment." Emma journaled, "Being a girl and growing up in this area has been difficult.... Coming of age and starting to develop my own opinions, I expected to share them just as easily as my male peers [but am not able to]." Ava (journal) reported that she became more aware of subtle ways individuals reinforced views that marginalized women: "Now when I'm with my friends, I kind of notice things that

they say. Sometimes unconsciously they'll say things that kind of reinforce those views."

Many students reported an increase in understanding how norms influence social identity. Most of the students focused on gender, with a few references to race or religion. "You don't usually hear about girls playing those games. It's just the norm I guess. I'm not sure why though" (Mason, interview). The recognition of gender norms and the inability to name why it occurred created openness to explore why something is the way it is. While Mason (journal) was unable to name society's effect on gender roles, he displayed awareness of social identity's effect on how a person is treated and perceived: "One social identity I have is being a man. The fact that I am a man changes the way people treat me. ... This affects what people think of me and that I think like all other men. Another social identity would be that I am white. I do not think that this has affected me much because where I live white is the majority." Mason identified two social identities and connected them individually to how he is viewed, but he did not recognize how gender and race together shaped his experience. Sophia (journal) on the other hand, indicated awareness of how the intersection of gender and race was critical to her life: "Being a woman has had a large part in my life. If I had been born a guy, I probably wouldn't have been abandoned by my Chinese biological parents."

Multiple students shared shifts in awareness toward gender oppression and norms. During IGD, a clear sentiment appeared that men and women were treated inequitably across all students regardless of their gender. The emergence of this perspective led to heightened awareness of privilege and the difficulties that stem from gender inequality. Mason (interview) discussed, "IGD exposed me to problems that I don't face directly, but women, girls do." In Emma's journal, she showed an empowered, resistant attitude: "Because I'm a girl, don't write me off as 'less than' you or anyone else." However, almost concurrent to stated beliefs and desire to create gender equity, students sometimes spoke in ways that continued reinforcement of gender roles. For example, Ethan (interview) said:

I think there are always going to be things that are either for men or for ladies. ... I don't think that you can... I doubt you

can change that much. I guess that's hormonal. I mean there are some things that you can't change.

These differing statements showed ability to recognize differences in how individuals are treated based on gender. However, they also showed there was learning left to be done related to how gender shapes experience and society.

DISCUSSION

Our findings matched four of the five major findings from Gurin et al. (2013): 1) cognitive involvement (thinking analytically about society, understanding of identity, thinking complexly, and consideration of multiple vantage points and perspectives); 2) affective positivity (interacting positively with others and having positive emotions); 3) understanding the structural aspects of intergroup inequality (existence of inequality and where it comes from); and 4) intergroup empathy. Although our initial design incorporated a group collaborative action project, class time constraints required it to be cut. Therefore, we did not collect evidence regarding the fifth major outcome—intergroup collaborative action.

FIGURE 1

Process of Learning During Gender IGD

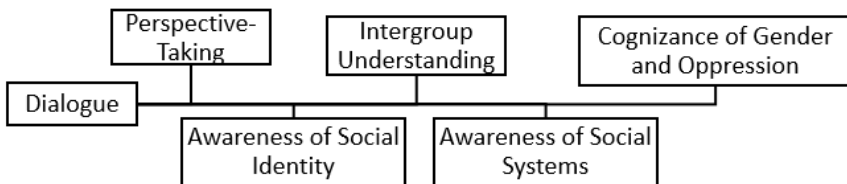


Figure 1 shows a visual representation of how learning and growth occurred for students. In the figure, dialogue serves as the overarching umbrella where communication skills and awareness of social systems were developed and enhanced. IGD lessons initially focused on learning and applying the skills of dialogue. Throughout the IGD, students demonstrated increased ability to use dialogue to further their learn-

ing. Prior to the beginning of IGD, the high school sociology teacher reported a regular use of dialogue within the sociology class (teacher interview). Class observations of normal sociology classes (outside of dialogues) showed that when the teacher believed students were dialoguing, they were actually engaged in discussion or debate. On the pre-IGD questionnaire, students defined dialogue as related to a play or believed they were engaged in dialogue if they were not arguing or debating another person's point of view. As students experienced IGD, they commented both in journals and in exit interviews on the differences in their learning experiences during IGD from previous other learning experiences.

