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Pepperdine University
Graduate School of Education and Psychology

HARRY POTTER AND THE SHY COLLEGE CLASSROOM STUDENT:
A PERCEIVED SENSE OF BELONGING THROUGH SOCIAL IDENTITY
AND A HOGWARTS HOUSE

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Mickey D. Harrison Jr.

July, 2020

June Schmieder-Ramirez, Ph.D. – Dissertation Chairperson

This dissertation, written by

Mickey D. Harrison Jr.

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

June Schmieder-Ramirez, Ph.D., Chairperson

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DEDICATION

... it matters not what someone is born, but what they grow to be! – Dumbledore
(Rowling, 2000, pp.614-615)

This dissertation is first and foremost dedicated to Professor Betty Little. Professor Little taught Children's Literature, which was the first college course I enrolled in once I returned to college after an absence of more than 10 years. After a class, she spoke the following words, which forever changed my life: "I don't know what you are planning on doing with your life, but you were born to teach English". From that day forward, I was determined to be a college English professor. Thank you, Betty.

I would also like to dedicate this work to Joanne Rowling. Without her vision, imagination, and world-building, this paper and – more importantly – my Harry Potter class would have never brought all of these wonderful students together and witnessed something truly magical. Thank you, J.K. And thank you, Dobby.

A sincere thank you to my friends, my family, and my "Half-Blood Princess."

It takes a family to write a dissertation. My surrogate Pepperdine family may be the only individuals who fully understand what it took me to get to this point in my professional and academic career. Thank you Sunny, Jen, and Silje for your dedication, for your discipline and most importantly, for your laughter.

I would also like to take this opportunity to thank the novel Coronavirus COVID-19 for curing me of the deadliest student disease: procrastination. Without your quarantine, this paper would still be unfinished.

Lastly, this dissertation is dedicated to me because I wrote it.

ACKNOWLEDGMENTS

I would like to thank Pepperdine University for the opportunity to be a part of such a prestigious institution. From the first day of orientation to this day, I have always felt like I belonged to a new family – the Pepperdine family.

Dr. June Schmeider-Ramirez, you lead and teach through laughter, and it is our most inexhaustible source of learning. If there is one thing that I hope readers will take away from this paper it is that building meaningful relationships is the most important aspect of education. From the classroom to coffee shops to the shores of Belize, you have been a teacher, a mentor, a confidant, and a friend. Thank you.

Dr. Mark Allen, your classroom leadership helped shape my approach to face-to-face teaching by reinforcing the importance and need of presenting students with all of their different possible learning styles: aural, logical, physical, social, solitary, verbal, and visual. No one exercise had more impact on me than the “electric maze”. It was a lesson I learned well, and I continue to use it today. Thank you for being a part of my dream.

Dr. Dalia Juarez, I would not be here if it was not for you. You took me in and supported me as a new English faculty adjunct at my first college teaching assignment. You encouraged me to pursue my doctorate, and you recruited me to attend Pepperdine University, where you were completing your own Ed.D. You said that the program would change my life. It did, and so did you. Thank you for instilling the belief in me that I belonged here and offering the support I needed to see it through to the end.

VITA

Mickey Harrison

EDUCATION

- PEPPERDINE UNIVERSITY** Malibu, CA
Ed.D., Organizational Leadership June 2020
 Harry Potter and the Shy College Classroom Student: A Perceived Sense of Belonging through Social Identity and a Hogwarts House. Dissertation Publishing, 2020
- CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS** Carson, CA
M.A., English Literature June 2010
 Walking Toward Womanhood: The Maturation of Jane Austen’s Heroines in Sense and Sensibility and Pride and Prejudice. UMI Dissertation Publishing, 2011
 Rhetoric and Composition concentration
- UNIVERSITY OF CALIFORNIA, LOS ANGELES** Los Angeles, CA
B.A., English Literature June 2006
 Shakespeare Education Abroad Program – Stratford-upon-Avon
 American Literature concentration
- EL CAMINO COLLEGE** Torrance, CA
A.A., English June 2004
 Member of Honors Transfer Program
 Dean’s List

PROFESSIONAL EMPLOYMENT

- PIERCE COLLEGE, HUMANITIES** Woodland Hills, CA
Full-Time Tenure English Instructor Fall 2015 – Present

English 21: English Fundamentals. English 21 is a basic English skills composition class that focuses on writing correct, coherent and logical sentences to create college-level paragraphs. Students are presented with an array of texts including classical fiction, narratives and graphic novels. Critical thinking skills are introduced in order to move students from the literal level to textual analysis.

English 28: Intermediate Reading and Composition. English 28 is a developmental English skills composition class that focuses on writing correct, coherent and logical sentences to create college-level paragraphs into essays. Students are presented with an array of texts including classical fiction, narratives and graphic novels. Critical thinking skills are introduced in order to move students from the literal level to textual analysis.

English 101: College Reading and Composition I. English 101 is a transfer-level composition class emphasizing critical thinking from reading assignments to construct different essay modes. Throughout the semester, students compose narrative, expository, argumentative, and compare and contrast essays while practicing prewriting, drafting, revising and editing techniques independently and with peer review assignments. A college-level research paper is required utilizing the strategies employed during the semester in order to discover the logical reasoning about a specific current affair issue.

English 102: College Reading and Composition II. English 102 is a transfer-level composition class emphasizing critical thinking skills to analyze classical and contemporary fictional texts. Students analyze fiction for comparative essays and unifying themes. Significant study is dedicated to poems and the elements of poetry where students present their research. The play as a text is read for class and students are required to attend a stage production.

English 103: Critical Thinking. English 103 is a transfer-level composition class that introduces and develops the fundamental skills and strategies of critical thinking to effectively analyze non-fiction texts. Instruction includes expository and argumentative essays and practice in drafting, revising and editing of a final research paper. Students receive thought provoking current issues in order to recognize facts, assumptions, fallacies, inductive and deductive reasoning.

English 218: Children's Literature. English 218 is a survey of the literature from the oral traditions of myth, fable, legend, folktale, and religion from the written tradition in English starting in the medieval period to contemporary texts. Students analyze fiction for comparative essays and unifying themes among different genres from the introduction to the printing press in the fifteenth century to modern day digital media. Significant study is dedicated to the creation of a text emphasizing critical thinking from the reading assignments to construct effective visual rhetoric.

English 271: Graphic Literature. English 271 is a survey of graphic novels as literature to gain proficiency in the reading and in the writing through the application of the principles of rhetoric and the techniques of critical thinking. The scope of the class encompasses the origin of comics through current graphic novels. Students explore character, plot, dialogue, setting and other storytelling elements using various literary lenses to analyze the futures and fantasies created by graphic fiction writers and illustrators.

EL CAMINO COLLEGE, HUMANITIES
Adjunct English Instructor

Torrance, CA
Fall 2013 – Present

English 82: Introduction to Reading Skills. English 82 is a basic level reading class concentrating on increasing the skills of comprehension and vocabulary in order to analyze texts written at the 9th grade level. This course is taught in conjunction with the Townsend Press laboratory where students receive immediate skill related feedback.

English 84: Developmental Reading and Writing. English 84 is a pre-transfer level reading class preparing students to critically think about texts written at the 12th grade level in order to compose written responses. An accompaniment to this course is the use of the Townsend Press laboratory to strengthen reading strategies. Working with students to move past the literal meaning of texts, a specific 4-sentence rhetorical précis analysis is employed toward advertisements, songs, political mailers, and selected essays.

English A: Writing the College Essay. English A is an essay writing course preparatory to the transfer level where students practice with writing, editing, and revising processes. Students receive one-on-one tutoring in order to strengthen their expository essay writing. A variety of texts are used from comics, advertisements, essays, and novels concentrating on thesis development, correct MLA format, and essay construction.

English 1A: College Reading and Composition I. English 1A is a transfer-level composition class emphasizing critical thinking from reading assignments to construct different essay modes. Throughout the semester, students compose narrative, expository, argumentative, and compare and contrast essays while practicing prewriting, drafting, revising and editing techniques independently and with peer review assignments. A college-level research paper is required utilizing the strategies employed during the semester in order to discover the logical reasoning about a specific current affair issue.

English 1C: Critical Thinking and Composition. English 1C is a transfer-level composition class that introduces and develops the fundamental skills and strategies of critical thinking to effectively analyze non-fiction texts. Instruction includes expository and argumentative essays and practice in drafting, revising and editing of a final research paper. Students receive thought provoking current issues in order to recognize facts, assumptions, fallacies, inductive and deductive reasoning.

CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

Graduate Thesis/Project Reviewer

Graduate Studies thesis reviewer for prospective graduating students.

Carson, CA

Summer 2015

EL CAMINO COLLEGE COMPTON CENTER, HUMANITIES

Adjunct English Instructor

Compton, CA

Fall 2013 – Spring 2015

English 84: Developmental Reading and Writing. English 84 is a pre-transfer level reading class preparing students to critically think about texts written at the 12th grade level in order to compose written responses. An accompaniment to this course is the use of the Townsend Press laboratory to strengthen reading strategies. Working with students to move past the literal meaning of texts, a specific 4-sentence rhetorical précis analysis is employed toward advertisements, songs, political mailers, and selected essays.

English A: Writing the College Essay. English A is an essay writing course preparatory to the transfer level where students practice with writing, editing, and revising processes. Students receive one-on-one tutoring in order to strengthen their expository essay writing.

A variety of texts are used from comics, advertisements, essays and novels concentrating on thesis development, correct MLA format and essay construction.

English 1A: Reading and Composition. English 1A is a transfer-level composition class emphasizing critical thinking from reading assignments to construct different essay modes. Throughout the semester, students compose narrative, expository, argumentative, and compare and contrast essays while practicing prewriting, drafting, revising and editing techniques independently and with peer review assignments. A college-level research paper is required utilizing the strategies employed during the semester in order to discover the logical reasoning about a specific current affair issue.

PIERCE COLLEGE, HUMANITIES
Adjunct English Instructor

Woodland Hills, CA
Spring 2014 – Spring 2015

English 21: English Fundamentals. English 21 is a basic English skills composition class that focuses on writing correct, coherent and logical sentences to create college-level paragraphs. Students are presented with an array of texts including classical fiction, narratives and graphic novels. Critical thinking skills are introduced in order to move students from the literal level to textual analysis.

English 102: College Reading and Composition II. English 102 is a transfer-level composition class emphasizing critical thinking skills to analyze classical and contemporary fictional texts. Students analyze fiction for comparative essays and unifying themes. Significant study is dedicated to poems and the elements of poetry where students present their research. The play as a text is read for class and students are required to attend a stage production.

English 103: Critical Thinking. English 103 is a transfer-level composition class that introduces and develops the fundamental skills and strategies of critical thinking to effectively analyze non-fiction texts. Instruction includes expository and argumentative essays and practice in drafting, revising and editing of a final research paper. Students receive thought provoking current issues in order to recognize facts, assumptions, fallacies, inductive and deductive reasoning.

AWARDS AND RECOGNITIONS

GOLDEN APPLE AWARD – PIERCE COLLEGE

Pierce College AGS Honors Society – English Teacher of the Year

May 2019

GOLDEN APPLE AWARD – PIERCE COLLEGE

Pierce College AGS Honors Society – English Teacher of the Year

May 2018

GOLDEN APPLE AWARD – PIERCE COLLEGE

Pierce College AGS Honors Society – English Teacher of the Year

May 2017

GOLDEN APPLE AWARD – PIERCE COLLEGE*Pierce College AGS Honors Society – English Teacher of the Year*

May 2016

ASO OUTSTANDING TEACHER – PIERCE COLLEGE*Pierce College Associated Student Organization – Teacher of the Year*

May 2016

PROFESSIONAL DEVELOPMENT

SAN DIEGO COMIC CON – SAN DIEGO, CALIFORNIA*Faculty Development Pierce College*

Summer 2013 – Present

The San Diego Comic Con facilitates four full days of panels presented by educators regarding best teaching practices, new research, new technology, new texts, and the inclusion of graphic literature for education.

GREAT TEACHERS CONFERENCE – SANTA BARBARA, CALIFORNIA*Faculty Development El Camino College*

Summer 2015

“The National Great Teachers Movement (NGTM) functions entirely on oral tradition. There is nothing in writing that dictates or even suggests the actual content or conduct of a great teacher’s seminar. The Great Teachers Movement has been thriving and growing continuously for 45 years because of its unique, productive simplicity. It is a grass-roots faculty movement with no organizational connections and no commercial interests. Its only focus is on performance in the classroom and on the nature of the great teacher. It is based on the notion that teachers learn best how to teach from one another and that such learning is most effective if it occurs among participants from a random variety of teaching fields and disciplines. An important outcome of any Great Teachers event is the participants’ realization of the problem-solving power of diversity. There is never a preplanned agenda; through various means, the needs and talents of those present are discerned and a program is created out of that on site. There is an underlying ‘ridged minimal structure’ in all Great Teachers events; it is comparable to a simple bowl whose only function is to contain something.”

ON COURSE NATIONAL CONFERENCE – ANAHEIM, CALIFORNIA*Adjunct Faculty*

Spring 2015

On Course is a 1- day national conference designed to create strategies for student empowerment and teach responsibility. The conference provided learner-centered structures and strategies presented by faculty members across the United States.

ENGLISH A CONSISTENCY PROJECT WORKSHOP – EL CAMINO COLLEGE*Adjunct Faculty*

Spring 2015

This is a faculty-based workshop that meets throughout the semester to develop and tailor student learning outcomes for developmental composition courses in order to increase the success rate at the transferable English-level college courses.

GREAT TEACHERS WORKSHOP – EL CAMINO COLLEGE*Adjunct Faculty*

Spring 2015

This was a 1-day workshop for adjunct faculty to come together and share learning and teaching strategies in a safe and constructive forum. Great Teachers promotes “less is more” philosophy to their learner-centered instruction.

MOODLE ONLINE COURSE CERTIFICATION – PIERCE COLLEGE*Adjunct Faculty*

The online Moodle course was completed in order to be certified to teach online courses for the Los Angeles Community College District. This program additionally helped tailor learning assignments to ensure that productive and measurable goals are created through the online forum that correspond with the class student learning outcomes.

LEARNING TEAM – EL CAMINO COLLEGE*Facilitator*

Spring 2015

English 84: Developmental Reading and Writing. As a learning team facilitator, responsibilities include: organizing meetings with the team members, ensuring that goals and teaching objectives are aligned, and submitting a detailed report of our collaborative work.

MOODLE WORKSHOP – PIERCE COLLEGE*Adjunct Faculty*

Building Your Classroom Moodle Webpage. This workshop concentrated on the basic web commands and abilities of the Moodle online shell provided by Los Angeles Community College District. Moodle access allows educators to create and personalize classroom webpages for student access.

LEARNING TEAM – EL CAMINO COLLEGE COMPTON CENTER*Team Member*

Spring 2015

English 1A: Writing the College Essay. This learning team was focused on the development, implementation and usefulness of skeleton essay outlines. The desired research was to ascertain the usefulness of a formulaic or structured essay outline.

ON COURSE I WORKSHOP – EL CAMINO COLLEGE*Adjunct Faculty*

Fall 2014

Faculty Inquiry Partnership Program. The Faculty Inquiry Partnership Program was a three-day workshop to create strategies for student empowerment and teach responsibility. The workshop provided learner-centered structures and strategies to help students learn beyond surface level information. Additionally, the workshop focused on how to make educators better teachers and counselors by helping students become active and responsible for their success.

LEARNING TEAM – EL CAMINO COLLEGE*Team Leader*

Fall 2014

English 82: Introduction to Reading Skills. The learning team worked on annotating texts and creating summaries. Each team member gave their students the same texts and annotating assignments. Team members exchanged student papers and created peer review assignments to determine the most effective teaching lessons and the most effective annotating techniques.

STUDENT LEARNING OUTCOME ASSESSMENT DATA – EL CAMINO COLLEGE*Adjunct Faculty*

Fall 2014

English 82 SLO Assessment Data. This was a Townsend Press combined skills test random sample of 25% of students to determine acceptable or unacceptable final results of SLO requirements.

GETTING THE JOB I – EL CAMINO COLLEGE*Adjunct Faculty*

Fall 2014

Faculty Job Application and Interview Workshop. This workshop was a series that provides adjunct faculty with information, tips and suggestions about applying through iGreentree online and things to do and not to do when submitting an application and cover letter for employment to El Camino College.

LEARNING TEAM – EL CAMINO COLLEGE COMPTON CENTER*Team Member*

Fall 2014

English A: Writing the College Essay. The focus of this learning team was the concentration on the comparison and contrast essay. All team members created a similar reading assignment and essay requirement practicing the important elements of comparison and contrast in order to determine if structured or organic forms created better writing samples.

GETTING THE JOB II – EL CAMINO COLLEGE*Adjunct Faculty*

Spring 2014

Faculty Job Interview Process Workshop. This workshop was a series that provided adjunct faculty with information, tips and suggestions about interviewing for a community college job. Additionally, a one-on-one meeting was provided with a full-time El Camino college faculty member to receive suggestions and coaching for answering interview questions with feedback from other workshop participants.

STUDENT LEARNING OUTCOME ASSESSMENT DATA – EL CAMINO COLLEGE*Adjunct Faculty*

Spring 2014

English 84 SLO Assessment Data. This was a Townsend Press combined skills test random sample of 25% of students to determine acceptable or unacceptable final results of SLO requirements.

LEARNING TEAM – EL CAMINO COLLEGE COMPTON CENTER*Team Member*

Spring 2014

English 84: Developmental Reading and Writing. The focus of this learning team was the student need for concise summary. A specific four-sentence rhetorical précis was introduced and taught, using various forms of texts in order to have students develop an argumentative thesis to explore how and why the author developed the argument.

OTHER HIGHER EDUCATION TEACHING EXPERIENCE**PIERCE COLLEGE, HUMANITIES***Substitute English Instructor*

Woodland Hills, CA

Spring 2014

English 101: Reading and Composition. This was a transfer-level composition class emphasizing critical thinking from reading assignments to construct different essay types.

EL CAMINO COLLEGE, HUMANITIES*Substitute English Instructor*

Torrance, CA

Fall 2013

English 1A: Reading and Composition. This was a transfer-level composition class emphasizing critical thinking from reading assignments to construct different essay types.

EL CAMINO COLLEGE, NURSING*Communications Lecturer*

Torrance, CA

Summer 2012 – Summer 2013

Effective Communication in the Medical Field. A summer workshop where ESL students were coached to recognize the subtle and important meanings in pitch, tone, enthusiasm, body language, eye contact, smile, and touch when communicating in the medical field.

EL CAMINO COLLEGE, NURSING
Simulation Technician

Torrance, CA
Spring 2012 – Fall 2014

Nursing Simulation Laboratory Class. Student learning objectives were created in collaboration with nursing instructors for the simulation laboratory. Responsibilities also included assisting instructors with the implementation of tools and procedures to ensure that safe and correct patient care was given in addition to being responsible for all hardware and software use and maintenance.

BETHEL UNIVERSITY, HUMANITIES
Substitute English Facilitator

Nashville, TN
Fall 2012

English 111: The Writings of Mark Twain. This is a transfer-level composition class emphasizing critical thinking from reading assignments to construct different essay modes. Class focus is to research the historical and literature works of Mark Twain in order to construct a persuasive research paper.

English 101: Writing About Literature. This is a transfer-level composition class emphasizing critical thinking skills to analyze classical and contemporary fictional texts. Students analyze fiction in order to compose original thought-provoking argumentative essays.

ABSTRACT

This paper examines self-identifying shy college classroom students. Using social identity theory, identified shy students are studied based on their inclusion in a Hogwarts House from the Harry Potter book series. The purpose of this research is to examine how group identity can cultivate and create a sense of belonging for these students and lead them to academic and personal success. The stories shared by these shy learners reinforce the need and importance of belonging to a social identity group to strengthen an individual's sense of self and personal growth. This study encourages the use of a fictional social group – like the Hogwarts Houses – in teaching pedagogies to create a more engaging and fruitful experience for students and educators. The research design and methodology for this study used an exploratory qualitative semi-structured interview with a phenomenological approach to study how individuals create and cultivate their sense of belonging as a shy college classroom student. The data shows that individuals who self-identify as shy and are then placed within their social identity group were positively affected to be more outgoing, to be more likely to participate, to make new friendships, and to find a support system that provided security, safety, and encouragement for their personal and professional lives. This research suggests a new approach to classroom management and a new pedagogical approach by instituting the Hogwarts Houses as peer groups for any college-level course.

Keywords: Harry Potter, Hogwarts Houses, Sense of Belonging, Shy, Shyness, Social Identity Theory

Chapter 1: Introduction to the Study

French philosopher René Descartes changed Western philosophy when he penned “je pense, donc je suis” (as cited in Heffernan, 1990). The modernized English translation from French is “I think, therefore I am” (Heffernan, 1990). Descartes introduced the concept that doubting one’s existence is proof of one’s mind, and in turn, there must be a self for there to be thought (as cited in Heffernan, 1990).

This study advances the understanding of how the self creates and cultivates its identity within a specific social identity group. Specifically, this study shows how shy Southern California community college students identify with the fictional process of house sorting in the Harry Potter series and how their fictional identity relates to their self-identification and educational endeavors. Readers of fiction must provide the imagination and insert themselves into a text for the richness of the work to be fully realized. More importantly, the fictional text can also influence and guide the reader to better understand one’s true self (Gerrig, 1993). Traditional underclass college students are at a remarkably impressionable age that represents a movement from adolescence into young adult critical thinking. The imprint of fictional characters on their understanding of self, and more importantly, self within a group can help these young adults find their authentic self (Das, 2016; Rustin, 2016; Sanyal & Dasgupta, 2017). While not all college students fall into this category, shyness encompasses all traditional and nontraditional students. Souma, Ura, Isobe, Hasegawa, and Morita (2008), suggest “shy new students, as compared with not-shy new students, have trouble adjusting to their new college life” (p. 67).

While several studies have been made about personal identity (Church et al., 2016; Souma et al., 2008), about how an individual’s relationship to self can correlate to social identity

(Ellemers, Spears, & Doosje, 2002), and about the use of personality assessments to classify individuals (Barenboim, 1981), very little academic research has explored these avenues through the lens of the self-selected Hogwarts Houses from the fictional Harry Potter book series (Scheeler, 2017). Personality assessments enrich the Hogwarts Houses, and these tools could also relate to a college student's identity and academic success. Bridging this gap by using a popular-culture social identity group such as the Hogwarts Houses may give educators a valuable tool to better understand their students' identities in order to create more successful pedagogies; this, in turn, may also help the students themselves better understand their most robust learning strategies.

This chapter introduces the universal question of "Who am I?" Students who are identified or self-identify as shy will be combined with the fictional self-selecting Hogwarts House to find correlations between the person someone wants to be and how social forces shape that identity. This study offers insights that lead to a clearer understanding of identity so that student social identity can be used as a learning tool for students and educators. Positive correlations are made between someone's desired identity and a popular-culture identity like the Hogwarts Houses, which can facilitate a new pedagogical approach to teaching college students and creating more engaging classroom pedagogy.

This study relies on social identity theory as a base for understanding human identifications as part of a group. This research uses a qualitative method approach with semi-structured interviews from participants who self-identified with shyness in the classroom. Semi-structured interviews were conducted based on participants' self-identified shy personalities to investigate how a popular culture identity can foster and cultivate student success. An

introduction to the theory, essential definitions, assumptions about the study, delimitations, limitations, and the overall purpose and significance of the study will then follow.

Background of the Study

The literature that outlines the scope of this study consists of personality assessments and work on the identity of the self and within a collective group, student success, and narrative fiction. There are many different tools and practices for accessing one's personality (Hogg, 2006). But while the Myers–Briggs Type Indicator (MBTI) is useful, most people do not have an invested understanding of their MBTI label (Wilson & And Others, 1983). Other personality assessments have been developed to create a more organic labeling system that helps the user more readily identify (Radeloff, 1991).

Rooted in a fictional fantasy world, the Hogwarts Houses in the Harry Potter book series have created a type of mythology in which individuals are passionately connected to their specific group identity (Bahn et al., 2017). How one views themselves in regard to others of a similar group can have a permanent effect on one's identity as “there is a substantial body of research reporting on phenomena that illustrate the powerful impact of people's social identities on their perceptions, emotions, and behavior” (Ellemers et al., 2002, p. 163). Although the Hogwarts Houses are (by some accounts) self-selected, they nevertheless provide individuals a social identity group that can exist as a support system tied to a sense of personal belonging (Bahn et al., 2017).

This study provides a better understanding of how shy college students in the traditional face-to-face classroom self-identify, how they create a stronger understanding of themselves in relationship to others in a similar group, and how others perceive them in the name of student success, self-fulfillment, and retention. Countless studies have been instituted to create a

roadmap for educators and policymakers tackling these complex issues (Vanek, King, & Begelow, 2018). The characteristics that may actively contribute to success can be seen in an individual's prior experience with education and their demographics (Astin, 1993). The specific environment in which a student places can significantly determine their academic success (Demetriou & Schmitz-Sciborski, 2011). Their overall knowledge or long-held beliefs can also determine college-level success (Pascarella & Terenzini, 2005). Gender may also play a role, as those identifying as female have a higher rate of college completion over their self-identifying male counterparts (Kena et al., 2014). Ethnicity is another possible contributing factor to college student success, as is a sense of belonging to a college environment (Juarez, 2017). As higher education costs have continued to increase over the past decade (with no sign of slowing), a social-economic disparity has grown between those who have completed college and those priced out of higher learning (Long & Riley, 2007).

A distinction must be made between the terms “shy” and “introverted.” While these terms are sometimes interchangeable to represent a similar personality trait, they are very different from one another. A shy person is someone who is “nervous or embarrassed about meeting and speaking to other people” (Oxford English Dictionary, 2020, Shy section). An introverted individual is someone who prefers to focus on their inner world. They get their energy from ideas, pictures, and memories inside their head. They prefer doing things alone, and they take the time to reflect on things before they act (The Myers & Briggs Foundation, 2019). So, an introverted person could be shy, but they could also be very outgoing. Likewise, an extraverted person could be outgoing or they could be shy. This paper focuses only on the self-identified shy personality because this silent group often goes unheard in the traditional classroom with an inability to make meaningful academic, personal, and professional relationships. This is not a

necessarily a problem for introverted individuals, but it could be a problem for extraverted shy personalities.

Identity-based motivation theory constructs a hypothesis that individuals will perform based on the assumption of what they are expected to do as defined (consciously or unconsciously) by their relationship to their group and opposing groups (Oyserman, & Lewis, 2017). But social identity theory has gone from developmental psychology to define the importance of one's association with a group and how that group identity, in turn, represents the individual. Understanding these identities can help an organization encourage a productive outcome (Ashforth & Schinoff, 2016). Drawing mainly on this research can enable educators to create a new perspective about college student identity, their associations to groups, and how the personalities of these groups contribute to student success. Very little research suggests how a fictional group identity may contribute to student success (Scheeler, 2017). This study identifies commonalities within the self-selected (or desired) Hogwarts House from the Harry Potter book series to examine how shy students in the classroom benefit in their academic and personal lives.

Narrative fiction and storytelling have always had a substantial impact on social development (Bakhtin, 1981). Individuals, whether they are aware or not, surrender themselves into the storytelling process by placing themselves in the narrative and creating an immersive experience that allows for imprinting the same values, lessons, and morals represented in the fictional tales (Gerrig, 1993). This process enables the reader to make sense of the fictional world and to create a sense of reality and realism for the reader in their real-world existence (Callahan, Whitener, & Sandlin, 2007). These stories do not even have to be a one-for-one similarity; rather, the reader can make sense of analogies, metaphors, and symbolism and easily apply them to their world to work out complex and emotional problems (Mladkova, 2013).

Narrative fiction and storytelling have the power to be just as influential on a person's identity and sense of social belonging as any other outside stimuli.

It can be an invaluable resource to more clearly understand how and why a person identifies themselves with a particular in-group or why they distance themselves from a particular out-group. This study does this, but examining group identity is neither new nor original. What is unique and innovative to this research is the way it looks at social identity markers as they relate to a fictional personality assessment in the Hogwarts Houses and how that sense of community has a positive effect on a shy student's success in the traditional face-to-face college classroom.

Problem Statement

'Harry – yer a wizard.'

There was silence inside the hut. Only the sea and the whistling wind could be heard.

'I'm a *what?*' gasped Harry.

'A wizard, o' course,' said Hagrid, sitting back down on the sofa, which groaned and sank even lower, 'an' a thumpin' good'un, I'd say, once yeh've been trained up a bit.'

(Rowling, 1997, p. 42)

Vanessa Boris (2017) from Harvard Business confirms the importance of stories in her article

“What Makes Storytelling So Effective For Learning?”:

In any group, roughly 40 percent will be predominantly visual learners who learn best from videos, diagrams, or illustrations. Another 40 percent will be auditory, learning best through lectures and discussions. The remaining 20 percent are kinesthetic learners, who learn best by doing, experiencing, or feeling. Storytelling has aspects that work for all three types. Visual learners appreciate the mental pictures storytelling evokes. Auditory

learners focus on the words and the storyteller's voice. Kinesthetic learners remember the emotional connections and feelings from the story. (para. 6)

Narrative fiction and storytelling shape, mold, and define cultures and individuals. The act of storytelling is older than written language. It has the power to delight, inspire, and create ideologies. But today, storytelling is mostly seen as a medium to entertain, without any real intrinsic value to education and learning (Del Guercio, 2011).

There is value in understanding the ways that individuals perceive themselves, how others perceive them, and how individuals identify with in-groups and disassociate with out-groups. Tools like the MBTI, The True Colors Test, The DISC Assessment, Minnesota Multiphasic Personality Inventory (MMPI), the Sixteen Personality Factor Questionnaire (16PF), the Comrey Personality Scales (CPS), and the Five Factor Model develop important data that can help individuals, groups, and institutions create successful strategies (PR Newswire, 2016). Many of these tests are used primarily in the workforce (PR Newswire, 2016). This study suggests that pop-culture personality assessments like the Hogwarts Houses can create a dynamic blueprint for shy students to better guide them through both their academic studies and their lifelong goals. The specific problem is that while many traditional and established personality studies examine how these personality assessments can be used to create a thriving work environment, little research has been done on ways these tools can be used to develop student success (van Regenmorter, 2005).

Purpose of the Study

This study examines how group identity can positively influence a shy student's academics. This research incorporates qualitative methods design. The qualitative method was selected because this constructs a vibrant and comprehensive description of the lived experiences

of students who associate through particular group identity. The group identity for this phenomenological study is paramount to understand how shy college classroom students experience their learning environment when their social identity is realized in the classroom.

An explanatory qualitative methods design is used. Community college students who attended Los Angeles Pierce College's English 218 Children's Literature courses from spring 2017, spring 2018, and spring 2019 semesters were invited to participate in this study to test social identity theory and to assess how a student's association to a group relates to a perception of belonging and to explore how social identity contributes to a shy college classroom student's success (Creswell, 2014).

Success is defined as "the fact that you have achieved something that you want and have been trying to do or get" (Oxford English Dictionary, 2020, Success section). Student is defined as "a person who is studying at a university or college" (Oxford English Dictionary, 2020, Student section). Combining the two definitions of success and student creates a generic term of: a person studying at an academic institution who achieves something that they want. Student success could also be clumsily defined as "getting students into and through college" (Ewell & Wellman, 2007, p. 2). But the Higher Learning Commission (2018) has a more robust definition to offer educators and educational institutions: "attainment of learning outcomes, personal satisfaction and goal/intent attainment, job placement and career advancement, civic and life skills, social and economic well-being, and commitment to lifelong learning" (p. 7). This paper seeks to use this latter definition as the framework for the ever-changing terminology of student success. When this paper refers to the terms of success and student success (as it applies to the student population), its purpose is to include not just learning and matriculation, but additionally

a student's personal growth, a student's social connectiveness to the community, and a student's healthy mind.

Research Questions

This study focuses on the following qualitative research questions to explore the essential phenomenon (Creswell, 2014) of social identity.

Central research questions. Four central research questions were developed to help guide the study:

1. What are the experiences that contribute to a sense of belonging and social identity for a shy college student when the student is identified with one of the Hogwarts Houses?
2. How does a Hogwarts House create or cultivate the social identity of an identified shy college student?
3. How do in-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?
4. How do out-of-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?

Theoretical Foundation

Reynolds and Subasic's (2016) title, "We See Things Not as They Are, but as *We* Are," perfectly frames the importance of social identity. Humans strive to be a part of something, whether it be a neighborhood, a gang, a congregation, an army, a class, an ideology, a movement, a family, a sport, etc. While people may long to create their identity, individuals are often more comfortable with how their social groups define them. Paul McCartney is one of the most successful musicians of all time, but he will always be remembered as a Beatle. Adolf

Hitler is regarded as one of the wickedest men in modern history, but he will always be associated with the Nazi party. Jesus Christ was born from Jewish descent, but he will always be attributed to the Christian faith. We are all individual snowflakes, but we mold, develop, and grow our identity through the storms with which we associate.

Turner and Tajfel (1986) introduced social identity theory as a way to formulate and explain the societal desires to belong to a specific group. Sometimes these identities were about what group a person identified with, and at other times a person's social identity had a stronger significance with a group a person did not identify with. But social identity, as the name applies, is not about the specific individual; rather, it is about how the group as a whole behaves, and how that behavior can then affect the individuals in a group. What is most important for this theoretical approach is how an individual creates a sense of belonging and accepts and identifies with a particular group's norms and perceptions. Thus, social identity theory is the perfect guide to encompass shy students and their Hogwarts Houses because each of these groups has a powerful relationship to group identity as a way of explaining individual traits and characteristics.

Definitions

Several operational definitions and key terms about this study follow.

Gryffindor is a fictional house assigned by The Sorting Hat within the Harry Potter book series. Gryffindor's identities correspond to novelty and bravery (Bahn et al., 2017).

Hogwarts Houses is a fictional classification within the Harry Potter book series. There are four Hogwarts Houses where first-year Hogwarts students are assigned depending on placement by The Sorting Hat – Gryffindor, Hufflepuff, Ravenclaw, and Slytherin (Bahn et al., 2017).

Hogwarts School of Witchcraft and Wizardry is a fictional British Wizarding school located in the Scottish Highlands within the Harry Potter book series. It is a state-owned school that accepts magical students from Britain and Ireland (Bahn et al., 2017).

Hufflepuff is a fictional house assigned by The Sorting Hat within the Harry Potter book series. Hufflepuff's identities correspond to loyalty and patience (Bahn et al., 2017).

Legilimency is a fictional act of magically navigating through many layers of a person's mind and correctly interpreting one's feelings within the Harry Potter book series (Bahn et al., 2017).

Muggles are fictional humans who are born to two non-magical parents and are incapable of performing magic within the Harry Potter book series (Harry Potter Wiki, n.d.).

Ravenclaw is a fictional house assigned by The Sorting Hat within the Harry Potter book series. Ravenclaw's identities correspond to kindness and wit (Bahn et al., 2017).

Shyness is defined as "(of people) nervous or embarrassed about meeting and speaking to other people" (Oxford English Dictionary, 2020, Shy section).

Slytherin is a fictional house assigned by The Sorting Hat within the Harry Potter book series. Slytherin's identities correspond to a hunger for power and cunning (Bahn et al., 2017).

Student Success is defined as "attainment of learning outcomes, personal satisfaction and goal/intent attainment, job placement and career advancement, civic and life skills, social and economic well-being, and commitment to lifelong learning" (Higher Learning Commission, 2018, p. 7).

The Sorting Hat is a fictional anthropomorphic character within the Harry Potter book series. The Sorting Hat uses Legilimency to interpret one's thoughts. All first-year students do this ritual upon starting at the Hogwarts School of Witchcraft and Wizardry (Bahn et al., 2017).

Assumptions

Several aspects of this study that are believed to be true justify these assumptions. In short, institutions place value on established personality tests. But a question must be presented when using the data from these personality assessments. Are the results a reflection of who that individual is, or are they a reflection of how that person sees themselves? These are two very different individuals. Therein lies the justification for researching the fictional Hogwarts Houses as a personality test. By and large, a person self-selects their desired Hogwarts House. Since the fictional Sorting Hat does the actual placing of one of the four Hogwarts Houses, no Muggle (a human without magical powers) knows for sure to which house he or she belongs. If a student can self-reflect about the choices that they made regarding their desired Hogwarts House, it is hypothesized that there is value in identifying the perceptions of how the world sees an individual versus how an individual wants the world to see them. It is this possible disconnection from an individual's knowledge of identity and social identity that validates the purpose of this research.

Scope and Delimitations

The range of this research is conducted from students who attended and completed the researcher's English 218 Children's Literature course featuring a concentration in the literature of Harry Potter at Los Angeles Pierce College from 2017-2019. The physical geography of the student sample is made up of those who live in Southern California's San Fernando Valley.

The most significant delimitation was the choice by the investigator to conduct this study with research participants the investigator has a personal connection with and from research participants who are interested in Harry Potter literature and fanfare. The sample size of data collection was a delimitation since the researcher was pursuing only college students who have

both read the entire Harry Potter series and successfully completed English 218 at Los Angeles Pierce College featuring the study of Harry Potter as literature for college transferable credit. This total sample size for data collection was 78 possible participants; however, the actual number was much lower due to the criteria of participants needing to be at least 19 years old and that they must have completed their studies at the Los Angeles Community College District's (LACCD) Pierce College.

Another delimitation is the potential for generalizability. Because of the specific student population involved with the research – students knowledgeable with Harry Potter studies – it may be a significant presumption to assume that these findings are associated with other demographics of a larger college student body. Additionally, this study may lead to transferability, with the reader possibly finding and assuming that these research results are positively applied to other populations of a college student body or perhaps to other communities of students at varying levels of education.

Internal validity is another possible delimitation where the research data and research may try to make cause and effect claims about the results of the research hypothesis and research questions as a way of validating claims and assumptions about the perceived correlations that may exist. Therefore, the research and the researcher maintain an awareness of possible bias to present believed effects that may exist only as a correlation.

Limitations

One of the most significant limitations of this study is that it is focused on how individuals perceive themselves. While this study is fundamentally about this topic, there is a potential problem with the college student participants trying to create a persona or image of themselves that is not authentic.

No specific socioeconomic status was studied in this research. Still, because all of the subjects were second-year community college students from Los Angeles Pierce College in Woodland Hills within the San Fernando Valley, there is a potential limitation to the variance of socioeconomic students that were surveyed. Like socioeconomic status, ethnicity, race, and culture are limited to the student population demographics from the research site. Gender was not seen as a potential limitation as the course is open to everyone, but further investigation may be needed to conclude if a gender preference exists for students who take a course offering children's literature studying only the Harry Potter book series.

Other limitations may include the research choice to use social identity theory as a methodology, using an exploratory qualitative approach for data collection, and using arguably unreliable personality assessments in the name of scientific studies. Additionally, because the students surveyed and interviewed all have a personal connection to the research (the primary researcher was once their college professor), there may be an inherent bias on the side of the student to provide data that they think will be useful or desired rather than provide authentic personal answers about their identities.

Significance of the Study

The importance of this study is found in the way it seeks to build upon the traditions and evolutions of social identity theory by offering a new perspective about individual identity and the connections that individuals have toward in-groups and out-groups. This study also achieves a better understanding of how shy college students perceive their characters of the self and how their genuine and authentic person relates to social groups. The secondary purpose of this study is to provide educators a blueprint for creating a more dynamic and engaging pedagogy to reach a broader audience of their classroom students. Lastly, this research establishes a precedent in

future research regarding personality assessments by also considering the world of popular culture. There is a hypothesis by the researcher that the personality identity to the fictional Hogwarts Houses in the Harry Potter series can provide just as much insight into an individual's identity as the more highly respected and used instruments like the Myers Briggs Personality Indicator or other tools like the DISC assessment or the Colors Test.

Social identity theory seeks to understand how personal identities converge with social identities to give individuals an intimate relationship and to establish a sense of belonging (Hogg, Meehan, & Farquharson, 2010). These factors can be reliable components of how an individual relates to families, friends, relationships, co-workers, organizations, and culture (Miscenko & Day, 2016). If someone has a better understanding of not just how they perceive themselves concerning others, but possibly more importantly, how others see them, then this practice of identification has immeasurable benefits.

This research hopes to advance social identity theory by looking at perspectives of personal identity and group identity with a foundation in a fictional personality assessment. The reason the researcher believes that this is important is that people – especially young people – have a secure connection to their identity through their surroundings. Popular culture in the forms of music, television, social media, films, comic books, and literature can have a strong social impact on viewers (Harwood, 1999). Because the Harry Potter book series is one of the most successful texts of all time, and it is consumed (and continues to be) by millions of readers (Bahn et al., 2017), there is a strong belief that the four Hogwarts Houses can be used to further advance the sociological and psychological studies of identity in individuals.

Teaching is the art of communicating new information to willing participants. No discipline requires a more constant effort to try new ideas, methods, concepts, tools, and

strategies than teaching. What works for one student does not work for the next student. What works for one class does not work for the next class. What works one semester does not work the next semester. What works one year does not work the next year. If a teacher is not consistently challenging themselves, they are failing the student's right and expectation to an engaging, fruitful, and valuable education. If pedagogical theories are developed as a result of a stronger understanding of a student's social identity, then it is purposeful and necessary research that will create a positive social change and advance the practice of effective teaching.

Research looking at how students identify themselves as a result of their group identity to the Hogwarts Houses (Scheeler, 2017) is limited. But because the popular culture of the Harry Potter universe is so prolific (Bahn et al., 2017; Scheller, 2017), it is assumed by the researcher that this could be an essential tool for making new and meaningful connections to students and pushing for stronger pedagogical approaches in regard to personal and group identity specifically as it relates to shy students in the college classroom. This research could pave the way for more profound and prolific studies looking at how popular culture icons can be used to access and create new practices in educational research and methodologies.

Summary

This chapter has outlined the essential question of "Who am I?" Homo sapiens have a long and storied history wondering if there is a higher purpose to their existence and if there is a grandmaster plan. Part of that discovery is for individuals to fundamentally seek out their identity and the desire to be a part of something larger that may fulfill a greater sense of belonging and purpose. This study will attempt to bring research closer to these answers by using a participant's self-selected desired fictional Hogwarts House from the Harry Potter book series. This research hopes to build on the limited academic research that exists by using a fictional

social identity group (the Hogwarts Houses). The primary purpose of this paper is to see how these personal connections can contribute to and cultivate student success and influence pedagogical approaches. This research uses an exploratory qualitative methods approach by interviewing self-identified shy college classroom students to find the personal narrative where a student can attribute their perception of belonging and academic success to their social identity in a children's literature class exclusively studying the entire Harry Potter book series.

Social identity theory is the theoretical approach to this research, which attempts to understand and predict how individuals will behave based on their identity to the desired group and contrasting that with an outside group's behaviors and expectations. Definitions have been provided in this chapter to outline the technical terminology given to understand the basis of terms presented in the Harry Potter book series. Assumptions have been made in regard to this research that there lies a genuine connection with a desired self-selected Hogwarts House. Certain obstacles have been identified for this research, including the sample size, the sample population, and the sample makeup of participants since they are all previous students who attended and completed the researcher's English 218 Children's Literature course that solely studied all of the original Harry Potter literature at the Los Angeles Pierce College in Woodland Hills, California, between 2017-2019. Other limitations include the possibility that the researcher's connection to the participants may skew the desired results if the participants do not reflect their actual, real, and authentic selves. Lastly, this research hopes to advance the understanding of social identity theory, pedagogical approaches to teaching by better understanding a shy college classroom student's social identity, and improving the literature of social identity studies to include popular culture social identity tools.

Chapter 2: Introduction to Literature Review

In order to help the shy college classroom student, a synopsis of the reasons, tools, theories, and instruments follow. This review is guided by the belief that standard Western educational practices often marginalize shy students in the traditional classroom. This review will attempt to do five things: (a) introduce why and how research was created regarding shy personality types; (b) outline why purposeful attention needs to be addressed toward shy students; (c) discuss the importance of social identity theory to this research design; (d) analyze problems with current teacher-centered approaches to teaching; and (e) categorize the importance of the four Hogwarts Houses from the Harry Potter book series.

Literature Review

The classroom is not just a place to lead new ideas and lessons; it is a place to harvest creative and critical thinking and to introduce a foreign world to cultivate lifelong learning. Literature has the power to transform a world of fantasy into a reality where students can take complicated concepts, problems, and ideologies and make it their own (Auvinen, Aaltio, & Blomqvist, 2013; Rustin, 2016; Sanyal & Dasgupta, 2017; Scheeler, 2017). Meaning in a text is predicated on the real-life experiences present in the reader that are harnessed through one's own culture, language, and experiences (Scheeler, 2017).

This review examines negative reinforcement against shy students; there are potential limitations for shy students to effectively participate in a face-to-face classroom (Al-Dujaily, Kim, & Ryu, 2013; Jessee, O'Neill, & Dosch, 2006; Jung, 1971; Nadworny, 2016; Offir, Bezalel, & Barth, 2007). Nadworny (1971) contends that shy students do not possess the wrong type of learning styles. Instead, she believes that educators overvalue outspoken student participation. Al-Dujaily, Kim, and Ryu (2013) find that the American construct of active

involvement in the classroom is a fallacy that teachers reinforce. Extroverted and outgoing individuals do exchange ideas, thoughts, beliefs, and questions outwardly; conversely, introverts and shy students process just as much, but their involvement is reflective.