A comparison of students' pre-IGD questionnaire to journals and exit interviews reflected growth in listening skills, empathy, and perspective-taking. As empathy and perspective-taking developed, students began recognizing the benefits of such skills within peer interactions. Students exhibited initial resistance to activities that required sharing about themselves, because they felt they already knew each other well. As students engaged in IGD, they reported how the activities forged a deeper understanding of their classmates. We believe this occurred from two elements of IGD. First, the practice of question-asking about others' perspectives during dialogue, instead of debating or presenting personal viewpoints. Secondly, IGD's focus on the intentional development of active listening and perspective taking skills. Our findings showed improved perspective-taking and listening skills, which reflected IGD's ability to increase empathy and ability to see outside of one's own experiences.

IGD creates co-inquiry for individuals to construct shared understanding by asking questions and active listening. We found heightened intergroup understanding from recurrent student reports by both girls and boys from using dialogic skills and learning social justice concepts. Students were surprised to realize they had a lot to learn about gender and what it means to dialogue. Repeatedly, students reported that IGD instigated examination of their beliefs and perspectives about self, others, gender, and society. During exit interviews, many students discussed their surprise about the level of gender discrimination that still existed. Thus, students formed an emergent

understanding of gender and social systems from their participation in IGD.

Regardless of their previous experiences, and much like Gurin et al. (2013), students reported IGD created a learning environment that allowed them to critically analyze gender, social systems, and self. IGD's classroom setup, seating students in a circle, along with the intentionally designed collaborative learning activities, allowed students to share a collective experience around significant social issues. IGD fostered a collective examination of how social identity impacts self and others, as well as different forms of oppression within social institutions.

IMPLICATIONS AND TRANSFERABLE LESSONS

Students reported increased perspective-taking and empathy, awareness of gender identity and gender roles, and a positive influence on their relationships. These findings mirror other studies that implemented IGD with college students (Dessel, 2011; Gurin et al., 2013; Zúñiga et al., 2002). Students began to see social identities more dynamically, instead of statically. Dynamic understanding of identity generates critical evaluation of social structure and the way that it affects individual experience (Moya & Markus, 2010). Such knowledge is empowering for marginalized individuals because it is essential to interrupting systems of privilege, power, and oppression (Collins, 2009; Johnson, 2018; McClintock, 2000; Pincus, 2000) and can create a more peaceful school climate for students (Griffin et al., 2012).

There are challenges high school educators must consider when implementing IGD in classrooms. The constraints of high school schedules and drive for standards-based education can interfere with implementation of IGD. Dialogic skills and trust across participants require time to develop. Dialogue on a given topic requires continued inquiry to build deep understanding. Specific expectations regarding the amount and type of content covered, aligned with state standards, may cause teachers and administrators to view IGD as too time consuming. Scheduling was the biggest challenge in this study, affecting the length of dialogues and number of dialogue sessions. The school staff agreed to nine 50–60-minute sessions, which was significantly less time com-

pared to fourteen 150-minute sessions used in the models on which the study was based. In order to address the modified time devoted to dialogue, we adapted learning activities and designed journals to have students reflect on questions/topics we could not cover in class. We also omitted fishbowls and the collaborative action project. We recommend including all of these and using a minimum of 90–120-minute time blocks for future studies.

Findings from this study confirm IGD should be more widely researched in high school settings. IGD develops many social/emotional competencies (e.g., self and social awareness and relationship skills) correlated with positive academic achievement (Durlak et al., 2011; Thapa et al., 2013; Zullig et al., 2010). However, direct research examining IGD's direct impact on academic achievement is needed. Griffin et al. (2012) found IGD interrupted discriminatory and bullying behavior in high school settings. Studies examining if these results can be replicated in other high school settings would be of significant value.

CONCLUSION

Intergroup dialogue is a critical pedagogy that is studied more in college settings than in high schools. From our findings, IGD shows promise as a pedagogy for high school students. Students in our study reported improved perspective taking, awareness of gender roles, and knowledge of gender and social systems. This matched previous studies in higher education and high schools. Further examination could include IGD's effect on a) bullying behavior and harassment; b) critical thinking; c) commitment to social justice; and d) academic achievement. IGD cultivates knowledge and understanding that empowers different individuals within classrooms and advances social justice (Gurin et al., 2013). We urge educators and researchers to implement IGD in high schools to better understand the effects it has on student development, learning, and school environments. It offers a promising way to design inclusive learning environments that foster greater critical thinking skills, empathy and perspective taking, communication skills, and awareness of social inequalities.

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