The dominant method of teaching in America – the teacher-centered method – has long been the standard, and it must be analyzed for its effectiveness or lack of efficiency in reaching different learning styles (Leung, 2015; Lawrence, 2013; Swann, Rentfrow, & Blirtatiousness, 2001). Lawrence (2015) found that the overall task of trying to help those students who did not regularly participate in classroom discussions or the students who were not quick to raise their hands to answer teacher questions may actually hurt a shy student's educational endeavors. Leung continues this hypothesis by suggesting that American education is designed for extroverted personalities and that most institutions view introverted and shy students as something that needs to be "fixed." Outgoing students are often regarded as having desirable characteristics by teachers, and teachers may unconsciously be conditioning themselves to what they view as the ideal student. Because of this, educators mistake an outspoken student's ability and willingness to answer in class as the correct model. Students who participate and even the ones who do not but are being conditioned toward what the teacher wants to hear, thus discouraging students from challenging ideas or taking chances (Zins, Bloodworth, Weissberg, & Wahlberg, 2007). Swann, Rentfrow, and Blirtatiousness (2001) studied how the quick response time between two individuals dictated the perception of intelligence for the person identified as a "blirter" (p. 1160); as predicted, the authors determined that rapid responders are perceived as more intelligent versus those who do not respond quickly. This negative intelligence opinion against shy individuals who do not answer as quickly can have long-lasting psychological effects for students and educators alike and further skew correct grading assessments (Leung, 2015).

Some research suggests that one way to nurture shy students' learning styles and empower their traits is to develop more pedagogical practices using technology (Amichai-Hamburger, Wainapel, & Fox, 2002; Borup, West, & Graham, 2013; Burruss & Kaenzig, 1999; Joo & Fraizer, 2016; Kolb & Kolb, 2005; Michinov, Brunot, Le Bohec, Juhel, & Delaval, 2011; Pratt, 1996). Amichai-Hamburger, Wainapel, and Fox (2002) contend that online instruction does not necessarily favor either learning style, and it may represent a balanced approach to teaching students. Shy individuals can find comfort and control in their participation levels by choosing when they want to engage with others. Online interaction and asynchronous learning broaden a user's social community (Borup et al., 2013). There are also links in research between a student's development of the identity of one's self and a decrease in procrastination and an increase in participation when a student can choose when to participate (Michinov et al., 2011). Those who find difficulty in working with others were more motivated and satisfied working at their own pace. Kolb and Kolb (2005) continue the experiential learning theory (ELT) of Jung and others by researching how different learners best process and understand information. Kolb and Kolb's ELT is not just about identifying different types of learners, but identifying how these diverse learners "see and interpret information" (Wolfe, Bates, Manikowske, & Amundsen, 2005). But there is always accountability on the student, and not necessarily an institution, to be responsible for empowering themselves and understanding how they can best learn (Wolfe et al., 2005). Educators – both teachers and administrators – need to consider different learning styles when developing their pedagogical methods. Students show greater interest and experience higher achievement when their preferred learning styles are matched with their needs (Wolfe et al., 2005). There is the necessity of creating a more robust and tangible learning environment that suits the needs of all students in a traditional face-to-face classroom environment (Joo & Fraizer,

2016). Additionally, shy students need to recognize their learning needs so that they can help foster their ideal learning environment (Pratt, 1996).

Social identity theory. Social identity theory is a concept developed in the early 1970s by Henri Tajfel, a researcher from the University of Bristol, England (Turner & Tajfel, 1986). Throughout the 1980s, Tajfel continued to expand on his work, most notably with John C. Turner from Macquarie University, Australia. They write in “The Social Identity Theory of Intergroup Behavior”:

We can conceptualize a group, in this sense, as a collection of individuals who perceive themselves to be members of the same social category, share some emotional involvement in this common definition of themselves, and achieve some degree of social consensus about the evaluation of their group and their membership in it. (Tajfel & Turner, 1986, p. 283)

The knowledge that individuals share an emotional connection creates the social identity connection, and it is this emotional connection that is the key factor for valuing group membership (Hogg et al., 2010). After Tajfel’s death, Turner continued his research on social identity theory and developed a new branch of self-categorization theory with the two combined as social identity perspective (Hogg et al., 2010; Scheeler, 2017).

Social identity theory guides individuals to consciously (or perhaps unconsciously) relate to their chosen identity or perhaps to disassociate with an undesired identity (Ellemers et al., 2002). Brewer and Gardner (1996) reaffirm that individuals are more closely aligned with how they perceive themselves in a group as opposed to how the group sees them.

Social identity theory is essential to the research questions because it positions itself as an essential psychological and sociological theory to examine how a person’s identification

connects to a group identity. Perhaps the more important question is, can correlations be drawn from how a shy college classroom student perceives themselves in relationship to a group identity, which can lead to perceptions of belonging and student success? The qualitative interviews may determine how these predictors of student success materialize in hopes of creating a more concrete pedagogical approach in understanding the shy self, which will benefit both student and educator.

Participation pedagogy. Teacher-centered classroom teaching involves the classical approach to American education in which the teacher (the expert) stands at the front of the room to deliver the knowledge to the various sponges of students ready to acquire new knowledge (this is what is called learning). This delivery of the knowledge system is often accompanied by rapid-fire question-and-answer formats on random facts to reinforce the perception and expectation that learning is taking place (Swann et al., 2001). Classrooms often resemble television game shows, with teachers waiting for students to buzz in to win the prize. Unfortunately, this style of pedagogy, which is used by many teachers, only reinforces the personality expectation of outgoing participation (Swann et al., 2001). The hope that students should be answering in a quick rapid-fire format creates a negative perception of shy students' natural personality traits (Leung, 2015). Society and educators confuse one's ability to verbalize thoughts and feelings rapidly as correct participation (Swann et al., 2001). American culture values outgoing personality traits and views these traits as appealing and aspiring; shy personality traits are often labeled negatively (Kumashiro, 2000; Leung, 2015). Judgments about correct or preferred personality traits lie at the root of the traditional educational classroom learning environment. Shy students do not benefit from class discussion, group work, and forced participation (Lawrence, 2013).

The trap for educators and students alike is that an outgoing person's ability to answer audibly and quickly dismisses the voice of the shy student; this may cause the silent students to become disengaged, uninterested, unprepared, and feel marginalized (Lawrence, 2013; Swann et al., 2001). Instructors often assume that outgoing students – and primarily those who do regularly participate – are somehow more engaged than their quiet peers. Still, some research may point to just the opposite (Zeisset, 2006).

Yeganeh and Kolb (2009) present these opposing ideas in their research “Mindfulness and Experimental Learning,” where they acknowledge the Harvard social psychologist Ellen Langer. “Langer (1997) argues that our school system largely encourages mindless learning through the accumulation of ‘objective’ truths, rather than mindful learning which places a value on context, uncertainty, and doubt” (as cited in Yeganeh & Kolb, 2009, p. 14). “Whether intending to learn an academic subject, a new sport, or how to play a musical instrument, we often call upon mindsets that hamper rather than help us learn” (Langer & Moldoveanu, 2000, p. 3). In other words, individuals do not necessarily understand the best way to learn, and academics have long held that one particular type of learning – teacher-centered – satisfies the learning style for everyone. These face-to-face interactions develop a persistent conditioning bias against those who do not meet the social desirability of outgoing personality traits (Jessee et al., 2006).

Society values participation. The home expects it. The field of play expects it. Work expects it. And school expects it. Teachers sometimes factor student participation in their grade breakdown (Barab & Duffy, 2012; Lave & Wenger, 1998). While this may seem logical and practical, it reinforces the notion that active participation is a standard assessment equal to the written essay or a comprehensive exam and necessary component of learning (Barab & Duffy,

2012; Lave & Wenger, 1998). Of course, it can be argued that both the essay and the exam present their own bias and subjectivity among student populations, but for the purpose of this review, hopefully, the comparison can be understood. A shy student's value, talents, passion, and experience may be undervalued because of their preference for a specific communication style (Nadworny, 2016). Possibly, the way that society and classrooms value participation is entirely wrong. Teachers likely continue to reinforce outgoing behavior every time a student raises a hand and answers a question, strengthening the social belief (for shyness and for outgoing individuals), that social participation is correct, preferred, and desirable (Barab & Duffy, 2012; Lave & Wenger, 1998). What message is sent to a shy person who has been unable to answer a single social, participatory question for a dozen or more years of schooling? There are very talented shy individuals who desire to contribute, but they may feel that they are defective and different (Nadworny, 2016).

Alternative learning styles. Without dissecting the difference in personalities, learning preferences, and participation ability, the use of technology in teaching has the potential to promote academic learning that may be unobtainable in face-to-face instruction by contacting different personality traits (Al-Dujaily et al., 2013). Additionally, there may be advantages to these different learning environments that benefit a larger educational audience (Offir et al., 2007). The great benefit of new educational pedagogies is that they are always experimenting and evolving. As new teaching pedagogies evolve and different learning styles are engaged, more customizable tools will help students to adapt (Al-Dujaily et al., 2013; McLaren, 2013).

Online and digital instruction allow shy students a different forum in which to participate (Al-Dujaily et al., 2013). This paper acknowledges that the use of technology for learning is not a solution in itself, but rather, it can provide a platform for participation that may be completely

unattainable for a shy section of the student body. Studies from MBTI data have determined that individuals who are high on the scale of intuitiveness perception prefer a deep learning style that relies on the evaluation of material; these learning styles are linked to higher academic incentives (Al-Dujaily et al., 2013; Zhang, 2003). Educators who incorporate online platforms of instruction indicate that those who were noticeably absent from classroom discussions increased their productivity with the use of social media platforms (Nadworny, 2016).

Alternative measurements. The American education system has primarily been operating under the guise of learning while focusing on completion (Brookhart, 2011; Campbell, 2012; Kohn, 2011; Lalley & Gentile, 2009; Marzano, & Heflebower, 2011). Au (2001) argues that public schools in the United States have been modeled after Taylorism in producing students with standardized testing modeled after factory production. Au presents historical correlations from the assembly line theories of education by John Franklin Bobbitt in the early 1900s to modern test-driven requirements backed and funded by the federal government in the form of No Child Left Behind (NCLB) (n.d.). Shepard (2010) also discusses how NCLB mostly did not reinforce the strategic skills that students needed. Au and Shepard seek to establish that policymakers have motives to generate positive statistics instead of learning to maintain control of curriculum and funding over educational institutions and to expose the data and how it underrepresents whether students learn. Further research and investigation is needed for policymakers, administrators, and teaching professionals who may be able to change the use of standardized testing.

Changing the classroom culture. The necessity for these changes is also rooted in the idea that students are not always going to be open to the learning process or open to the idea of new practices in learning. Students and individuals by nature can show a resistance to change:

Manifestations of learner resistance – which can be active or passive, unrehearsed or even premeditated – can include, among other things, emotional outbursts, denial of responsibility, absenteeism, teacher criticism, personal frustration, insensitivity, and defensiveness ... it is essential that educators consider the struggles dominant culture students may face when attempting to reconcile critical learning experiences with their own enculturated value systems. While there are myriad reasons for learner resistance, previous scholarship on attitude change points toward several plausible explanations for why dissonance-arousal may manifest as a form of learner resistance. (Walton, 2011, p. 770)

Students will not necessarily *want* to change the way they learn, process, interpret, and deliver information even if the new alternative style is more beneficial to their particular learning style. And this does not have to be set up as a clear resistance to wanting to learn but rather a product of the way information is processed during learning. “It is important to remember that students do not passively assimilate learning experiences, but rather attempt to make sense of them as they integrate new ideas and experiences with pre-existing schema” (Walton, 2011, p. 779). So, the conversation about teaching styles, learning styles, and the fusion of understanding, interpreting, and conveying information is much more complicated than much of the research investigated. An introduction to another personality trait assessment tool may be useful for continuing to create and explore new ways of reaching those that often have trouble finding their authentic voice. What if a fictional, accessible, fun, engaging, and interactive tool was used to help students find their identity for academic and lifelong success?

Harry Potter and the Hogwarts Houses

J.K. Rowling is the imagination and inspiration behind the development of this dissertation. Rowling created a fictional – yet magical – world that has engrossed millions of fans who consume her written words, immerse themselves in her digital doctrine, attend her plays, view her movies, battle in her video games, visit her theme parks, and role-play their favorite characters through conventions, meet-ups, and cos-play gatherings (Jacobs, 2017).

While Rowling's branding has become more diverse in recent years, the foundation of her success lies with “The Boy Who Lived,” Harry Potter. The original text that started this cultural phenomenon was first introduced to the world (actually, only the United Kingdom) in 1997 as a children’s book of 223 pages under the title *Harry Potter and the Philosopher’s Stone*.

According to Bloomsbury (2019), the publisher of the United Kingdom Harry Potter books, the initial print run of *Harry Potter and the Philosopher’s Stone* was 500 books, with 350 going to libraries around Britain, and a mere 150 texts available for public purchase. More recently, Bloomsbury has reported that *Harry Potter and the Philosopher’s Stone* sold over 120 million copies. Rowling’s magical world is a part of today’s popular culture.

Beginning in Chapter 5 of *Harry Potter and the Philosopher’s Stone*, the reader is introduced to Harry Potter’s antagonist Draco Malfoy. Draco utters the first words in the text that allude to a social identity at Hogwarts School of Witchcraft and Wizardry when he speaks to the protagonist Harry:

‘Know what house you’ll be in yet?’

‘No,’ said Harry, feeling more stupid by the minute.

‘Well, no one really knows until they get there, do they, but I know I’ll be in Slytherin, all of our family have been – imagine being in Hufflepuff, I think I’d leave, wouldn’t you?’ (Rowling, 1997, p. 60).

Here the reader is persuaded, because of Draco’s association with Slytherin, that this house must be in contrast to the traits that identify Harry. As Harry is the protagonist – and Draco the antagonist – then Draco’s characteristics must be in opposition to Harry’s traits. Interestingly, Draco loathes Hufflepuff house, and this house represents the opposite of all of Draco and Slytherin’s traits. Just a few paragraphs later, Harry asks about the Hogwarts Houses to his guardian Hagrid:

‘And what are Slytherin and Hufflepuff?’

‘School houses. There’s four. Everyone says Hufflepuff are a lot o’ duffers, but -’

‘I bet I’m in Hufflepuff,’ said Harry gloomily.

‘Better Hufflepuff than Slytherin,’ said Hagrid darkly. ‘There’s not a single witch or wizard who went bad who wasn’t in Slytherin. You-Know-Who was one.’ (Rowling, 1997, pp. 61-62)

You-Know-Who is a reference to the main antagonist for Harry, Lord Voldemort. Voldemort is the most terrifying wizard who ever lived; he also attempted to kill Harry as a baby because of a prophecy. Within these couple of pages, the readers are introduced to Draco, who has a strong desire for and family connection to Slytherin; to the fact that Lord Voldemort, who tried to kill Harry, was a Slytherin; and to Hagrid’s distaste for Slytherin as being evil and the worst of the four Hogwarts Houses. While a reasonably negative picture is painted here for Slytherin, it is set up as mainly a contrast to the ideals, morals, attitudes, traits, and values that Harry and Hagrid hold.

Hagrid also begins to slightly defend the opposing Hufflepuff house when he exclaims that people think of them as “duffers.” According to the Oxford English Dictionary (2019), that is a slang term for

A person who is, or proves to be, without practical ability or capacity in a particular occupation or undertaking; an incompetent, inefficient, or useless person; (also) a person lacking in spirit or courage. Also, more generally: a stupid or foolish person. (Duffer section).

“A person lacking in spirit or courage” (Oxford English Dictionary, 2019, Duffer section) is the perceived Hufflepuff trait that most closely aligns with opposing traits of Slytherin.

In Chapter 7 of *Harry Potter and the Philosopher’s Stone*, The Sorting Hat chapter introduces the reader to an anthropomorphic hat that is placed on first-year students of Hogwarts. The Sorting Hat literally and figuratively looks into the head of the participant to identify the student’s most influential personality traits. The Deputy Headmistress, Professor McGonagall, gives the reader a full description of the Hogwarts Houses and the Sorting Hat process:

‘Welcome to Hogwarts,’ said Professor McGonagall. ‘The start-of-term banquet will begin shortly, but before you take your seats in the Great Hall, you will be sorted into your houses. The Sorting is a very important ceremony because, while you are here, your house will be something like your family within Hogwarts. You will have classes with the rest of your house, sleep in your house dormitory and spend free time in your house common room.

‘The four houses are called Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. Each house has its own noble history and each has produced outstanding witches and wizards.’ (Rowling, 1997, p. 85)

After the reader is introduced to the four Hogwarts Houses, the students are presented to the whole school and sit alone on a stool with The Sorting Hat on their heads for trait and personality analysis. Before that, The Sorting Hat sings a song about the House characteristics:

Oh, you may not think I'm pretty,
But don't judge on what you see,
I'll eat myself if you can find
A smarter hat than me.
You can keep your bowlers black,
Your top hats sleek and tall,
For I'm the Hogwarts Sorting Hat
And I can cap them all.
There's nothing hidden in your head
The Sorting Hat can't see,
So try me on and I will tell you
Where you ought to be.
You might belong in Gryffindor,
Where dwell the brave at heart,
Their daring, nerve and chivalry
Set Gryffindors apart;
You might belong in Hufflepuff,
Where they are just and loyal,
Those patient Hufflepuffs are true
And unafraid of toil;

Or yet in wise old Ravenclaw,
If you've a ready mind,
Where those of wit and learning,
Will always find their kind;
Or perhaps in Slytherin
You'll make your real friends,
Those cunning folk use any means
To achieve their ends.
So put me on! Don't be afraid!
And don't get in a flap!
You're in safe hands (though I have none)
For I'm a Thinking Cap!. (Rowling, 1997, p. 88)

Here the strongest traits begin to emerge from the four distinct Hogwarts Houses, and these themes will continue to play significant roles in character development and character identification.

- Gryffindor: Brave, daring, nerve, chivalry
- Hufflepuff: Just, loyal, patient, unafraid of toil
- Ravenclaw: Wise, ready mind, wit, learning
- Slytherin: Real friends, cunning to achieve ends

While the Slytherin traits seem a little vague, there does seem to be a clearer picture of how these different houses are associated with certain personality types.

The Sorting Hat knows precisely where a magical child belongs based on his or her characteristics and puts that individual there. Or does The Sorting Hat consider other factors?

When Harry Potter is sorted into his Hogwarts House, The Sorting Hat says:

‘Hmm,’ said a small voice in his ear. ‘Difficult. Very Difficult. Plenty of courage, I see. Not a bad mind, either. There’s talent, oh my goodness, yes – and a thirst to prove yourself, now that’s interesting ... So where shall I put you?’

Harry gripped the edges of the stool and thought, ‘Not Slytherin, not Slytherin.’

‘Not Slytherin, eh?’ said the small voice. ‘Are you sure? You could be great, you know, it’s all here in your head, and Slytherin will help you on the way to greatness, no doubt about that – no? Well, if you’re sure – better be GRYFFINDOR!’ (Rowling, 1997, pp. 90-91)

Just as with other personality tests, The Sorting Hat considers where a person wants to be. Why? Because who we are is sometimes at odds with who we *want* to be. The Sorting Hat is a fictional MBTI test. But the term fictional must be reserved not to mean fake. By all accounts, the Sorting Hat may be more precise than an individual's MBTI score as the Sorting Hat takes into account the social identity a person wants.

In the fourth book installment, *Harry Potter and the Goblet of Fire*, the readers are given a little more in-depth analysis of the four Hogwarts Houses with some additional historical context. The Sorting Hat sings:

A thousand years or more ago,
 When I was newly sewn,
 There lived four wizards of renown,
 Whose names are still well known:

Bold Gryffindor, from wild moor,
Fair Ravenclaw, from glen,
Sweet Hufflepuff, from valley broad,
Shrewd Slytherin, from fen.
They shared a wish, a hope, a dream,
They hatched a daring plan
To educate young sorcerers
Thus Hogwarts School began.
Now each of these four founders
Formed their own house, for each
Did value different virtues
In the ones they had to teach.
By Gryffindor, the bravest were
Prized far beyond the rest;
For Ravenclaw, the cleverest
Would always be the best;
For Hufflepuff, hard workers were
Most worthy of admission;
And power-hungry Slytherin
Loved those of great ambition.
While still alive they did divide
Their favorites from the throng,
Yet how to pick the worthy ones

When they were dead and gone?
 'Twas Gryffindor who found the way,
 He whipped me off his head
 The founders put some brains in me
 So I could choose instead!
 Now slip me snug about your ears,
 I've never yet been wrong,
 I'll have a look inside your mind
 And tell where you belong! (Rowling, 2000, pp. 156-157)

Here similar traits are seen from the four distinct Hogwarts Houses. But this time, there is an emphasis on the traits that are most important to House association:

- Gryffindor: Bold, bravest
- Hufflepuff: Sweet, hard workers
- Ravenclaw: Fair, cleverest
- Slytherin: Shrewd, power-hungry, great ambition

Out of the 7-book Harry Potter series, The Sorting Hat delivers only one more sorting ceremony song. The Sorting Hat sings in the 5th text, *Harry Potter and the Goblet of Fire*:

In times of old when I was new
 And Hogwarts barely started
 The founders of our noble school
 Thought never to be parted:
 United by a common goal,
 They had the selfsame yearning,

To make the world's best magic school
And pass along their learning.
'Together we will build and teach!'
The four good friends decided
And never did they dream that they
Might some day be divided,
For were there such friends anywhere
As Slytherin and Gryffindor?
Unless it was the second pair
Of Hufflepuff and Ravenclaw?
So how could it have gone so wrong?
How could such friendships fail?
Why, I was there and so can tell
The whole sad, sorry tale.
Said Slytherin, 'We'll teach just those
Whose ancestry is purest.'
Said Ravenclaw, 'We'll teach those whose
Intelligence is surest.'
Said Gryffindor, 'We'll teach all those
With brave deeds to their name,'
Said Hufflepuff, 'I'll teach the lot,
And treat them just the same.'
These differences caused little strife

When first they came to light,
For each of the four founders had
A house in which they might
Take only those they wanted, so,
For instance, Slytherin
Took only pure-blood wizards
Of great cunning, just like him,
And only those of sharpest mind
Were taught by Ravenclaw
While the bravest and the boldest
Went to daring Gryffindor.
Good Hufflepuff, she took the rest,
And taught them all she knew,
Thus the Houses and their founders
Retained friendships firm and true.
So Hogwarts worked in harmony
For several happy years,
But then discord crept among us
Feeding on our faults and fears.
The Houses that, like pillars four,
Had once held up our school,
Now turned upon each other and,
Divided, sought to rule.

And for a while it seemed the school
Must meet an early end,
What with dueling and with fighting
And the clash of friend on friend
And at last there came a morning
When old Slytherin departed
And though the fighting then died out
He left us quite downhearted.
And never since the founders four
Were whittled down to three
Have the Houses been united
As they once were meant to be.
And now the Sorting Hat is here
And you all know the score:
I sort you into Houses
Because that is what I'm for,
But this year I'll go further,
Listen closely to my song:
Though condemned I am to split you
Still I worry that it's wrong,
Though I must fulfill my duty
And must quarter every year
Still I wonder whether sorting

May not bring the end I fear.

Oh, know the perils, read the signs,

The warning history shows,

For our Hogwarts is in danger

From external, deadly foes

And we must unite inside her

Or we'll crumble from within.

I have told you, I have warned you ...

Let the Sorting now begin. (Rowling, 2003, pp. 184-187)

The four Hogwarts Houses now take on a more specific ideology that not only threatens the harmony of the school, but also divides friendships and individuals into opposing factions:

- Gryffindor: Boldest, bravest, brave deeds, was a friend to Slytherin
- Hufflepuff: Take everyone else and treat them equally, was a friend to Ravenclaw
- Ravenclaw: Intelligence, sharpest minds, was a friend to Hufflepuff
- Slytherin: Ancestry is purest, pure-blood, was a friend to Gryffindor

What is most revealing about these latest attributes is the division of specifically required traits by Gryffindor, Ravenclaw, and Slytherin, where their students must be brave, intelligent, or highbred, respectively. Slytherin has explicitly moved away from nurtured characteristics to a socioeconomic and race or ethnicity requirement. But more importantly, Hufflepuff dismisses all such classifications with a desire to teach anyone who does not feel like a single particular identity describes them.

By using the Sorting Hat's criteria, the following traits appear as the strongest attributes as well as the most desirable personality to the four different Hogwarts Houses:

- Gryffindor wants the boldest students who possess:
 - bravery
 - chivalry
 - daring
 - nerve

- Hufflepuff wants anyone excluded from the other three houses who possess:
 - hard work ethics
 - justness
 - loyalty
 - patience
 - sweetness
 - no fear of toil

- Ravenclaw wants the sharpest mind who possess:
 - cleverness
 - fairness
 - learning
 - a ready mind
 - wit
 - wisdom

- Slytherin wants those with the purest ancestry who possess:
 - ambition
 - cunning
 - hunger for power

- real friendships
- shrewdness

From this list, a clearer picture begins to develop to understand how the four different Hogwarts Houses can be linked to one's personality traits.

Gryffindor traits. Individuals belonging to Gryffindor House will exhibit bravery, boldness, chivalry, daring, and nerve. In *Harry Potter and the Philosopher's Stone*, Ron Weasley – a Gryffindor – exhibits daring by not knowing if he will be injured in a real-life game of chess; he sacrifices himself to ensure that his friends Harry and Hermione will survive:

The white queen turned her blank face towards him.

‘Yes ...’ said Ron softly, ‘it’s the only way ... I’ve got to be taken.’

‘NO!’ Harry and Hermione shouted.

‘That’s chess!’ snapped Ron. ‘you’ve got to make some sacrifices!’ (Rowling, 1997, p. 205)

In *Harry Potter and the Chamber of Secrets*, Harry Potter – a Gryffindor – shows chivalry when he frees Dobby the house-elf from slavery. When a master presents his house-elf with clothing, the slavery bond is broken, and the elf is freed. Harry tricks Lucius Malfoy, a foe, into giving his house-elf clothing:

Harry took off one of his shoes, pulled off his slimey, filthy sock, and stuffed the diary into it ...

‘Mr. Malfoy,’ he gasped, skidding to a halt, ‘I’ve got something for you.’

And he forced the smelly sock into Lucius Malfoy’s hand.

‘What the – ?’

Mr. Malfoy ripped the sock off the diary, threw it aside, then looked furiously from the ruined book to Harry ...

He turned to go.

‘Come, Dobby. I said, *Come!*’

But Dobby didn’t move. He was holding up Harry’s disgusting, slimey sock, and looking at it as though it were a priceless treasure.

‘Master has given Dobby a sock,’ said the elf in wonderment,

‘Master gave it to Dobby.’

‘What’s that?’ spat Mr. Malfoy. ‘What did you say?’

‘Dobby has got a sock,’ said Dobby in disbelief. ‘Master threw it, and Dobby caught it, and Dobby – Dobby is *free.*’

Lucius Malfoy stood frozen, staring at the elf. Then he lunged at Harry.

‘You’ve lost me my servant, boy!’ (Rowling, 1998, p. 248)

While Harry is seen here as meddlesome, he does not abide by ethics when there are more critical morals to uphold.

In *Harry Potter and the Prisoner of Azkaban*, Harry Potter, Ron Weasley, and Hermione Granger – all Gryffindors – show extreme bravery when they take on the convicted and escaped murderer Sirius Black. After a perceived threat to Harry’s life, Ron (although weak from an injury) stands and exclaims:

‘If you want to kill Harry, you’ll have to kill us, too!’ he said fiercely, though the effort of standing up had drained him of still more colour, and he swayed slightly as he spoke ... ‘Did you hear me?’ Ron said weakly, though he was clinging painfully to Harry to stay upright. ‘You’ll have to kill all three of us!’ (Rowling, 1999, p. 249)

The three main protagonists, as well as many other Gryffindors, continue to exhibit the traits of bravery, boldness, chivalry, daring, and nerve throughout the entire seven-book series.

Hufflepuff traits. Individuals belonging to Hufflepuff House will exhibit hard work ethics, justness, loyalty, patience, and sweetness. In *Harry Potter and the Chamber of Secrets*, Justin Finch-Fletchery – a Hufflepuff – shows justness when he assumes that Harry Potter was the evil force at Hogwarts known as the Heir of Slytherin. As soon as he sees Harry again “Justin [was] hurrying over from the Hufflepuff table to wring his hand and apologise endlessly for suspecting him” (Rowling, 1998, p. 249). Even when one is wrong, it takes great humility to admit it.

In *Harry Potter and the Goblet of Fire*, Harry is in a contest with another classmate, Cedric Diggory – a Hufflepuff – in a tournament that will bring riches and fame to the winner and possibly death to the loser. Cedric, after solving a clue to complete a task, shares this information with his opponent Harry rather than keeping the information for himself and Cedric’s tournament gain:

‘Hey – Harry!’

It was Cedric Diggory ...

‘Yeah?’ said Harry coldly, as Cedric ran up the stairs towards him ...

‘Listen ... You know that golden egg? Does yours wail when you open it?’

‘Yeah’ said Harry.

‘Well ... take a bath, OK?’

‘What?’

‘Take a bath, and – er – take the egg with you, and – er – just mull things over in the hot water. It’ll help you think ... trust me.’

Harry stared at him.

‘Tell you what,’ Cedric said, ‘use the Prefects’ bathroom. Fourth door to the left of that statue of Boris the Bewildered on the fifth floor. Password’s *Pine-fresh*. Gotta go ... want to say goodnight –.’ (Rowling, 2000, p. 364)

After Harry once helped Cedric, the good-natured Hufflepuff displays profound loyalty to Harry by returning the favor of helping him through a dangerous and challenging task.

In *Harry Potter and the Order of the Phoenix*, Harry is on his way down a train corridor when a planned attack on him by some Slytherin bullies begins. Fortunately, a team of Hufflepuffs (and one Ravenclaw) step in and stand up for Harry against the bullies and their attacks:

The journey home on the Hogwarts Express next day was eventful in several ways. Firstly, Malfoy, Crabbe and Goyle, who had clearly been waiting all week for the opportunity to strike without teacher witnesses, attempted to ambush Harry halfway down the train as he made his way back from the toilet. The attack might have succeeded had it not been for the fact that they unwittingly chose to stage the attack right outside a compartment full of DA members, who saw what was happening through the glass and rose as one to rush to Harry’s aid. (Rowling, 2003, p. 795)

In the face of bullies, Hufflepuffs demonstrate acts of justness and fairness to protect those that are victims of injustice.

Ravenclaw traits. Individuals belonging to Ravenclaw House will exhibit cleverness, fairness, learning, a ready mind, wit, and wisdom. In *Harry Potter and the Chamber of Secrets*, Professor Gilderoy Lockhart – a Ravenclaw – uses wit and cleverness to fool the entire wizarding community into believing he is a much more talented and skilled wizard than he

presents to the world. When Harry discovers his talented acts of deceitfulness, he confronts his highly decorated teacher:

‘So you’ve just been taking credit for what a load of other people have done?’ said Harry incredulously.

‘Harry, Harry,’ said Lockhart, shaking his head impatiently, ‘it’s not nearly as simple as that. There was work involved. I had to track these people down. Ask them exactly how they managed to do what they did. Then I had to put a memory Charm in them so they wouldn’t remember doing it. If there’s one thing I pride myself on, it’s my Memory Charms. No, it’s been a lot of work, Harry’. (Rowling, 1998, p. 314)

Although Lockhart is not an honorable Ravenclaw, his actions to deceive and to fool even the most skilled witches and wizards are a testament to his cleverness.

In *Harry Potter and the Order of the Phoenix*, Luna Lovegood – a Ravenclaw – solves a transportation problem by using critical thinking skills:

‘I thought we’d settled that,’ said Luna maddeningly. ‘We’re flying!’

‘Look,’ said Ron, barely containing his anger, ‘you might be able to fly without a broomstick but the rest of us can’t sprout wings whenever we -’

‘There are ways of flying other than with broomsticks,’ said Luna serenely.

‘I s’pose we’re going to ride on the back of the Kacky Snorgle or whatever it is?’ Ron demanded.

‘The Crumple-Horned Snorkack can’t fly,’ said Luna in a dignified voice, ‘but they can, and Hagrid says they’re very good at finding places their riders are looking for.’

Harry whirled round. Standing between two trees, their white eyes gleaming eerily, were two Thestrals, watching the whispered conversation as though they understood every word. (Rowling, 2003, p. 701)

Although Luna rarely gets respect for her wisdom and knowledge about the unseen world, she always possesses insight and intelligence that others fail to recognize.

In *Harry Potter and the Deathly Hallows*, Luna Lovegood – a Ravenclaw – must solve a riddle to enter the Ravenclaw House dormitory. While the other three houses use secret passwords and secret entrances, Ravenclaws must continue to show their wit, cleverness, and intelligence every single day in things as usual as entering their House:

Luna reached out to a pale hand, which looked eerie floating in midair, unconnected to arm or body. She knocked once, and in the silence it sounded to Harry like a cannon blast. At once the beak of the eagle opened, but instead of a bird's call, a soft, musical voice said, 'which came first, the phoenix or the flame?'

'Hmm ... what do you think, Harry?' said Luna, looking thoughtful.

'What? Isn't there just a password?'

'Oh, no, you've got to answer a question,' said Luna.

'What if you get it wrong?'

'Well, you have to wait for somebody who gets it right,' said Luna. 'That way you learn, you see?'

'Yeah ... trouble is, we can't really afford to wait for anyone else, Luna.'

'No, I see what you mean,' said Luna seriously. 'Well then, I think the answer is that a circle has no beginning.'

'Well reasoned,' said the voice, and the door swung open. (Rowling, 2007, p. 478)

Even when time is of the essence, and the threat of danger looms, a Ravenclaw must keep a ready mind and be prepared to use intelligent reasoning.

Slytherin traits. Individuals belonging to Slytherin House will exhibit ambition, cunning, a hunger for power, shrewdness, and develop real friendships. In *Harry Potter and the Chamber of Secrets*, Lucius Malfoy – a Slytherin – slips the cursed diary of Tom Riddle (the young Lord Voldemort) into Ginny Weasley’s required Transfiguration Hogwarts textbook while she is shopping. He does this because the journal requires a curious and unsuspecting victim to fulfill the curse. Harry Potter and the Hogwarts Headmaster, Albus Dumbledore, confront Lucius about his unforgivable actions:

Lucius Malfoy rounded on [Harry].

‘How should I know how the stupid little girl got hold of it?’ he said.

‘Because you gave it to her,’ said Harry. ‘In Flourish and Blotts. You picked up her old Transfiguration book, and slipped the diary inside it, didn’t you?’

He saw Mr. Malfoy’s white hands clench and unclench.

‘Prove it,’ he hissed.

‘Oh, no one will be able to do that,’ said Dumbledore, smiling at Harry. ‘Not now that Riddle has vanished from the book. On the other hand, I would advise you, Lucius, not to go giving out any more of Lord Voldemort’s old school things. If any more of them find their way into innocent hands, I think Arthur Weasley, for one, will make sure they are traced back to you ...’ (Rowling, 1998, p. 355)

Lucius is a very cunning man with a real thirst for power, and he will go to any length (even the destruction of an innocent girl) to fulfill his objectives.

In *Harry Potter and the Half-Blood Prince*, Draco Malfoy – a Slytherin – in order to show his ambition for power, spends an entire school year repairing a vanishing cabinet inside of Hogwarts school for the purpose of breaching the school's defenses and letting in criminals (Death Eaters) with the intent of committing mayhem and to murder the Headmaster, Albus Dumbledore:

'Somebody is putting up a good fight,' said Dumbledore conversationally. 'But you were saying ... yes, you have managed to introduce Death Eaters into my school which, I admit, I thought impossible ... how did you do it?'

But Malfoy said nothing: he was still listening to whatever was happening below...

'... I don't think you will kill me, Draco. Killing is not nearly as easy as the innocent believe ... so tell me, while we wait for your friends ... how did you smuggle them in here? It seems to have taken you a long time to work out how to do it.'

Malfoy looked as though he was fighting down the urge to shout, or to vomit. He gulped and took several deep breaths, glaring at Dumbledore, his wand pointing at the latter's heart. Then, as though he could not help himself, he said, 'I had to mend that broken Vanishing Cabinet that no one's used for years. The one Montague got lost in last year.'

'Aaaah.'

Dumbledore's sigh was half groan. He closed his eyes for a moment.

'That was clever ... there is a pair, I take it?'

'The other's in Borgin and Burkes,' said Malfoy, 'and they make a kind of passage between them.'

‘... Very good,’ murmured Dumbledore. ‘So the Death Eaters were able to pass from Borgin and Burkes into the school to help you ... a clever plan, a very clever plan ... and, as you say, right under my nose ...’

‘Yeah,’ said Malfoy who, bizarrely, seemed to draw courage and comfort from Dumbledore’s praise. ‘Yeah, it was!’ (Rowling, 2005, pp. 487-489)

This scene paints a perfect portrait of Slytherin traits. Draco Malfoy is ambitious because he is willing to commit the murder of a man who would do anything to protect him; Draco does this because he desires the praise and admiration of Lord Voldemort. Draco is cunning in his plan to circumnavigate all of the precautions and defenses against intruders into Hogwarts. He shows a desire for power by being the only person who ever defeated and bested Dumbledore. And lastly, he is quite shrewd in developing and executing a plan that not even the most celebrated living wizard, Dumbledore, could foresee.

The four Hogwarts Houses – Gryffindor, Hufflepuff, Ravenclaw, and Slytherin – have clear identities of bravery, goodness, intelligence, and cunning, respectively. And it is the incredible power of storytelling that makes these four distinct Houses powerful tools of individual and group personality trait diagnostics. Audience participants find themselves in the characters they read and watch. And it is for these reasons that this research and the tools to use the Hogwarts Houses can be a new, exciting, and excellent approach to help students and teachers alike create a more engaging and fruitful educational experience.

Summary and Conclusion

This literature review focused on shy students and social identity. To better understand what encompasses the identity of a shy individual, the historical formation of the study of the two personality types (shyness and outgoingness), was introduced. Substantial evidence was

presented to show that traditional American educational institutions are primarily teacher-centered, with lectures and question-and-answer formats, and that can involve group participation. None of these pedagogical strategies benefit shy students' learning preferences. Because individuals mainly perceive their world by how they engage with (or ignore) groups, social identity theory was defined as an essential basis for the research design and its subjects. Lastly, an extensive justification for using the popular social identity groups formulated from the Hogwarts Houses in the Harry Potter book series was introduced.

Chapter 3: Research Method

The purpose of this study is to examine how shy college classroom students develop a sense of belonging to their Hogwarts House from the Harry Potter book series and to what degree a fictional social identity group can influence the psychological and physical behaviors of shy students. The study of these personality trait correlations form a foundation to discover how a student's identity to a social group can contribute, cultivate, or create academic and personal success. This study is also in pursuit of identifying specific learning types – aural, logical, physical, social, solitary, verbal, and visual – so that instructors can develop more inclusive pedagogical strategies for more effective retention, learning, critical thinking, and creative thinking.

The research design and methodology for this study was developed using an exploratory qualitative semi-structured interview with a phenomenological approach to study how individuals create and cultivate their sense of belonging as a shy college classroom student. The population of this study will constitute only students who completed the primary researcher's English 218 Children's Literature course featuring the study of Harry Potter, who are at least 19 years old, and who are no longer a student at Los Angeles Pierce College (see Table 1). Participation for this study was achieved by sending all 78 potential participants (the total number of students who completed the English 218 course between spring 2017 and spring 2019) a recruitment email (see Appendix A).

Table 1

Potential Research Participants from Pierce English 218 Los Angeles Community College District

Spring Semester	Enrollment
2017	26
2018	25
2019	27
Total Potential Participants	78

The next step narrowed the interview population to only 10 participants who self-identified as having shy personalities, who met all of the requirements of the study population, and who were willing to be video and audio recorded. These 10 participants engaged in a phenomenological one-on-one interview with the researcher to gather data about the participant's perception of belonging as it relates to a Harry Potter house association. Video conferences using the web-based Zoom platform were utilized. Interview data was recorded through Zoom's encrypted software to ensure confidentiality. The recorded interviews were then transcribed and analyzed for common themes using NVivo software.

Threats to validity will be discussed, including external threats of creating three separate student cohorts of three different education years into one cohort study. Lastly, the positionality of the researcher will be discussed and how the researcher's presence and continuing relationships with the participants may skew findings or create unintentional biases.

Research Design and Rationale

According to Creswell (2014), eight key characteristics of good qualitative research are:

- **Natural Setting:** Allows the researcher to collect data in the field where the participants experience the phenomenon
- **Research as Key Instrument:** The researcher controls the data collection and does not rely on instruments or data collected by others
- **Multiple Sources of Data:** The researcher can gather multiple forms of data and organize all of it into categories and themes that create a unique analysis of all of the data sources

- Inductive and Deductive Data Analysis: The researcher builds the data from the bottom up to create abstract units of information; then deductively, the researcher looks back to support and gather more information about meanings
- Participants' Meanings: The researcher keeps a focus on learning the purpose that the participants hold about the problem of issue
- Emergent Design: The researcher's plan cannot be fixed and rigid; once data is collected, the process and purpose of the research may also shift
- Reflexivity: Researchers reflect and acknowledge how their role shapes the study
- Holistic Account: The researcher must look at many different perspectives of a phenomenon in order to create a clear picture of the research

This research was designed around a qualitative study using phenomenology because to understand how a person perceives a sense of belonging, it was necessary to conduct personal interviews to hear the stories of the research subjects. Creswell (2014) describes the importance of this process: "In qualitative interviews, the researcher conducts face-to-face interviews with participants. ... These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants" (p. 189).

Methodology

In examining the impact of identifying with a social group from the Hogwarts Houses in the Harry Potter book series, this study suggests the following question: How does a shy student's social identity to a specific Hogwarts House affect their perception of belonging and academic success?

An explanatory qualitative methods design was implemented. The qualitative results informed the researcher of the specific types of participants who will be purposefully selected for

the semi-structured interview phase (Creswell, 2014). The participants chosen for the qualitative interviews were those who identified as shy college classroom students. The qualitative interviews were guided through a phenomenological study to find a collective meaning of experience among the selected participants (Creswell, 2014). The researcher pursued a central sense among the participants as it relates to their positive experiences of social identity and their perception of belonging in the classroom toward academic success.

Purposeful convenience sampling method was used by the researcher to select participants to interview who have experienced the phenomenon of social identity in the researcher's specific English 218 course.

Population

The target population was made up of all the students who have taken and successfully passed the researcher's English 218 Children's Literature class featuring the entire original United Kingdom version of the Harry Potter book series. These selected students completed the course during one of the following three semesters at Los Angeles Pierce College: spring 2017, spring 2018, or spring 2019. This specific population was chosen because these students have already demonstrated an in-depth understanding of the Hogwarts Houses. The students also have a strong affiliation with the personality types that are closely associated with each house. These three semesters of students total 78 potential participants for the data collection analysis (Creswell, 2007).

Creswell (2014) contends that there is not a specific answer to how many participants should be involved in any one particular qualitative study. He does quantify the number of participants in past research studies. "From my review of many qualitative research studies I have found ... phenomenology to typically range from three to ten ..." (Creswell, 2014, p. 189).

Charmaz (2006) and Creswell (2014) believe that that a good right to stop collecting data is when all of the themes have been presented, and no new themes are revealed and, thus, saturation has occurred. For this research, the researcher concluded that no fewer than three semi-structured interviews were to be administered and up to a maximum of 12 because after 12 interviews, the data begins to become too overwhelming (Creswell, 2014). However, the researcher had only 10 of the potential 78 participants, and new data was no longer revealed by the 10th interview, so the number of qualitative interviews was deemed to be exhausted and saturated, and the research collection ceased.

Sampling and Sampling Procedures

Sampling for the explanatory qualitative methods design of research involved combining a shy college classroom student and their Hogwarts House and the purposive personal interviews of a limited number of participants who meet the required criteria. Students were selected because of their ability to provide essential information to identify solutions or answers to the research question regarding a shy student's identity, perceptions of belonging, and student success.

Procedures for Recruitment, Participation, and Data Collection

Students who completed the researcher's English 218 Children's Literature course at Los Angeles Pierce College from spring 2017 – spring 2019 were invited to participate in the study. Students who met this criterion completed a 200-level literature course that focused solely on reading the original United Kingdom Harry Potter seven-book series. These courses had a total of 78 potential participants. These students have demonstrated academic achievement of critical thinking and writing toward the study of Harry Potter as college literature. The 78 potential participants were sent a recruitment email detailing the research requirements. Potential

participants were required to meet the following three criteria in order to be considered for the semi-structured interview:

- Identify as a shy college classroom student
- At least 19 years old
- No longer a LACCD Pierce College student

With the approval of Pepperdine Institutional Review Board (IRB) (see Appendix B), the investigator sent out an email invitation to all qualifying potential participants. Of the 78 email invitations that were administered, only 10 participants qualified for the interview phase. These individuals – using a homogeneous sampling of no fewer than three participants and no more than 12 participants – were asked to participate in a one-on-one qualitative semi-structured interview phase with the investigator (Creswell, 2014).

Using Strayhorn's (2012) definition of sense of belonging, the primary investigator developed a diagram of belonging that focused specifically on a college student's social identity as it relates to academic success. After the interviews were conducted, the researcher coded the transcripts. The coding of individual interviews determined the extent to which students have experienced a greater sense of belonging because of their social identity groups in the classroom and how they attributed this social identity to their perception of belonging and student success in college.

According to Creswell (2014), there are several advantages to doing qualitative interviews for research:

- Useful when participants cannot be directly observed
- Participants can provide historical information
- Allows researcher control over the line of questioning. (p. 190)

The first advantage is beneficial to the researcher as some of the potential participants no longer reside near the research site, so interviews could be conducted via a video Zoom conference. The second advantage is beneficial to the researcher because having open-ended interview questions provided additional, unexpected, and unimagined data that contributed to the research findings that were not previously considered. The third advantage of this research is that the researcher needed to maintain control of the purpose of finding the known experiences of shy college students.

Data Analysis Plan

This study depended on securing every participant's self-selected desired Hogwarts House. While the researcher already had this data from the time spent with the participants in his English 218 course, the participant's Hogwarts House was reaffirmed through the participant's answers in the interview questions (see Appendix C). The Hogwarts Houses are divided into the following four groups identifying some of the significant personality characteristics associated with each house:

- Gryffindor: Bravery, boldness, chivalry, daring, nerve
- Hufflepuff: Hard work ethics, justness, loyalty, patience, sweetness
- Ravenclaw: Cleverness, fairness, learning, wit, wisdom
- Slytherin: Ambition, cunning, hunger for power, shrewdness, real friendships

The personality traits affiliated with each Hogwarts House is imperative to knowing and understanding the research participants' connectedness to their own House and how their house expectations may influence, guide, and change participant behaviors (see Figure 1) (Bahn et al., 2017).

GRYFFINDOR	HUFFLEPUFF
Bravery Boldness Chivalry Daring Nerve	Hard Work Ethics Justness Loyalty Patience Sweetness
RAVENCLAW	SLYTHERIN
Cleverness Fairness Learning Wit Wisdom	Ambition Cunning Hunger for Power Shrewdness Real Friendships

Figure 1. Hogwarts House personality traits.

Threats to Validity

External validity. An external validity exists as a design by the researcher to combine three separate cohort groups into one. The researcher taught these studies during spring 2017, spring 2018, and spring 2019 semesters at Los Angeles Pierce College. The researcher acknowledges that each of these three cohorts has independent and dependent variables that make each group unique to the next. However, the researcher does not see this as a variable that will limit the research objective. All three cohorts were taught an identical curriculum. All three cohorts are being measured by their individual personalities as per their self-identity as a shy college classroom student and their self-selected Hogwarts House. For those participants who were selected for the qualitative interview, their social identity experience is about how their personal qualities as a shy college classroom student react to belonging to a specific social identity group.

Internal validity. Cause and effect claims about the results of the research questions may be an internal validity. Because the potential sample size of 10 interviews is relatively small to the entire cohort, the researcher needs to realize that the outcome may be scrutinized as a

reflection on the entire population. Additionally, internal validity may exist that the finding of this research sample size may only exist as a correlation and not necessarily prove any causality.

Ethical procedures. There are always concerns when using human subjects for research. Ethical procedures and protocols must be followed to ensure that human subjects are appropriately advised, protected, and dismissed from the study. As per the requirements of the Pepperdine Institutional Review Board department, the interviews were conducted via a web-based interview using the Zoom platform. The researcher conducted each of the 10 interviews in under one hour. The research subjects were given an approved copy of the Informed Consent form to read and verbally acknowledged that they understood the form in giving their consent (see Appendix D). The research subjects were allotted time to ask any questions or express concerns about their participation in the study. Research participants were given a random Harry Potter character pseudonym to protect their identities and to remain anonymous. The research subjects were provided a copy of the interview questions so that they could read along with the researcher and use the question handout to reflect upon while answering their questions. After the interviews, the Zoom recording was uploaded to the researcher's home external hard drive computer using the researcher's educational Pepperdine email.

Positionality of the Researcher

For the sake of transparency, please note that the researcher is the current instructor at the participants' previous educational institution; for this dissertation, the researcher used his position to solicit participation for the data collection and interviews. The three years of students that made up the potential student population of this study were informed by the researcher that he was pursuing a doctorate and that his dissertation would be derived from his Harry Potter class. The researcher also told his students that he desired to use them as an inherent part of the

study; many students were very enthusiastic. The researcher had always intended to use his Harry Potter literature students for dissertation research. Still, the exact extent of the research purpose and goal was never discussed with any students in those classes. But the researcher has had students periodically ask about the dissertation progress, and if these students would still be considered for dissertation research.

The researcher must also divulge that English 218 Children's Literature featuring Harry Potter from spring 2017 – spring 2019 is not like a traditional college classroom. All students are sent a welcome letter – in the mail with the look, feel, and design of a Hogwarts acceptance letter – to their home address before the semester begins. The students are involved in several meetings to get acquainted with their peers before the first day of class. They are sorted into their houses the first week of the course with assigned seating that reflects their house group. The researcher dresses in Hogwarts robes for lectures, and he encourages his students to do the same. Music scores from the Harry Potter films are played in class to set the mood and tone for an immersive experience. Their syllabus is written out in the style of the newspaper, *The Daily Prophet*, from the Harry Potter movies. Like in the texts, Hogwarts House points are awarded for good individual efforts, and Hogwarts House points are deducted for disruptive behavior (this is just for fun). Students have attended field trips that have included magic shops, plays about the Harry Potter universe, and Universal Studios Hollywood to visit the Harry Potter Wizarding World attraction. Guest speakers with in-depth Harry Potter knowledge are arranged. Students work on a group research paper assigned by their house, and all students must present a non-traditional final project. Finals have included video essays, songs, poetry, sculptures, paintings, dioramas, and plays influenced by some aspect of the Harry Potter book series. And, there is an end-of-the-year celebration party complete with a class photo where everyone represents their house colors.

In short, the researcher's English 218 Children's Literature class featuring Harry Potter is probably more likely to produce students who are outliers with generally positive attitudes to both their subject matter and their instructor as well as a possible strong perception of belonging.

Summary

The research design of this paper aimed to find valuable correlations between a student's perception of belonging and their desired Hogwarts House. Ten self-identified shy college classroom students were selected to participate in a phenomenological semi-structured interview session. The purpose of the interviews was to get the individual personal experiences and narratives of shy students to understand and develop more engaging and effective pedagogical approaches in the traditional face-to-face college classroom.

Chapter 4: Results

The purpose of this study, data collection, analysis, and conclusion is to seek to understand how a fictional social identity group – one of four Hogwarts Houses – can help create and cultivate a group identity and contribute to student success for self-identified college classroom students. The research questions helped to guide the collection of data through a semi-structured interview with 10 participants who self-identified as shy college classroom students.

Social identity theory suggests that an individual's identity do a desired group can have a positive effect on a shy student's success. Here, student success includes not just grades and course completion, but more importantly, the maturation and personal growth of a student to become more connected to his or her community (both inside and outside the classroom), and to develop healthy meaningful relationships with others and achieving a holistic fulfillment.

Chapter 4 will first review the four central research questions. That will be followed by a detailed list of how the data collection was achieved. Participant recruitment will be outlined, and the process for IRB protocol will be reviewed for the purposes of research integrity and research subject protection. A demographic breakdown of the 10 research participants will be listed and include gender identity, age group, ethnicity, socio-economic status, Hogwarts House affiliation, cohort year, and pseudonyms.

The NVivo software program will be introduced as it was used for data coding and analysis of the 10 interview transcripts. The categories, subcategories, and nodes will be specifically listed and detailed from the 13 interview questions. Four major themes emerged from the transcripts: (a) compatibility with new individuals; (b) personal growth through security and confidence; (c) personal interests in plans and issues; and (d) social life out of class. These four themes are supported with the real-life stories of the 10 interview participants as their

personal stories will reveal in detail the important lived experiences that support the findings of this research. The four central research questions are listed below for reference:

1. What are the experiences that contribute to a sense of belonging and social identity for a shy college student when the student is identified with one of the Hogwarts Houses?
2. How does a Hogwarts House create or cultivate the social identity of an identified shy college student?
3. How do in-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?
4. How do out-of-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?

Data Collection

Recruitment for the participants began on April 1, 2020, by contacting 78 potential participants. These 78 individuals represented three different cohorts who had completed the primary investigator's English 218 Children's Literature course featuring the study of the entire Harry Potter seven-book series between the 2017-2019 spring semesters at LACCD Pierce College. The primary investigator had secured these individuals' contact information through his professional network. This professional network included (but was not limited to) phone numbers, email addresses, social media sites (Facebook, Instagram, LinkedIn, etc.). Interview dates were scheduled and secured between April 1-3, 2020. The timeline for data collection occurred over a four-day period between April 4-7, 2020. Interviews were conducted using the web meeting platform Zoom, which also transcribed the data. NVivo data analysis began on April 8, 2020.

Participant Recruitment

Pepperdine IRB approval was obtained on April 1, 2020. On April 1, 2020, the recruitment email was sent to 78 potential participants in the researcher's professional network. Twenty individuals responded positively to the invitation. Upon further screening, only 10 of the 20 respondents qualified for advancement to the interview research phase. Of the 10 individuals who did not satisfy the research guidelines, eight were still attending LACCD Pierce College, one did not actually identify as being shy, and one was interested in participating but would not consent to being recorded and insisted on separately writing answers to the interview questions for a later submission; this last participant was not included in the study. The 10 qualifying participants were scheduled interviews over a four-day period between April 4-7, 2020.

An email reminder was sent to each of the 10 participants a day before their scheduled interview time with the following information: The Informed Consent Form, The Demographic Survey (see Appendix E), The Semi-structured Interview Questions, and the URL link and access code information for their online Zoom meeting.

The interview for Participant 1 took place on April 4, 2020, and lasted 49 minutes. The interview for Participant 2 took place on April 4, 2020, and lasted 38 minutes. The interview for Participant 3 took place on April 4, 2020, and lasted 23 minutes. The interview for Participant 4 took place on April 4, 2020, and lasted 26 minutes. The interview for Participant 5 took place on April 5, 2020, and lasted 29 minutes. The interview for Participant 6 took place on April 6, 2020, and lasted 39 minutes. The interview for Participant 7 took place on April 6, 2020, and lasted 22 minutes. The interview for Participant 8 took place on April 6, 2020, and lasted 29 minutes. The interview for Participant 9 took place on April 6, 2020, and lasted 28 minutes. The interview for Participant 10 took place on April 7, 2020, and lasted 25 minutes.

At the beginning of each interview, the Zoom web conference was launched five minutes before the scheduled interview time. The researcher then sent an email reminder to the scheduled participant stating that the Zoom conference was open and that the participant could join the virtual meeting whenever they were ready. Before recording began, the researcher obtained verbal informed consent from the participant that they (a) understood and agreed to the Informed Consent Form; (b) agreed to be audio and video recorded; (c) agreed and completed the Demographic Survey; and (d) read and understood the Semi-Structured Interview Questions. After this, the recording started and the four steps were repeated while the participant was recorded.

For the 10 participant interviews, the Zoom web conferencing platform was used with the incorporated functions to record audio, to record video, and to record editable transcriptions. The transcription function was automatically generated at the completion of each interview session with time-stamped transcripts that could be uploaded to a Microsoft Word document for editing by the researcher. The principal investigator listened to the audio recording of each interview a second time and corrected and edited words, spelling, grammar, and inaudible portions of the transcript that were inaccurate from the automated Zoom transcription feature. Note that the researcher had to make logical choices of sentence types – simple, compound, and complex – in order to capture the correct meaning and essence of the interviewee.

Subject Information

Participants were asked to complete a Demographic Survey in which they were asked to provide three different pseudonyms (which were randomly selected by the researcher). The Demographic Survey also asked voluntarily for their gender identity, their age range, their

ethnicity, their socio-economic status, their Hogwarts House, and their cohort year. What follows is a description of each participant as it was described from their Demographic Survey answers.

The individuals who participated in this study ($N = 10$) were all self-identified shy college classroom students. At the time of the interviews, all of the participants were, in accordance with the standards of the IRB, at least 19 years old. Six participants (60%) self-identified in the age group of 19-24. Two participants (20%) self-identified in the age groups of 25-34. Two participants (20%) self-identified in the age groups of 45-54. This study was heavily weighted toward female individuals as 9 of the 10 participants (90%) self-identified as “female”; however, this study did not seek to exclude any participant based on their gender identity. Ethnicity for this study was diverse among the 10 interview subjects. One participant (10%) self-identified as “African/Chinese American,” one participant (10%) self-identified as “Mexican American,” one participant (10%) self-identified as “Filipino.” one participant (10%) self-identified as “Asian.” one participant (10%) self-identified as “Asian/Vietnamese.” two participants (20%) self-identified as “Hispanic/Latina,” and three participants (30%) self-identified as either “White” or “Caucasian.” Socio-economic status also varied between the 10 participants. One participant (10%) self-identified as “lower class.” One participant (10%) self-identified as “upper-lower class.” Two participants (20%) self-identified as “lower- middle class.” Three participants (30%) self-identified as “middle class.” One participant (10%) self-identified as “upper-middle class.” Two participants (20%) declined to state their socio-economic status. The Hogwarts House affiliation among the 10 participants was four “Gryffindors” (40%), two “Hufflepuffs” (20%), three “Ravenclaws” (30%), and one “Slytherin” (10%). The 10 participants were made up from three different English 218 class cohorts between spring 2017 - spring 2019 at LACCD Pierce College. Two participants (20%) were from the

2017 semester, three participants (30%) were from the 2018 semester, and the remaining five participants (50%) were from the 2019 semester.

Description of Subjects

Structural description for Participant 1. For purposes of this research, and from this point forward, Participant 1 is referred to by the pseudonym of “Ginny.” Ginny self-identifies as a 19-24 African/Chinese American female. Ginny identifies her socio-economic status as middle class. Her Hogwarts House is Gryffindor.

Structural description for Participant 2. For purposes of this research, and from this point forward, Participant 2 is referred to by the pseudonym of “Tonks.” Tonks self-identifies as a 25-34 Mexican American female. Tonks declined to state her socio-economic status. Her Hogwarts House is Hufflepuff.

Structural description for Participant 3. For purposes of this research, and from this point forward, Participant 3 is referred to by the pseudonym of “Hippogriff.” Hippogriff self-identifies as a 25-34 Hispanic/Latina female. Hippogriff identifies her socio-economic status as lower class. Her Hogwarts House is Gryffindor.

Structural description for Participant 4. For purposes of this research, and from this point forward, Participant 4 is referred to by the pseudonym of “Dursley.” Dursley self-identifies as a 45-54 White male. Dursley identifies his socio-economic status as upper-middle class. His Hogwarts House is Slytherin.

Structural description for Participant 5. For purposes of this research, and from this point forward, Participant 5 is referred to by the pseudonym of “Dobby.” Dobby self-identifies as a 45-54 Caucasian female. Dobby identifies her socio-economic status as middle class. Her Hogwarts House is Gryffindor.

Structural description for Participant 6. For purposes of this research, and from this point forward, Participant 6 is referred to by the pseudonym of “Luna.” Luna self-identifies as a 19-24 Filipino female. Luna declined to state her socio-economic status. Her Hogwarts House is Ravenclaw.

Structural description for Participant 7. For purposes of this research, and from this point forward, Participant 7 is referred to by the pseudonym of “Lupin.” Lupin self-identifies as a 19-24 White female. Lupin identifies her socio-economic status as upper-lower class. Her Hogwarts House is Gryffindor.

Structural description for Participant 8. For purposes of this research, and from this point forward, Participant 8 is referred to by the pseudonym of “Crookshanks.” Crookshanks self-identifies as a 19-24 Hispanic female. Crookshanks identifies her socio-economic status as lower-middle class. Her Hogwarts House is Hufflepuff.

Structural description for Participant 9. For purposes of this research, and from this point forward, Participant 9 is referred to by the pseudonym of “Fleur.” Fleur self-identifies as a 19-24 Asian female. Fleur identifies her socio-economic status as lower-middle class. Her Hogwarts House is Ravenclaw.

Structural description for Participant 10. For purposes of this research, and from this point forward, Participant 10 is referred to by the pseudonym of “Cho.” Cho self-identifies as a 19-24 Asian/Vietnamese female. Cho identifies her socio-economic status as middle class. Her Hogwarts House is Ravenclaw.

Table 2 provides a summary of the participant demographic data. Because of the relatively small number of research participants, cohort years have been excluded in an effort to protect participant confidentiality.

Table 2

Participant Demographic Data

Participant	Pseudonym	Gender	Age	Ethnicity	Socio-Economic	Hogwarts House
1	Ginny	Female	19-24	African/Chinese American	Middle Class	Gryffindor
2	Tonks	Female	25-34	Mexican American	N/A	Hufflepuff
3	Hippogriff	Female	25-35	Hispanic/Latina	Lower Class	Gryffindor
4	Dursley	Male	45-54	White	Upper-Middle Class	Slytherin
5	Dobby	Female	45-54	Caucasian	Middle Class	Gryffindor
6	Luna	Female	19-24	Filipino	N/A	Ravenclaw
7	Lupin	Female	19-24	White	Upper-Lower Class	Gryffindor
8	Crookshanks	Female	19-24	Hispanic	Lower-Middle Class	Hufflepuff
9	Fleur	Female	19-24	Asian	Lower-Middle Class	Ravenclaw
10	Cho	Female	19-24	Asian/Vietnamese	Middle Class	Ravenclaw

Research Questions Revisited

The following section is dedicated to reviewing the four central research questions that were first introduced in Chapter 1. Research Question 1 addressed the experiences that contributed to a sense of belonging and social identity of a self-identified shy college classroom student. Research Question 2 addressed how a Hogwarts House created and/or cultivated the social identity of a specific house for a self-identified shy college classroom student. Research Question 3 addressed the in-class experiences that positively affected a self-identified shy college classroom student. Lastly, Research Question 4 addressed the out-of-class experiences that positively affected a self-identified shy college classroom student.

Data Coding and Analysis

The transcribed interviews for data analysis were created using the qualitative data analysis software NVivo. NVivo is a computer-assisted software program specifically designed for qualitative data management and analysis. NVivo delivered emerging themes and constructs for coding in which connections were made between repeating themes. This information was used to explore common themes among self-identified shy college classroom students to correlate the shared experiences that answered the four research questions that guided this research. Using the first and second cycle coding techniques, NVivo analyzed the transcribed interviews for the following results.

According to Saldaña (2016), “in Vivo Coding is appropriate for virtually all qualitative studies, but particularly for beginning qualitative researchers learning how to code data, and studies that prioritize and honor the participant’s voice” (p. 105). Saldaña goes on to say how this particular coding practice suits the voices of young students: “[I]n Vivo coding is particularly useful in education ethnographies with youth. The child and adolescent voices are often marginalized, and coding with their actual words enhances and deepens an adult’s understanding of their cultures and worldviews” (p. 105). This process proved to be beneficial to both the primary investigator (a beginner researcher), and to the research subjects (shy college classroom students whose words often go unheard). The 10 transcribed interviews were prepared and imported into the NVivo 12 program. The 13 open-ended interview questions were entered into the interview protocol format. Thirteen category nodes were created in the NVivo 12 qualitative software program to correspond to the 13 interview questions discussed above. Titles were shortened to prevent truncation in the NVivo 12 software program. The 13 category nodes that were created in the NVivo 12 qualitative software programs are as follows:

- Q01. Your identity as shy college classroom student
- Q02. Degree of sense of belonging to HH
- Q03. What impacted sense of belonging to HH
- Q04. HH helped your shyness since enrollment
- Q05. Discussed with HH while enrolled
- Q06. Communication with HH outside of class
- Q07. HH expectations influence you & your shyness
- Q08. Outside-of-class with HH compared to other classes
- Q09. Discuss career plans with HH
- Q10. HH empathy to you and your shyness
- Q11. HH influences academic & personal endeavors
- Q12. English 218 social experience compared other classes
- Q13. Anything else

Multiple subcategory nodes were created as content was read and coding was refined within the nodes. Refinement of coding resulted in 13 main nodes with 78 subcategories (subcategories titles sorted alphabetically) and can be found in Appendix F.

In general, the coding strategy was to provide reminders within various nodes rather than attempt to code every line of text to every node possible. Coding was done for context so that more content was captured than might seem necessary; this saves the researcher time from having to look for context when the final analysis is made from the reports.

Context was especially important to provide meaning for qualitative analysis when reading through all of the reports. Special focus was made to the content as it related to the node

title, with the understanding that some of the content may be providing specific and important context.

There were many ways to interpret the data, and coding is a subjective process; the coding is not completely exhaustive. In this study, categories had multiple meanings and content was coded to multiple nodes when relevant. Coding of everything *everywhere* was not done, or it would become burdensome to read and analyze since connections could be made throughout the data.

Four major themes emerged from the data that included positive responses from all 10 research participants. Each of these four themes directly correlated to the four principal research questions that guided this study. The four themes that emerged were: (a) compatibility with new individuals; (b) personal growth through security and confidence; (c) personal interests in plans and issues; and (d) social life out of class.

Study Results

For the purposes of this research, the participants were given the Oxford Dictionary definition of shyness: “nervous or embarrassed about meeting and speaking to other people” (Oxford, 2020, Shy section), but this is just a generic definition. To really understand what shyness means to a person, it is important to hear the actual words of anxiety, pain, embarrassment, and uncomfortableness that plague the silent college classroom student. The following are the words from the 10 participants in this study as they attempt to verbally record their feelings, emotions, and physical constraints.

Ginny conveys that part of what makes her shyness uncomfortable is her perception that other people are judging her and that she lacks confidence in her own opinions. Without the

ability for one to express even unpopular opinions, shyness silences her creative and critical thinking.

I just feel it's difficult to talk freely in a classroom setting just because there are tons of people around me, and I feel judged a lot of the time. I feel uncomfortable saying my opinion to people that I don't know. (Ginny)

Tonks exhibits a fear of not being accepted by a perception that those around her will judge her for her ideas. While she acknowledges that she is aware of how this makes her feel alone, she expresses that she has to change who she is and how she feels in order to be accepted.

All my life I have been very alone and shy, and I get nervous to even speak to anyone. I did join a program during college, and they helped me kind of get a little bit out there and talk to a group of people so that I get practice in social skills and everything. But it's sometimes very hard for me to even approach someone to be friends with me. And I don't know, I feel like it's kind of like this fear of not being accepted. What I've learned is that a lot of the things that I fear are just in my head, and I just have to kind of have this confidence to put everything aside – all my emotions – and just do it. So, I've been working on that. (Tonks)

Hippogriff conveys that she is aware of problems dealing with trust from her past that still manifest themselves with nervousness and shyness. She also illustrates that her perception of how she will be judged by others keeps her from reaching out and that she believes that she is different and thereby will attract unwanted attention.

I have a lot of trust issues that stem from early childhood memories that are very detrimental. So, due to those events, I don't know how to connect well with other people. And then, that's what makes me shy and nervous to get out there. Well, generally I don't

know how to initiate conversations with people I don't know. So, I kind of tend to be shy, or I am always nervous about what people think about me. That's just in general how it starts off with and then sometimes if people just give you a little weird look or something, I'd take it like, then you probably thought I was being weird or people are secretly judging me. (Hippogriff)

Dursley says, "I tend to get my energy from studying alone, and I find that when I'm in social gatherings, it tends to wear me out, and I tend to keep to myself in class." Dursley realizes that he finds his strengths from being alone. He therefore does not see the necessity in reaching out to others as he physically loses his energy from social situations.

Dobby expresses right away that even just the interview for this research contributes to her anxiety. Additionally, she professes that her shyness manifests itself into real physical pain and sickness. She purposefully chooses a seat in a classroom where she can see the fewest people in order to create a vacuum experience where only she and the instructor exist. She also manifests a fear of working with others before any such assignment or lesson is even introduced.

Well, I would say that me hating this feeling right now of doing this interview, would be classic. I've always been shy. Walking to class, I get like I want to, sorry, vomit before I even reach the classrooms. So, once I reach any classroom, it's a feeling of dread. I want to just go home and not go to the class. I try to pick a seat in front of the class and in a way kind of want to just disappear so that it's just me and the teacher and without anybody else around me. I just don't usually talk to people in a class. I just sit there and go to class and leave, and I hope that we don't have group work, which is probably the worst thing ever invented. (Dobby)

Luna expresses a shyness that possibly manifested in her childhood by perceiving that she was already an outsider to every new social group. She perceives that she does not have things in common with others she does not know, and this has resulted in years of solitude.

I've always been shy in the beginning, especially, I remember when I was younger; it was just hard to make friends in the first place just because everyone had their own group of friends already, so it was hard for me to even go into those groups since no one was really like me, I guess. I had nothing in common with them, so I'd always be by myself.

(Luna)

Lupin expresses a common theme in shyness by expressing the difficulty in starting new conversations with strangers and the feelings of judgment or being an outcast if she tries to connect with new people. She additionally carries a fear of being labeled as "strange."

Well, generally I don't know how to initiate conversation with people I don't know. So, I kind of tend to be shy, or I am always nervous about what people think about me. Like that's just in general how it starts off with, and then sometimes if people just give you a little weird look or something, I'd take it like, then you probably thought I was being weird, or people are secretly judging me. (Lupin)

Crookshanks expresses the familiar fear of not knowing how or what to say to strangers, but she additionally maintains this fear even with individuals she knows. Because of this anxiety, she is often reserved and distant.

I feel it's really difficult to talk to people a lot of the time especially when I don't know them. Even sometimes when I know them, it's still a little bit hard because I don't sometimes know what to say. It's hard. I try to avoid people most of the time and just generally don't really talk to people. (Crookshanks)

Fleur at first feels that she does not need to talk to anyone (including instructors) as she would rather take on her academics by herself, and as long as she maintains the grades she desires, there is no need to communicate with anyone. However, she also echoes a familiar tone of not wanting to draw attention to herself in fear of feeling inadequate.

I generally don't like really making myself known in the classroom. I'd rather just be invisible in the sea of students. I don't really like trying to stand out because I feel like all the other people stand out. I don't really need to. As long as I'm passing my classes and understanding the materials, I feel like I don't really also need to talk to the professor if I can do it all by myself. I don't like putting myself out there in fear of asking a dumb question or just not feeling like I belong in that class because I don't understand a certain thing. So, I'd rather do it all by myself and ride the wave by myself. (Fleur)

Cho begins with a familiar physical restriction that talking to strangers requires unreserved energy. She additionally relates common shy problems with not knowing what to talk about or even how to talk to strangers since no commonality is known. Additionally, she perceives that she will be judged by others and feels insecurities about how she will be seen and heard.

I guess naturally I feel more quiet. I don't really feel like I naturally have the energy to talk to people unless I've known them for a little bit or I know what kind of person they are until I get comfortable with them basically. But with most people, like mostly strangers, I don't really feel comfortable just going up and talking to people because I don't really know them. I don't really know how they're like, so I don't know, I don't naturally start a conversation with people because of that. And sometimes I don't really know what to say, so I kind of just wait for other people to come up and talk to me first

and then that gives me ideas on what to say. I'm naturally more reserved because I don't really know how to talk to people I guess. And also, sometimes I feel really insecure because I feel I stutter a lot when talking to people, so that's another thing. (Cho)

In order to qualify for participation in this study, the 10 individuals had to identify as shy. This term is somewhat subjective and malleable. But the term has a real and sometimes crippling effect on an individual's ability to openly and outwardly connect with others. The 10 participants conveyed emotional and physical restrictions from the ability to be more open. Some participants simply would rather be alone than face others. Many participants felt insecure about how people might judge them (whether this was real or just a manifestation), and some participants felt that they were too different from others to bother getting to know someone new.

Table 3 refers to how the 10 participants identify as shy. The table displays self-identifying paraphrased statements of the individual's response to the first interview question: How and why do you identify as a shy college classroom student? All the respondents' answers carry the weight of loneliness, insecurities, and unsureness.

Table 3

Interview Subjects Self-Identifying Shyness

Participant	Why do you Identity as Shy?	Issue
Dobby	I want to disappear	Alone
Dursley	I tend to keep to myself	Alone
Fleur	I'd rather just be invisible	Alone
Ginny	I feel judged	Insecure
Hippogriff	I'm nervous about what people think	Insecure
Tonks	I fear not being accepted	Insecure
Lupin	People are secretly judging me	Insecure
Luna	I have nothing in common	Unsure
Cho	I don't know how to talk to people	Unsure
Crookshanks	I don't know what to say	Unsure

Theme 1: Compatibility with new individuals. Through a review of the interviews, several significant themes emerged for self-identified shy college classroom students. The following is a discussion of those themes as they correspond to Research Question 1: What are the experiences that contribute to a sense of belonging and social identity for a shy college student when the student is identified with one of the Hogwarts Houses?

Every participant – regardless of age, gender, ethnicity, or socio-economic status – experienced compatibility with their Hogwarts House. This finding is significant because not all participants really knew or had an affiliation with a specific Hogwarts House prior to meeting their new social identity group. Ginny delivers an introduction to how the English 218 course and the creation of the Hogwarts House groups helped to shape student interactions and support:

Since the beginning, you're put into groups of people who either have some similarities to you and you end up meeting new people off the bat because you have to. It makes it easier to, I guess, connect with your peers, because sometimes I have a difficulty doing that in just a regular classroom setting where you just go in and you're sitting next to some random person. It's hard to do that. Connecting with other people and their opinions and being able to be put in a situation where you can share in smaller groups more openly about your feelings, not only about Harry Potter and everything, but also about how that relates to life and your own lives in general. That has helped me a lot to feel more accepted, instead of being overwhelmed within a larger group that our classroom is itself.

Ginny outlines the importance of being in smaller groups and not to be placed with just random group members. But rather, the knowledge that her Hogwarts House peers had an underlying similarity allowed the group members to create a foundation of commonalities.

Hippogriff also presents the importance of shared themes among her cohort that resulted in an immediate closeness to each other:

I developed a strong sense of belonging with my Gryffindor house because I felt that we connected very well and we had many similarities in ways that I didn't think with what we have in common, but I think that's what made us even closer. They were really kind, and we used some class time to talk and come up with a way that we can get together and talk as a group. I think that was one of the things that I had to do to step out of my comfort zone. And since they all felt the same way, they all felt like we were all stepping out of our comfort zone together. So, we weren't going through it alone.

Hippogriff exhibits the reality that individuals have much more in common once they break down the barriers of being complete strangers. This is a theme that many participants echoed through their interviews. Hippogriff acknowledges that others felt the same way that she did about finding a "comfort zone" together, which suggests that possibly even outgoing individuals may harbor the same type of insecurities as shy students (Souma et al., 2008).

Similarly, Dobby also expressed the initial nervousness of having to open up to strangers, and like Hippogriff, she knew that she was not the only one who was feeling nervous about making new acquaintances and stated:

So, we were put in houses, which was exciting yet, 'Oh God' at the same time. Once I got into my Gryffindor House, it seemed like every one of those people, I don't know if it's the same for any other house, every one of those people were feeling exactly like me.

That made the entire difference for me for that class, because there was a sense of acceptance. We worked together. We were just completely there for each other. I never ... I don't think, would have contributed to class. I wouldn't have raised my hand. I

wouldn't have commented as much as I did. I wouldn't have participated. I wouldn't have enjoyed the class as much if I didn't have my Gryffindors, at all.

Dobby – whether accurate or perceived – believed that others in her Hogwarts House felt the same way she did. She uses the powerful word of “acceptance” to relate that once the group members commenced getting to know each other, everyone immediately knew who needed support. She expresses that everyone supported each other. More importantly, she declares that without the support of her Hogwarts House, she would not have “contributed,” “commented,” “participated,” and “enjoyed” the class to the degree that she did. This supports the idea that social acceptance within a group identity can have powerful and purposeful academic results (Souma et al., 2008).

The idea of belonging is also stated in Crookshanks' response to group collaboration: Honestly, it was great to have a [Hogwarts] house because everybody in the house immediately turned to each other whenever they wanted to talk about something, about the book, about the readings and stuff like that. We would just huddle together.

Crookshanks expresses the compatibility within her group to be able to turn to and count on her Hogwarts House to work through readings, writings, and exams. She expresses a sense of an eagerness from her team effort while approaching the academic materials (Tsuji, 2000).

Fleur also speaks to the idea of a collaborative team whose members were not looking to compete with each other but rather to support each other.

I feel like a lot of the Ravenclaws are also kind of shy and it was just an easier experience because I didn't feel like I would be outspoken if I said something. I also feel like everyone was listening and not really butting heads with each other, and it just felt like a more relaxed experience whenever we did group projects. (Fleur)

Fleur expresses similar feelings toward her group experience as Crookshanks did. They both relayed an experience of togetherness but without a level of competition; she views her time with her Hogwarts House as a fully supportive community.

Dursley had a slightly different initial experience as he did not see himself as belonging to Slytherin House.

Well, when I was selected as Slytherin, I was taken aback, but by the end of the class I was proud to be a Slytherin, and I felt that I was able to connect well with others that I thought were different than me, but we all had pride being in our house, and we wanted to excel. (Dursley)

Dursley found affection for his Hogwarts House through building relationships with individuals who were different from him, or at least that is what he initially believed. Through a common goal of a desire to succeed, they pushed each other to be better.

Tonks speaks of feeling like an outcast initially within an already sort of outcast Hogwarts House in Hufflepuff stating,

Well, because I do identify myself as a Hufflepuff, I felt like it was still hard for me to socialize to people, especially because everybody had more confidence and they liked to talk with each other, make friends and stuff like that. And of course, they recognize me because I'm the one with purple hair and I just felt kind of, this is weird, I felt like home because they all accepted me, and they acted like we were friends forever. And I just love those kinds of friendships, and I never thought that I would be friends with anyone else without putting in that much effort. I just got accepted right away and we've now been friends since this class, so I'm glad that I was in this class with them.

Tonks illustrates her lack of “confidence” to make new friendships with her Hogwarts House, and she describes herself as a shy student in a house of historically shy personalities. But she soon realizes that her anxiety is misplaced as she feels that these new acquaintances immediately made her feel like they “were friends forever.” Additionally, she is pleasantly shocked that these friendships materialized without that much effort since they all had a common foundation.

Luna expresses the lifelong difficulties of making new friends that pervaded adolescence only to realize that building strong relationships proved to be just as difficult into adulthood.

So, it wasn't until that Harry Potter class that I really came out of my shell in a way that I was able to get out of my safe zone. Just because making friends was really hard as a young kid and now that I realize that it was hard to make it in college as well. Just in general, it's just hard to make friends as well because I don't really, I guess get along with people unless I know I get along with them. So, I try to just keep to myself unless they talk to me first, just like it was in the Harry Potter class. I never talked to anyone unless it was more like a group discussion or anything. (Luna)

Luna speaks of her time in English 218 and within her Hogwarts House as coming out of her “shell” and as a pathway to finding her “safe zone.”

Lupin expresses her fondness for compatibility within the group as it relates to being able to speak freely:

I felt like I shared a lot in common with everyone. So, it was easier for me to speak up because I didn't feel like there was such a judgmental atmosphere going around. So, if I did say something that was incorrect, or if I kind of said something that was wrong, that triggered someone's anger or something, nobody responded aggressively. So, it made me

feel like I can be more like myself and not have this shyness get in the way of everything all the time.

Lupin illustrates an important dynamic to the compatibility within her group: No judgement. The ability to be one's true self without the fear of being judged or ridiculed is the utmost important aspect of feeling safe and secure when expressing one's thoughts and ideas. Likewise, the fact that Lupin felt like she could be herself is what everyone wants in their daily interactions.

Cho says she was actually surprised at how compatible she was with her Hogwarts House by stating:

I guess honestly thinking back about it, I did feel like I belonged, or I did have a good sense of belonging in that group because with the shyness and everything, despite all that, I felt like I could talk to them easily. I didn't feel scared, overthinking, like, 'Oh my gosh, can I even talk to them? Will they even accept me?' I just kind of felt comfortable with their energy too. I'm actually kind of surprised how comfortable I felt with them immediately in the class.

Easily being able to talk to her cohort not only surprised Cho, but she appeared to be amazed – thinking about the past – at how easy it was to be accepted by her Hogwarts House. She expresses not feeling “scared,” but rather happily “comfortable with their energy” immediately upon entering into her social identity cohort.

The words spoken by the 10 interview subjects shows a stark contrast from their initial answers of what makes them shy. Here, the data shows that the need to be alone, the judgment they felt by others, and the uncertainty of talking to strangers was alleviated by their new Hogwarts House cohort. The research participants felt at ease talking to their new classroom peers. They immediately felt comfortable talking to their new friends which, was a stark contrast

to how they have felt in the past toward strangers. They no longer displayed the type of angst and apprehension about being judged or feeling stupid when they spoke.

Table 4 refers to the paraphrased words given by the 10 participants as it relates to how they felt about their new realized compatibility with strangers from their new Hogwarts House cohort.

Table 4

Theme 1: Compatibility with New Individuals

What are the experiences that contribute to a sense of belonging and social identity for a shy college student when the student is identified with one of the Hogwarts Houses?	Theme 1: Compatibility with New Individuals
Cho	I felt like I could talk to them easily
Crookshanks	Everybody in the house immediately turned to each other
Dobby	There was a sense of acceptance
Dursley	I was able to connect well with others that I thought were different than me
Fleur	I didn't feel like I would be outspoken if I said something
Ginny	Being put into groups of people with similarities
Hippogriff	We had many similarities in common
Luna	I really came out of my shell in a way that I was able to get out of my safe zone
Lupin	I didn't feel like there was such a judgmental atmosphere
Tonks	They all accepted me, and they acted like we were friends forever

Theme 2: Personal growth through security and confidence. The next set of interviewee words build on the group security that was developed by each individual Hogwarts House. The following is a discussion of those themes as they correspond to Research Question 2: How does a Hogwarts House create or cultivate the social identity of an identified shy college student?

The participants have stated how they developed almost an immediate level of being comfortable and accepted by their new Hogwarts House peers. Next, the research participants

explore how within their new cohort they found increasing confidence through the safety and security that their house gives them as they alleviate their shy fears.

Fleur expresses how her Hogwarts House helped to foster confidence in English 218 and to be more outspoken stating,

It just felt like a safe place to talk about what I thought about the books and that I didn't feel like whatever I had to say sounded dumb or not dumb, but whatever I had to say sounded relevant to whatever we were reading. So that's what I really liked about being a Ravenclaw. And I felt like we had a ton of different ideas that we could bounce off of each other all the time. And it was just a very nice change of pace compared to any other class that I've been in. Because we were identified as the smart creative ones. So, we were okay with saying whatever we felt would match for what we were reading or just what we were feeling that day.

Fleur shows here how she actually takes on the character traits of being a Ravenclaw:

Cleverness, learning, a ready mind, and wisdom. Fleur and her fellow Ravenclaws embrace that they are smart, and they project both that attitude of confidence and belief within themselves.

Luna demonstrates in a powerful transformation how her confidence, support, and growth within her Hogwarts House actually gave her the courage and strength to become more outspoken in other classes.

I never really talked to anyone until I met my friends in that Harry Potter class; that started it. It helped me start to actually talk to other people. And because of that class, I've started talking to other people in my classes now and I don't really wait for them to talk to me; I talk to them. I just say 'hi' or 'if you ever need anything, I can help you out,'

stuff like that. So [the Harry Potter] class has honestly helped me build my confidence and not be so shy and just not stay in my own bubble. (Luna)

Luna's words are extremely powerful, and it shows that the debilitating effects of shyness can be overcome to benefit an individual's desire to become more outspoken and to create new friendships that may have previously been unobtainable.

Dursley speaks about the academic security and integrity of building up each other to excel by stating:

I liked the final paper, where each of us took a different book, and we were able to analyze it and work as a team, and we were all creative in the process, and we all held each other accountable. The final project was probably the most part of the bonding. And then the discussions in class, I would say is the second piece. There was another student that was very analytical, like myself, and we pushed each other.

Dursley's confidence seems to be cyclical among his Hogwarts House peers: As he expects more from them, he gets it, and in return, they equally expect more from him as they all push each other to be more "creative," "accountable," and "analytical."

Crookshanks' experience is slightly different, with her Hogwarts House peers encouraging her to express her ideas.

In the beginning of class, we would always talk about what we wanted to talk about for class. A lot of the time I didn't really have the courage to raise my hand up to say it. But because I told somebody else, they would sometimes be, 'oh she so had this point and I thought it was really good.' Things like that. That honestly made me feel like they thought that my opinion mattered. (Crookshanks)

Here, Crookshanks relates how she normally would not speak up because of a fear. But her cohort would not only encourage her to communicate her ideas, they would also volunteer her ideas by validating them to the class in order to encourage her to speak freely.

Lupin echoes some of the words of Crookshanks, and adds how her cohort was in sync with each other's feelings and needs.

I think another one is that whenever I do talk with my group or whenever I was talking with you, I didn't feel like there was that sense of hostility. So, it was easy for me to open up. And just in general like a few other members of my group also have shyness issues. So, I feel like we were able to understand when someone was getting uncomfortable or just from social cues, or nonverbal cues. (Lupin)

Lupin uses the negative word "hostility" to express what others didn't do in her Hogwarts House. This assumes that hostility is the type of action that she feels – or has felt – in other classes. Here though, she expresses that opening up was "easy." More important is her recognition that her cohort members were able to pick up "social cues" and "nonverbal cues" to support those in need.

Ginny relates how the support of her Hogwarts House group helped her to overcome being a silent classroom student stating:

It gives me an opportunity to really step out of my comfort zone in the fact that a lot of our projects and assignments were group-based and that helped me talk with others about what we're planning on doing and just having a conversation about what our goal is, and by doing so, you end up getting to know the people around you and get a sense of what their personalities are. It has made me open up to others more and be able to express how

I feel about certain things instead of just sitting there and listening to what everyone else says.

Ginny talks about leaving her “comfort zone” of being shy and removed from participating. Her group experience had the opposite effect on her from her involvement with her peer group as she was able to learn more about others and herself while no longer letting others dominate conversations.

Dobby discusses her perspective as not only a shy college classroom student but also as a non-traditional student.

I wish they did this for every class because it gives me a sense of knowing that someone has your back. The Gryffindors were very supportive and gave me the feeling of ‘Yeah, I can do this, I belong here too.’ It can be awkward being the oldest of the group, and there were times when I felt like I couldn’t join things on campus because I’m older than the traditional student, but they made me feel like, ‘Of course you can – of course you can go there.’ These were young people telling me that, and they made me feel included. I would have never felt that way on my own. These people made me feel like it was possible.

Dobby expresses how she has dealt with tremendous self-doubt (both as a shy student and as a non-traditional student). A close examination might reveal how she has very well talked herself out of doing things she is capable of doing. But here, her house peers do not discriminate against her. On the contrary, they fully support her as someone who belongs to the social group and reinforce the idea that she can achieve her goals while overcoming her fears.

Cho expresses that her confidence to speak freely was all due to her inclusion and acceptance in her Ravenclaw house by stating:

I felt like I didn't feel alone. I felt like I could have people to talk to if I needed something, or if I just wanted to talk about anything. I felt comfortable talking to the Ravenclaws. I guess compared to other classes that weren't this class, where I wasn't assigned to a specific group, I just can't imagine myself going up to somebody in one of those other classes and asking them, 'Hey, what'd you think of this in the reading?' But I guess with the Ravenclaws it wasn't that hard. I felt very comfortable with their energy and being able to hold a conversation.

Cho shows that the support of her Hogwarts House was instrumental in breaking the norm of feeling alone. She interestingly states that having the type of conversations – let alone relationships – like she does with her Ravenclaws would be unimaginable.

Tonks has a relationship to her Hogwarts House that actually helps her define who she is for herself and for those around her.

Well, it helped me with kind of seeing the characteristics that I always thought I had, but I never really, I just didn't pay attention to it and it just, it helped me kind of explain my personality. And whenever I told someone, I'm like, 'Oh, I'm a Hufflepuff.' That's when they started saying, 'Oh, you're very joyful and nice.' And I'm like, 'That's me!' You know? And I think that even just saying the word 'Hufflepuff' kind of helped people understand me in a way because they all know the characteristics so I didn't have to work as hard. It was much easier for everybody to understand what kind of person I am and also to keep an eye on me. (Tonks)

Tonks expresses growth in who she is as a person through her social identity to her Hufflepuff House. It helps her understand who she is through the security of her social identity, and it gives her the confidence to be herself as it facilitates others to understand how it defines her.

Hippogriff expresses the small things that have led her to build confidence through the protection of her Hogwarts House.

My shyness was still there because during class discussions our Gryffindor group was the quietest from all the other houses. But I felt like because of those experiences that I had back then, we were able to have this courage to speak up, to get our point across or our opinions. And I felt that I was one of those that raised my hand. Like when we had to discuss questions or chapters on the books, I felt that if I raised my hand and I answered to some of those opinions, maybe it would inspire them to do the same, which I felt it did on some occasions. But it was just a mild stepping stone into something better.

(Hippogriff)

Hippogriff shows great courage in stepping out of her comfort zone and encouraging her own (fairly shy) social group to take her lead and be more outspoken. She truly exhibits and embraces the Gryffindor traits of bravery and nerve to overcome her own fears by being a leader.

Now that the 10 research subjects are comfortable with their Hogwarts House group, the data shows how the support from their cohort created and cultivated an acceptance within the group dynamic. Participants spoke of feeling important and that their ideas and opinions were relevant to their peers. They mentioned feeling comfortable and safe talking to their new friends who instilled courage within them. The research participants felt like a team with unconditional support. Their confidence was built up and they were able to leave their shy comfort zone and reach out to new opportunities.

Table 5 refers to the paraphrased words given by the 10 participants as it relates to how their new Hogwarts House cohort created and cultivated a sense of belonging through social identity.

Table 5

Theme 2: Personal Growth through Security and Confidence

How does a Hogwarts House create or cultivate the social identity of an identified shy college student?	Theme 2: Personal Growth through Security and Confidence
Cho	I felt comfortable with their energy.
Crookshanks	They made me feel like they thought that my opinion mattered.
Dobby	It gives me a sense of knowing that someone has your back.
Dursley	We were able to work as a team, and we all held each other accountable.
Fleur	It just felt like a safe place to talk about what I thought.
Ginny	It gives me an opportunity to really step out of my comfort zone.
Hippogriff	We were able to have this courage to speak up, to get our point across or our opinions.
Luna	The class helped me build my confidence and not be so shy and not stay in my own bubble.
Lupin	We were able to understand when someone was getting uncomfortable just from social cues.
Tonks	It was much easier for everyone to understand what kind of person I am and also to keep an eye on me.

Theme 3: Personal interests in plans and issues. As the research participants became more comfortable and connected to their House, they began to open up about personal issues. The following is a discussion of those themes as they correspond to Research Question 3: How do in-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?

The participants have stated how they developed security and confidence within themselves from the support of their Hogwarts House peers. Next, the research participants describe how their personal interests and plans for the future are embraced and encouraged from their Hogwarts House family.

Dobby conveys what it really means to belong to a Hogwarts House and how a social identity group positively affects one's life.

You're not alone even if you felt alone. There's a few of the group that have depression, or they have anxiety or whatever. And they are not alone because they know that somebody's there to listen because it's a family. It is a family. It's just like it is in the books. Your house is family, and for us, and I do not know if any other groups felt this way, but we all check in. It's just that sense of ... 'I kind of want to go someplace and I don't know if I'd be able to go there myself and none of my other friends are around, so I'm going to get ahold of a Gryffindor and see if they want to go.' And usually somebody is going to want to go. So, they're there. They're that family. That's like what you do with your sister. It's that sense of family. (Dobby)

A reader may sense the feeling of connectedness and importance in Dobby's story as her underlying message about social unity within her Gryffindor House is as simple as the most longing human desires: Family and support.

Fleur expresses a similar personal connection to a feeling of caring and being cared about by her Hogwarts House, stating:

It just didn't feel out of place. I didn't feel like I was stupid. I just felt like everyone was just trying to help everyone else, even if our personalities didn't match up either. We expressed our goals for the class, and it just felt really nice and it just felt like everyone genuinely cared about what we had to say in the paper and all of our ideas were important.

Fleur (like Dobby) paints a picture embraced by a deep genuine care, that may – dare we say – feels like a mutual platonic love.

Ginny also expresses a willingness and desire to not just discuss academics but real-life personal issues with her specific Hogwarts House.

Connecting with other people and their opinions and being able to be put in a situation where you can share in smaller groups more openly about your feelings, not only about Harry Potter and everything, but also about how that relates to life and your own lives in general. That has helped me a lot to feel more accepted, instead of being overwhelmed within a larger group that our classroom is itself. (Ginny)

Here, Ginny relates the importance of not only being accepted and feeling safe within her group but also the importance of size within her house. While not discussed or researched for this paper, Hogwarts Houses sizes ranged between six and eight students.

Luna discusses how her personal life would be accepted by her cohort to talk through issues and make suggestions to help her:

I do know that some of us were having a hard time with relationships or with our other classes, so we tried to help our other Hogwarts friends in any way we could. I know that with a few of my Ravenclaw friends, during the time we had the Harry Potter class, I was having a little bit of relationship trouble with my boyfriend, so I'd always ask my friends who were in a relationship, 'what should I do? Do you have any advice for me?' And they would give great advice that would help a lot. Besides that personal stuff or just planning days to hang out, most of the time that's what we talked about.

Luna displays a rare sense of vulnerability for a shy student who is not only willing to share her personal life, but to also seek out her cohort family for logical and sensible advice (the kind of support that is usually only developed with family, close friends, and counselors).

Lupin also states how her Hogwarts House discussed everything that you would with a close friend or family member. Lupin delivers a statement that encompasses the gambit of life's discussions, directions, and destinations, "But we also talked about our own personal lives: Like

what are our interests, our career goals or where we are planning to transfer to, our families, other friends we have, hobbies, you know?”

Crookshanks gives a similar description of the personal aspects of her life through plans and desires discussed with her social peers.

But of course, sometimes we would come in and if it had been the weekend then we'd ask, 'oh, how was your weekend?,' or 'What did you do?' We sometimes would end up talking about other people's personal lives – maybe how they probably either had a good weekend or something happened. We would just all end up talking to each other even if the conversations started with just, oh, 'how did you do with your reading?'

Crookshanks' story shows how even if the personal aspects of someone's life were not initially shared, vague questions regarding class assignments would be enough to get her Hogwarts House peers to begin talking, which would often lead to personal conversations.

Dursley says that this social identity Hogwarts House peer group helped him learn in a new way:

Well, in the past I would say that I relied on myself to get things done. So, from a team perspective, I would not rely on other people, where being part of the Slytherins, we were able to push each other to grow and leverage our strengths. And I felt that getting feedback from each other and sharing ideas, as seen in the final project, but also in the different books, I think it helped us. It showed a different side of learning, and it showed that I didn't have all the answers. And by collaborating with the other team members, it helped push me to grow, especially in the areas that I was strong, and I could add value to the team. So I thought, my learning became more three dimensional, and I felt it was more deep than what I could have accomplished on my own.

Dursley's story of "collaborating" from a "team perspective" shows how he was able to take his academic learning to a new "three dimensional" level and use his new leadership tools toward his personal goals.

Cho reveals that her Hogwarts House freed her to discuss personal plans and issues that she would not share in another class.

So, once you sort of have this comfortableness of being in your Ravenclaw house, some of your guard and your defenses are let down or it feels like a safe place. Well, I definitely felt more comfortable opening up in that group in that space. I didn't feel like I was insecure about bringing up topics that might sound interesting, and I do want to share. I guess in a different class I would just be, 'I'll just keep this to myself,' or 'I'll tell someone that I'm close to but doesn't go to that class,' which doesn't have the same impact. With the Ravenclaw house, because we're in the same class and we've absorbed the same material, it feels better and it feels more impactful that I could share it with them instead of just holding it back. (Cho)

Cho's exclamation that "I'll just keep this to myself" is a perfect example of how safety and security within her cohort allows her personal interests to be discussed and materialized with others when they normally would only be regulated into being silenced.

Tonks also states – like Cho – how her Hogwarts House allowed her to be herself and not to allow the self-silence that has hindered who she is, stating:

They influenced me to be more outgoing. Because in Hufflepuff house, everybody has each other's back, and it's that security. And then whenever, if you ever like, I don't know ... for some reason if you ever get in a fight, you know that someone's going to be there to have your support, even if you're wrong, they have your support. And it gave me

more confidence to just be myself and say things that I want to say because that way if someone else is like me, I know that they have my back and yeah it's weird that I never thought about this, but just knowing these personalities and just even thinking about it kind of explains my personality, and I'm just so glad that at least someone understands me, you know? Because I always felt like I was never understood. And every single time I tried to explain how I am or who I am, it was hard for me to even speak. And now I don't have to, but I want to. So, that's why people hear my voice now.

Tonks' words can be emotionally hard to hear, as her voice is finally (perhaps for the first time in her life) heard. She has a voice, and she wants the world to listen. She is now professing her goals, her plans, and her true self.

Hippogriff relates how her Hogwarts House's personality traits of bravery encouraged her to do things she would have never done:

We were all told we have that safe place to discuss and open up about our feelings and opinions and no one would be judged. But even so, as someone who is shy, you can't easily let them out. There's still this protectiveness that you want to hold on to. It's hard to let go and that's easier said than done. So, I think we were all very empathetic of each other's feelings and trying not to push the other one too hard because there's always boundaries, so we respected that. Oh man, I took those experiences and I've actually done so much better than I have before. I took the courage and bravery to finally get out there and start trying to talk to people more. I got into tutoring, and I became an English tutor, and then I had to see about six people or more a day, helping them with their papers, with English grammar. And it was one of my most rewarding experiences because, normally, that is not something I would have ever done. So, I think being in the

Gryffindor house challenged me to go out there and use those experiences that I've learned in class and apply them into my life.

Hippogriff's story is inspiring as she entered her Hogwarts House a shy student and left the class an inspired and courageous individual who overcame some of her fears of working one-on-one with strangers, and she moved closer toward her educational and professional goals.

All 10 research participants were able to (some the first time in their lives) talk about their personal lives to discuss and contemplate their interests, plans and issues with their new Hogwarts House. They spoke of feeling connected to each other and not experiencing loneliness. The participants pushed each other to be more outgoing and to grow by highlighting individual strengths. They were in short, becoming friends and exhibiting the desired strong, meaningful, personal, and caring relationships that humans desire.

Table 6 lists paraphrased words given by the 10 participants as it relates to how their in-class interactions allowed to open up about their personal lives.

Table 6

Theme 3: Personal Interests in Plans and Issues

How do in-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?	Theme 3: Personal Interests in Plans and Issues
Cho	I definitely felt more comfortable opening up in that group in that space.
Crookshanks	We sometimes would end up talking about other people's personal lives.
Dobby	You're not alone even if you felt alone.
Dursley	We were able to push each other to grow and leverage our strength.
Fleur	I just felt like everyone was just trying to help everyone else.
Ginny	Connecting with other people and their opinions.
Hippogriff	We were all told we have that safe place to discuss and open up about our feelings and opinions.
Luna	They would give great advice that would help a lot.
Lupin	We also talked about our own personal lives.
Tonks	They influenced me to be more outgoing.

Theme 4: Social life out of class. Now the 10 research participants discuss how their inclusion to their specific Hogwarts House created an emerging social life outside of the confines of their classroom experiences. The following is a discussion of those themes as they correspond to Research Question 4: How do out-of-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?

The participants have stated how their personal interests plans and issues have materialized among their Hogwarts House peers. Next, the research participants describe how their group affiliation to their social identity has alleviated their shyness outside of the classroom.

Cho describes how class assignments may have been the initial reason to get together with her cohort even if academic work didn't materialize.

Since we're in the same house and we're expected to work together to get certain things like the research paper, we all kind of knew how important that was, and we knew how important it was for each other to get that done. So, we all easily made plans, 'Okay, we're going to go meet at Starbucks and do this.' And then sometimes when we do meet up, we kind of do not work on the assignment immediately and like to joke around and talk about other things. (Cho)

Cho has a casual tone to her story and the reader can feel how the comfortable group dynamic allowed her peers to just be themselves and have fun with each other outside of the classroom.

Dobby speaks to the absolute friendliness toward her Hogwarts House friends as interactions outside the class often led to impromptu meet-ups stating,

So, the only thing I can liken this group to would be a cohort for interpreting. And they [the interpreting cohort] had the same group of people, and they have to go and do

specific things. It can be very competitive, and not necessarily supportive. Versus, you have the Gryffindors where everybody is a group that has something in common. Maybe not everything in common, but everybody brings something different to the table. And you all have that Gryffindor-ness in common. So, we've gone out together; we've done things together. If we see each other at school, whoever sees the other person first will come up, and say 'Hi!' We hug and then everybody ends up at the library so that we can hang out. I never had that in any class I ever had before, including the cohort for the interpreting program. That was much more of a competitive kind of thing versus this being a family; this is a connection. This is a group that likes each other. I have never had that in any other college classroom, or in any college experience ever, ever. And I wish, I wish, I wish other classes did something like that.

Dobby compares other classes that had cohort groups but notes how they always felt competitive. Her Hogwarts House, however, is inclusive, spontaneous, welcoming, and eager to get together. Their meetings are not always planned and are not always academic. The classroom environment nurtures acceptance and security.

Fleur (like Dobby) describes the difference between classroom peers she has met in other classes compared with the friendships that emerged from her Hogwarts House group.

With other classes, I feel like as soon as the class is over, we won't see each other or talk to each other again, and the most interaction we'll have is when we're walking down the street or walking in school and just nodding or waving and that's about it. I feel like I connected a little bit more, especially if they were friends of Ravenclaw and it just felt more welcoming. I felt like I had a bigger friend group at school and even outside of school, especially now that I'm not attending any classes. I don't feel like I'm lonely like

I did when I took a break a few semesters ago. I felt like I had no one to talk to, but now I feel like I have people that can connect with me and want to hang out with me, and I want to hang out with them and instead of having it feel like a chore, it's like, 'Oh, this person's in my group. I should talk to them. I should get to know them a little bit so we can get along with the group projects.' This just feels like I've met people that will be in my life either forever or for a really long amount of time. And that's just completely different from all the other classes I've had. (Fleur)

Fleur's story is not just about making acquaintances while she has a class with others. Her Hogwarts House friends have become lifelong relationships that will continue to foster and nurture her growth.

Hippogriff, like Fleur, conveys the difference between working in groups in other classes compared with her Hogwarts House friends by stating:

In other classes, I'm not able to connect well with the students. I find it really hard to find things in common with [them]. Whereas in my Gryffindor house, we obviously already had a passion for Harry Potter, and at the same time, we found out that we had related to other things such as Disney or even in general, things that we're studying in school that we find interesting. So, we were all able to relate to those. Whereas in my other classes, I didn't connect when in groups or anything like that. In Gryffindor, it wasn't too forced to always meet up and stay connected, where other classes would communicate online and just stay separate, each person doing their own work.

Hippogriff echoes a familiar tone of compatibility and comfortability within her Gryffindor House. She expresses a level of connectivity among her house peers that she was unable to achieve from group work in other classes.

Lupin says that her schedule has not allowed her to just hang out with her Hogwarts House as much as she would prefer. Lupin states:

Out of class, I've met up for coffee and stuff with a few of the members. I haven't been able to go to like big events yet because I'm so busy. But we're planning on doing like, maybe going out somewhere like to an amusement park or something. It's usually just having a coffee, like a brunch, you know, a coffee brunch with each other. Or I run into them when I'm out and about and then slowly like to sit and talk for a little while. It's usually that. Generally, I don't do that with anyone. I'm not hanging out with my Gryffindor squad as much, but it's still a lot compared to my other classes because I don't hang out with anyone in my other classes at all.

Although Lupin acknowledges that she has not been able to have the type of quality time with her social identity group she would prefer, she does relate that she desires to see them more if her busy schedule permits. More importantly, she has never spent free time with her peers from other classes.

Crookshanks talks about the difference between her classmates in her Hogwarts House and all of the other college classes she has had.

I'm actually going to use our trip to the Universal as an example because that was the first time I had ever been with any [classmates] outside of my friend groups, of course. With my house, it was great because it'd be, 'oh, we're all sticking together.' Whereas with other classes, all I do is pretty much see them in class. A lot of the time even when we have tests, they're not, 'oh, let's meet outside of class and try to study or something.' No. It was pretty much just in class. With the Hogwarts house, I felt with them I could

actually plan to go to other places to have them show me somewhere they would like to go. (Crookshanks)

Crookshanks' story exhibits not just a community of class peers, but a true friendship that emerged and grew outside of the classroom.

Like Crookshanks, Tonks speaks of a time when she and her Hogwarts House peers ventured outside of the classroom together:

Well, with my house we went to a play together, which was 'The Puffs' play, and I'd never been outside of class with students to a play before or even out anywhere. So, that was very different, and I loved the experience. And even when we met together and we carpooled, it just felt like we were friends, like forever. And it was a very, very, very great experience, and I never thought I could have that in other classes, and this class really changed my life because I did a lot of things that I never thought I would do. And it still inspires me now even though I'm no longer in that class because I feel like I could do a lot of things with these people, and I'm just glad I made all these friendships.

Tonks delivers an inspiring story of how her impactful social identity through her Hogwarts House allowed her to be more comfortable in social situations. From her outside-the-classroom activities she embraced her peers as true friends and not just as classroom friends.

Luna describes a trip that she and her Hogwarts House took to a theme park and it brought them even closer together, sharing:

Well with my friend group in the Harry Potter class, we did take a trip to Universal [Studios Hollywood] and it bonded us more together, especially when we were just standing in the long lines. We'd talk about just random things that we were all interested about and it bonded us really strong together. I guess it helped us build a really good

support group because of that trip. Even after that trip we were still talking to each other and we'd always just be there for each other whenever some of us were having a hard time with family or a loss of a loved one. We'd always be there in case anyone needed each other and stuff like that. So that one trip to Universal really also helped me see what true friends are at one point because I had a really hard time figuring out who my real friends were in high school, and taking that trip with them to Universal really showed me what true friends really are. I'm never going to forget that moment with them.

Luna's story is endearing and heartfelt, especially because she pointed to the pain of her past (perceived) friendships from high school, and was able to compare those experiences with her new true relationships developed from her Hogwarts House. Her telling of how her house members are there for each other with very personal and difficult life situations is a testament to how these young adult relationships can have a lifelong impact on these individuals.

Ginny talks about how the depth and personal stories began to emerge from her time with her Hogwarts House.

While we're having all of these out-of-class things, people are also talking about difficulties that they have gone through and it really opens your eyes to see everyone's lived their life differently and everyone's gone through their own struggles in their own particular ways. There's so many people who have spoken up in my house and you're just like, 'Wow! This person has said this and shared this part of their lives to the rest of us.' We know each other ... on such a deep, personal level. It amazes me because I feel like I can do that too. I can share my story just as much as people in my group have shared theirs.

Ginny's story, like Luna's, speaks volumes about the vulnerability and trust that developed among her peers. They created a safe place where friends spoke freely about life, and that honestly allowed Ginny and others to open up as well.

Dursley talks about his shyness transformation as it relates to his professional career and how he changed his work demeanor, stating:

I would say that maybe one of the areas, such as the house mantra of being more assertive and aggressive, is an area that I like to work on. At work, I get intimidated by very aggressive people that are task-focused, and use bullying and other tactics to get their way. Being part of the Slytherin class where we were seen as more aggressive, gave me an opportunity to see the strengths of some of those tactics, and that made me explore ways that maybe I could address these things at work and not be intimidated by clients that might be similar in that style. And so, I think, being a shy person, I tend to shut down when I'm dealing with aggressive, Machiavellian people and aggressive people. Being a part of the [Slytherin] team, made me in a way empathize and sympathize with that type of person, so that it's not seen as an enemy or something foreign, but something that I could experience, and that helped me be more empathetic with others that are that way, and I think it's helped me not be as afraid of those types of people, and to be more assertive at work.

Dursley's transformation is nothing short of remarkable. He was able to identify his shyness and tendencies to avoid those that were more assertive and aggressive in the workforce. But with the support of his Slytherin House, he could now be empowered by Slytherin traits of cunning and ambition, and use those personality elements to improve himself and defuse those who used to intimidate him.

The 10 participants were also supported and maintained meaningful relationships outside of the classroom. These data results are some of the most important revelations from this study. Prior to the class and their inclusion to a Hogwarts House, all of the research subjects spoke of an absolute aversion to social situations with strangers (and some alluded to an uncomfortableness even with acquaintances). But now, the results from the interview data show a completely different set of personality traits as it relates to their social identity groups. Shyness or the effects of shyness from making meaningful relationships to new individuals appears to have completely subsided for the research participants. They speak joyfully of scheduled meetups as well as impromptu hang-out sessions. Some participants engaged in physical contact with warm salutations and hugs. They relayed not only how they have changed within the safety of their Hogwarts House, but more importantly they are inspired and eager to take this new social ability to other avenues of their lives and walk down new paths resistance.

Table 7 lists paraphrased words given by the 10 participants as it relates to how their out-of-class interactions allowed to create meaningful relationships outside of the classroom environment.

Table 7

Theme 4: Social Life Out of Class

How do out-of-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?	Theme 4: Social Life Out-of- Class
Cho	We kind of do not work on the assignment immediately and like to joke around and talk about other things.
Crookshanks	I could actually plan to go to other places to have them show me somewhere they would like to go.
Dobby	We hug and then everybody ends up at the library so that we can hang out.
Dursley	Once you learned that you can do this, then you are more hungry to be able to apply it in the real world.
Fleur	I feel like I have people that can connect with me and want to hang out with me.
Ginny	While we're having all of these out-of-class things, people are also talking about life difficulties.
Hippogriff	It wasn't too forced to always meet up and stay connected.
Luna	Even after that trip we were still talking to each other and we'd always just be there for each other.
Lupin	I run into them when I'm out and about and then slowly like to sit and talk for a little while.
Tonks	It still inspires me now even though I'm no longer in that class because I feel like I could do a lot of things.

We all want to belong. Community and identity with a desired group are among the many factors that make us inherently human. We long to love, to be loved, to care, to be cared for, to share, to feel safe, and to communicate our ideas, passions, fears, and laughter (Souma et al., 2008). Without these human traits, we are regulated to the basic essential survival of animals: food, shelter, and reproduction.

Through these series of interviews, shy college students have shared their real-life experiences that often plague those without a voice in the classroom. These are the stories of individuals who have just as much to say about their academic and personal lives as their boisterous peers but who often go unheard by classmates, teachers, and administrators.

These brave participants provided their voices to academic research so that their experiences did not just remain with them. They discussed the importance of developing compatibility with strangers that they would have never previously sought out. Proof that we have much more in common with each other than we do not. With just a simple commonality – their shared Hogwarts House – they were able to let down barriers, break down walls, and open doors to new friendships with people who were just like them. Within their support groups, they experience personal growth to be more outspoken, to be risk takers, and alleviate the fear of sounding dumb or stupid. Their ideas, feelings, and fears were revealed because of the security that they were given within their social identity group, which resulted in more speaking confidence. We witnessed what these silent participants' personal interests were, what their plans for the future are, and the issues that plague every individual from family to work to finances to lovers. They didn't just have a support group while in class for a few hours a week, but developed lifelong true friendships that continued beyond the classroom. They achieved what

every college student should experience: Becoming a part of one's community and creating relationships to share life's glories and tragedies.

Summary

Chapter 4 provided results from 10 self-identified shy college classroom students who completed English 218 Children's Literature – featuring only the studies of the Harry Potter book series – during the semesters of either spring 2017, spring 2018, or spring 2019 at LACCD Pierce College. The interviews explored the research participants' perception of belonging to their class, their classmates, their college, and their community from the participants' inclusion with a specific Hogwarts House from the Harry Potter fictional world. Chapter 4 also detailed the participants' demographic information, the transcribing process, the data collection process, data coding, and data analysis. The actual words, emotions, and purpose statements were shared to give an academic published voice to an often-silent student demographic.

Chapter 5: Discussion, Conclusions, and Recommendations

This chapter provides the findings of the phenomenological study to better understand how self-identified shy college classroom students experience their perception of belonging when their social identity is embraced by their peers in the classroom. Ten individuals who completed a Children's Literature English 218 course at Los Angeles Pierce College featuring the sole study of the Harry Potter books told their shared experiences of acceptance and support within their specific Hogwarts House. These 10 shy research participants conveyed their real-life stories to the primary investigator regarding how their social identity group led to a more supportive, educational, and personal experience.

Using social identity theory places an unwritten set of rules, values, and expectations upon an individual for that person to conform to the community standards (Ashforth & Schinoff, 2016; Hogg, 2006; Turner & Tajfel, 1986). The social identity in this study centered around the four Hogwarts Houses that every research participant experienced while enrolled in English 218. These four distinct social identity groups are: Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. The most significant personality traits associated with these four houses are, respectively: (a) courage, (b) loyalty, (c) wisdom, and (d) ambition. There was at least one research participant who represented one of the four Hogwarts Houses, and from this small interview population, they all conveyed how their social identity group bestowed a silent unwritten expectation on them to conform to the community traits (Das, 2016; Rustin, 2016; Sanyal & Dasgupta, 2017). There were Gryffindors who found the bravery to speak in front of a group when that had been their biggest fear. There were Hufflepuffs who found trust within their peers to speak about personal matters. There were Ravenclaws who discovered a new-found belief that they were in fact intelligent, and that their ideas mattered. And there was a sole shy Slytherin who found that

he could embrace being assertive and aggressive (when necessary) and challenge those in his workforce who had once regulated him to solitude and silence. These 10 participants showed that their group association through social identity to their respective Hogwarts Houses contributed to student and personal success.

The four research questions that guided this study are presented here for reference to the findings:

1. What are the experiences that contribute to a sense of belonging and social identity for a shy college student when the student is identified with one of the Hogwarts Houses?
2. How does a Hogwarts House create or cultivate the social identity of an identified shy college student?
3. How do in-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?
4. How do out-of-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?

Summary of the Findings

Ten qualifying participants – self-identified as shy, who were at least 19 years old and completed English 218 from spring 2017 - spring 2019 and were no longer students at LACCD Pierce College – completed a semi-structured 13-question interview to investigate their perceived sense of belonging to their social identity group of Hogwarts Houses and how it affected their academic, personal, and professional lives.

All 10 interviewees conveyed that their shyness has contributed to some form of solitude, loneliness, fear, and/or doubt about themselves and their feelings, thoughts, and ideas. “I feel

uncomfortable saying my opinions ...” (Ginny). “All of my life I have been very alone and shy ...” (Tonks). Hippogriff and Lupin said the *exact* same thing, “... I am always nervous about what people think about me.” “... when I’m in social gatherings, it tends to wear me out ...” (Dursley). “... I want to, sorry, vomit before I even reach the classrooms” (Dobby). “... no one was really like me ... so I’d always be by myself” (Luna). “I try to avoid people most of the time ...” (Crookshanks). “I don’t like putting myself out there ...” (Fleur). “I don’t really feel like I naturally have the energy to talk to people ...” (Cho). These words paint a vibrant picture of what it is like to be a shy individual in a world that expects them to be something that they are not.

But this study also showed how these 10 individuals – at least to some degree – altered the way they perceive themselves and the world in which they navigate from their inclusion with their social identity group. Each of them spoke of a type of transformation or emergence from their restrictive shyness tendencies from their social acceptance within their Hogwarts House family.

They conveyed the ability to achieve compatibility with new individuals. “[This] has helped me a lot to feel more accepted” (Ginny). “We weren’t going through it alone” (Hippogriff). “We were completely there for each other” (Dobby). “We would just huddle together” (Crookshanks). “... Everyone was listening and not really butting heads with each other” (Fleur). “I was able to connect well with others that I thought were different than me...” (Dursley). “... They all accepted me and they acted like we were friends forever ...” (Tonks). “So it wasn’t until that Harry Potter class that I really came out of my shell...” (Luna). “... I can be more like myself and not have this shyness get in the way of everything all the time” (Lupin). “I’m actually kind of surprised how comfortable I felt with them immediately in the class”

(Cho). These former strangers became supportive, compatible friends to those who have often (or never) been able to connect with other classmates.

They spoke of the personal growth garnered from the security their Hogwarts House gave them to speak with confidence. “It just felt like a safe place to talk about what I thought ...” (Fleur). “It helped me start to actually talk to other people” (Luna). “... We pushed each other” (Dursley). “... [It] made me feel like they thought that my opinion mattered” (Crookshanks). “... It was easy for me to open up” (Lupin). “It gives me an opportunity to really step out of my comfort zone ...” (Ginny). “These people made me feel like it was possible” (Dobby). “... I felt like I didn't feel alone” (Cho). “It was much easier for everybody to understand what kind of person I am” (Tonks). “... It was just a mild stepping stone into something better” (Hippogriff). These 10 individuals all verbalized how their social identity with their specific House and their House members nurtured personal growth.

They were now free to discuss personal interests, issues, and plans to new acquaintances for the first time in their lives. “... They are not alone because they know that somebody's there to listen because it's a family” (Dobby). “We expressed our goals ...” (Fleur). “... You can share in smaller groups more openly about your feelings ...” (Ginny). “Some of us were having a hard time with relationships ... and they would give great advice that would help a lot” (Luna). “... We also talked about our own personal lives ...” (Lupin). “We sometimes would end up talking about other people's personal lives ...” (Crookshanks). “... I felt [my learning] was more deep than what I could have accomplished on my own” (Dursley). “I definitely felt more comfortable opening up in that group in that space” (Cho). “I'm just so glad that at least someone understands me” (Tonks). “I took the courage and bravery to finally get out there and start trying to talk to

people more” (Hippogriff). These words show how the participants’ Hogwarts House cohorts provided a safe and welcoming place to nurture everyone’s personal views.

They began to develop a new social life outside the walls of the classroom with those described as “lifelong friends.” “... We kind of do not work on the assignment immediately and like to joke around and talk about other things” (Cho). “We’ve gone out together; we’ve done things together” (Dobby). “I’ve never gone to an entertainment-type event. After one of the classes, we all went to Universal Studios ... it was a first, and it was very memorable” (Dursley). “... We’re having all of these out-of-class things” (Ginny). “With the Hogwarts house, I felt with them I could actually plan to go to other places to have them show me somewhere they would like to go” (Crookshanks). “Well, with my house we went to a play together ... and I’d never been outside of class with students to a play before or even out anywhere” (Tonks). “I felt like I had a bigger friend group at school and even outside of school, especially now that I’m not attending any classes” (Fleur). “The Gryffindor house challenged me to go out there and use those experiences that I’ve learned in class and apply them into my life” (Hippogriff). “It’s usually ... a coffee brunch with each other” (Lupin). “... That one trip to Universal really also helped me see what true friends are ...” (Luna). These stories show that the 10 participants were not only supported in the classroom, but continued their student relationships through off-campus activities and did the things that friends do with each other. They went to theme parks, they watched plays, they went for coffee and brunch, and they just generally hung out together.

Table 8 refers to the four major themes that emerged in relationship to the four central research questions that guided this study. All 10 research subjects who self-identified as shy college classroom students exhibited a personality shift after being introduced to their perspective Hogwarts Houses. They easily and happily made new friends; they earned support

and safety within their groups; they were able to discuss personal issues; and they developed non-academic social relationships.

Table 8

Theme Summary

Central Research Question	Theme Summary
What are the experiences that contribute to a sense of belonging and social identity for a shy college student when the student is identified with one of the Hogwarts Houses?	Theme 1: Compatibility with New Individuals
How does a Hogwarts House create or cultivate the social identity of an identified shy college student?	Theme 2: Personal Growth through Security and Confidence
How do in-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?	Theme 3: Personal Interests in Plans and Issues
How do out-of-class interactions, related to social identity through a Hogwarts association, affect a shy student's sense of belonging?	Theme 4: Social Life Out-of-Class

Interpretation of Findings

The following is a presentation of the findings and how they confirm how social identity can have positive effects on self-identified college classroom students who are placed in a Hogwarts House group. Two overall major themes that emerged from the data sets:

- A compatibility with their cohort that led to safety and security to speak confidently about academic ideas, thus alleviating the social anxiety and fear that has often plagued them as a shy student
- The ability to speak freely about personal and professional items and develop relationships with their House cohort to create a social network of relationships outside of the classroom

Cohort compatibility, safety, and security. The participants were placed in one of four Hogwarts Houses from the Harry Potter book series. Some participants emerged with different personality traits that were aligned with their specific House. According to Bahn et al. (2017), individuals will conform to their group identity traits when they believe that they belong to the group. All 10 participants either believed that they were in the group that was closest to their true personalities, or they began to believe in themselves to admire the qualities of the group that were most beneficial to themselves. Ellemers, Spears, and Doosje (2002) wrote that a group phenomenon has been greatly confirmed that individuals shape, mold, and adopt their perceptions and emotions to match the behavioral norms of the social identity group. Dursley relates this group dynamic transformation:

Well, I never saw myself as being a Slytherin, and with Slytherin, I began to see that there were strengths in each house and with Slytherin there's a cunningness, Machiavellian way to succeed. And it's more aggressive, where I'm more shy and passive. Therefore, I began to act more aggressively and more creatively, not letting obstacles get in my way.

While this paper has previously outlined the stigma and negative stereotypes often surrounding the Slytherin House with its traits of ambition, cunning, hunger for power, real friendships, and shrewdness, Slytherin group traits are not bad or evil, they are just not inherently associated with individuals who identify as being shy. While this sample size was relatively small, it is interesting that there was only one Slytherin who participated in the study, and he admits that he didn't see himself as a Slytherin when he was placed in his House. Dursley clearly began to adopt the Slytherin traits and aligned himself with the group expectations of being ambitious and more aggressive toward achieving his goals (Ashforth & Schinoff, 2016).

Fleur talks about how this phenomenon of group identity with her Ravenclaw house pushed her to believe in herself:

I feel like I really had to live up to the Ravenclaws [who] are very creative and we're very smart, but it's more of the creative side. I have a very hard time focusing on doing my work. I'm not sure if it's because it was always hard for me to read an assignment because all the words would move around because I'm dyslexic. It would just really discourage me. [Ravenclaw] really gave me the push to work even harder at what I wanted to do, and I just felt like if I could overcome my learning disabilities, I could just be the best person I could be.

Fleur also expresses the doubts she had about being in Ravenclaw with the traits of cleverness, fairness, learning, a ready mind, wit, and wisdom. Because of her learning disability, she did not readily identify with being smart and creative. However, her placement in Ravenclaw gave her a personal empowerment of belonging to the *smart* House, which cemented her social identity behavior (Bahn et al., 2017).

Dobby equally adopts the behaviors and expectations of her Gryffindor house of bravery, chivalry, daring, and nerve even though she relates that these would not be personality traits she would have used to describe herself prior to her experience in English 218 (Oyserman, & Lewis, 2017).

I will say this, that because of taking this class, I felt that I could possibly take another class. ... But it did give me a feeling like maybe I could contribute to the next class.

Maybe I could; maybe I could do this. ... And I think that it does empower you to try new things, or go for it, because there's that sense of support like, 'Oh, you could do it.' So

yeah, it did empower me to go on to do other classes. Other things I probably never would have done. (Dobby)

Dobby has spoken about how her shyness, anxieties, and insecurities have emotionally and physically restrained her from taking on other academic challenges. But here, her words show that the group traits of her Gryffindor House have given her the expectation to be brave and show nerve in the face of her fears. The specific Gryffindor characteristics that she adopted could very well be responsible for her successful, positive educational environment (Demetriou & Schmitz-Sciborski, 2011).

Outlet to speak freely about personal and professional areas. There is a reason why traditional brick-and-mortar schools still exist. Today, one can get an education of any level from the comfort of home. But students – and educators – still largely learn and teach in a traditional classroom (Barab & Duffy, 2012). At the heart of any relationship, human connection is still a paramount factor for most. But more often than not, students, teachers, and administrators go to campus, do their work, and return to their life (outside of the campus community). Colleges and universities go to great lengths to make social connections on campus meaningful and impactful. Many of them do succeed. But many students – especially shy students – do not always partake in this social community (Souma et al., 2008). This is not because shy students do not want to have fun, but rather, it is often because of their personalities (Wolfe et al., 2005). The 10 research subjects all spoke of how (for some, for the first time in their lives) they created true lifelong relationships where they had the freedom to talk about their personal and professional lives to their new friends outside of the classroom (Calhoun & Fraizer, 2016; Offir et al., 2007).

Luna speaks about how her conversations with her social identity group in Ravenclaw House changed her major and altered her life:

It was because of that class and because of them that I really decided just to become an English major instead of doing nursing because I did not have any passion for being a nurse; I had more passion with reading and writing. So I was just like, ‘okay, I’m going to do it. I’m going to tell my mom I’m going to be an English major instead because I don’t find any joy in being a nurse.’ I find more joy in reading and writing and helping students learn a language...

Luna spoke of how her family wanted (and expected) her to be a nurse because of the stability and security of the profession. But the friendships that emerged though Ravenclaw House afforded her the confidence to speak freely about what she wanted out of life, and it gave her the courage to speak to her family about her true desires and dreams to be happy.

Lupin has a similar career story to Luna’s in which she had a bit of an epiphany about how she was trying to please everyone except herself:

I don’t have everything sorted out. So, they help me by showing their experiences and knowledge about careers in general with me to ease my fears because I am an anxious person about this stuff. But yeah, I also think that when it comes to my career, I had a big switch. Because back when I was taking the class, I was still a bio student and it wasn’t something I wanted to do. And it actually helps you realize that. So, I kind of owe them a bit of gratitude for helping me realize, ‘Oh maybe I was just doing something to please others because I was too scared to speak up and say like, oh this isn’t what I want to do.’

And I kind of felt like it’s too late to change, but they really helped me out of that rut.

Lupin shows that her honest and safe House support group allowed her to come to terms with her academics and career choice. What is represented here is honesty. There is honesty from the

individual in need, and there is honesty in the support system defined within the social identity group.

Dobby's story conveys the absolute importance for making real, true, meaningful relationships with her Hogwarts cohort as it relates to mental health:

Well, just if there's boyfriend problems, or husband problems, we'd try and find times to get together. We would discuss classes you want to take and life things. We would talk about breakups. If it's late at night, sometimes it's depression; some people are depressed. They get on there, or you would see them, because we're on the same social media, and you see that they've maybe made a post, and we know each other well enough to go, 'Whoops, somebody needs to talk.' Literally, if you can think about it, we probably discussed it. Probably recently.

Educators do not often get to see (especially hear) the extremely important emotional issues that envelop a student's personal life. The security and sanctuary for the 10 research participants to speak freely about their personal lives to their Hogwarts family shows that these emotional support groups can have important life-changing and lasting results.

Figure 2 refers to the interpretation of findings as it relates to four themes that emerged which were developed from the four central research questions that guided this study. The 10 research participants all spoke of how their inclusion into their Hogwarts House created instant compatibility, a feeling of safety within the group, and the security to not be judged for speaking freely. All 10 of the research subjects also conveyed the meaningful relationships they developed with their peers enabling the once shy individuals to talk about personal issues and maintain these friendships outside the confines of the classroom meeting space.

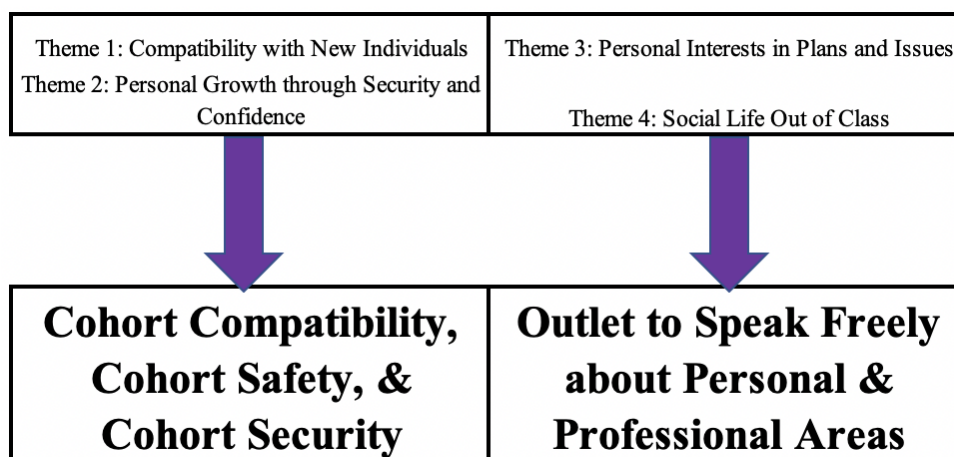


Figure 2. Interpretation of themes.

Limitations of the Study

This study combined three separate cohorts from students who completed English 218 at LACCD Pierce College in the spring 2017, spring 2018, or spring 2019 semester. While the researcher did teach all three classes with the exact same curriculum, the experiences of these three different cohorts were obviously different from one another.

While the sample size of the 10 participant semi-structured interviews was significant (Creswell, 2014) as saturation began to appear before the last interview was conducted, the researcher was able to obtain only 10 participants out of 78 possible candidates. Additionally, the 10 interviewees all had positive relationships with the researcher, which may have produced more favorable answers to the research data than if no relationship existed; therefore, the reliability and trustworthiness of getting substantially positive comments from the participants has to be recognized. Additionally, it may be assumed that other students from these three cohort years may not have had the same positive experiences with the instructor, the class, or their Hogwarts House cohort, which may have kept them from participating in this study. These possible negative student experiences would be valuable counterclaims if such experiences exist.

This also leads to the possibility of generalizability. The results of this study are the shared experiences of just 10 individuals when 68 other possible participants and their stories exist. Because of this, it may be possible that these 10 participants do not reflect the larger total population size.

Validity among the 10 participants must also be questioned as time between their experiences in the course to time when the interviews were conducted spanned one, two, and three years respectively depending on the cohort year listed above. Experiences can change, morph, and become adopted from others, as memories can often be very unreliable. Additionally, the interview questions may have led participants to construct narratives around the answers in a willingness to provide valuable research information. Stories may be exaggerated, expanded, or created in order to please the researcher and to be a part of a published academic paper.

A limitation that was not foreseen before the research was conducted was the nature of shy individuals and their reluctance to be interviewed. While not part of the research or any research claims, interviewees were nervous, fidgety, uncomfortable, expressing anxiety, failing to make eye contact, expressing sickness, and rushing through some questions as their energy decreased and their shyness emerged.

Another limitation was the imbalance of gender participants as only one self-identified man was included within the 10 interviewees. Since shyness can affect both genders, this data may favor the experiences of self-identified women while omitting important other factors that shy self-identified men may possess.

Recommendations

This study began because the primary investigator witnessed a significant number of students who appeared shy, scared, embarrassed, anxious, and unable to participate freely in a

traditional face-to-face college classroom. While participation should not be seen as a necessity for all students in which they need to engage, there are undoubtedly benefits to hear from as many voices as possible in a learning environment. The primary investigator has unfortunately seen large populations of classroom students each semester never utter a single word to anyone or contribute to any class discussions. Every student (at some point or another) has something important to say and contribute to the discourse. Therefore, it is imperative that educational professionals that continue to experiment and seek out new methods for providing an equitable environment for all learners.

Pedagogy

The art of teaching is hard to describe. Like art itself, pedagogies are vast, evolving, complicated, and subjective. Unfortunately for most students, educators tend to teach the way that they themselves were taught (Lawrence, 2013; Leung, 2015; Swann et al., 2001). Of all of the different pedagogical theories, there is one thing that is always imperative for successful learning: Engagement. This study shows that the methods used to create Hogwarts House cohorts increases student engagement with the subject matter, the instructor, and the classroom peers.

Social identity is a key element of this study. While there are countless ways individuals commit to a particular in-group or disassociate with an out-group, the four Hogwarts Houses from the Harry Potter book series offers students to belong to a specific social group where individuals make personal connections to their cohort. Put simply, the Hogwarts Houses have staying power. While other personality assessments have group identifiers like a Myers Briggs score of an ENTJ or a high “dominance” score on a DISC assessment, people do not wear these scores on their sleeves. The Hogwarts Houses are clearly defined not only by their names, symbols, and traits, but they are revered for their colors. Much like a fanatic would gravitate

toward Dodger “blue” or the Lakers “purple and gold,” the colors that represent the four Hogwarts Houses – scarlet and gold, yellow and black, blue and bronze, and green and silver, have become synonymous with Gryffindor, Hufflepuff, Ravenclaw, and Slytherin respectively. No one is buying sweatshirts with their MBTI score on it.

This study confirms that shy students who are placed within a Hogwarts House that matches their personality traits can create a more engaging and fruitful educational experience that can lead to student success. Using the methods taught in the English 218 course and substantiated by the data presented in this study, new skills will develop for classroom students who suffer from shyness and all of the potential academic hindrances that these quiet students have historically faced. This study shows that important and meaningful interactions emerged as a result of the Hogwarts House cohorts. These student interactions ranged from supporting student ideas so that they could participate in class to comforting students who dealt with personal tragedies outside the classroom.

New practices. This study suggests that in order to create a more engaging student-centered learning environment in the traditional classroom, a fictional personality assessment could be beneficial to students, instructors, and institutions. This paper calls for a change of action in classroom learning. While this study used the participants from a college English classroom studying Harry Potter as literature, it is suggested that instructors try the methodologies of Hogwarts House sorting for any subject they teach.

All that would be needed to potentially replicate the results presented in this research is to incorporate the first week of a regular college semester and introduce the first text *Harry Potter and the Philosopher’s Stone*. At just over 200 pages, it could easily be read for a first week’s assignment. With this reading, the students and the instructor will gain proficient knowledge

about the four distinct Hogwarts Houses and the personality traits that are aligned with each individual house.

Sorting students into their new Hogwarts Houses will be a wonderful and exciting assignment. There will be cheers and salutations that even the best icebreaker assignments cannot achieve. Without the need to coach, these new Hogwarts House cohorts will begin their transformation of support and connectiveness with each other. These new peer groups will begin to develop friendships, they will encourage each other to find their voices and participate, and they will begin to talk about (on their own) all of the important social, political, personal, and cultural arguments that shape their complex lives.

Best Practices

After teaching this English 218 course for the last four years and examining the peer dynamics that emerge, the students in these courses have created a more student-centered learning environment. Lectures are always inundated with participatory remarks and questions. Group discussions do not need to be monitored or encouraged by the instructor. Meaningful and thoughtful analysis will emerge. Students will be respectful and courteous to their dissenters. Individuals and Hogwarts House members will find rewarding discoveries through learner participation. Many of the tasks and goals for a class will become active learning environments. There will be a new dynamic to group cooperation. Students will model favorable and desirable behavior to their House group traits. The overall atmosphere and educational climate can become electrifying. And lastly, the learners will foster the responsibility for their own learning.

Educational Value

This study demonstrates the value and importance in recognizing social identity theory for teaching traditional college classroom students. This research only collected the lived

experiences of self-identified shy college classroom students. It can be reasonably assumed that the outgoing students who were not represented in this study likewise had overall positive experiences as it relates to cohort compatibility, safety, security, and personal experiences that their shy counterparts conveyed through the interviews in this research.

Everyone longs to be a part of a group identity (whether they realize it or not). Teaching experience has shown that randomizing groups does not always provide the best outcome. Allowing students to select their own group members can also be alienating and disproportionately unfair. Using a fictional, understandable, accessible, and fun group personality assessment like the Hogwarts Houses could have unprecedented positive enhancements for the students, the instructor, and the classroom dynamics.

There is a large population of students who suffer from shyness and all of the horrible physical and mental aspects that coincide with it. If, as educators there was a tool that could possibly help students and instructors to create a more engaging and fruitful experience for their classrooms that could lead to real student success, why wouldn't it be tried? Educators owe it to their students to constantly challenge themselves; this social identity method will provide a better educational experience for everyone involved.

Above everything that has been discussed, the overall and underlying message of this dissertation is that safety influences student success. All of these shy voices – in one way or another – related that their safety and security within their cohort allowed the opportunity to explore all of the benefits associated with this important social identity bonding. The students were more excited, the students were more actively engaged in their own learning, and the students were building relationships toward a healthier purpose. Figure 3 illustrates a possible

choice a self-identified traditional face-to-face student may take without socializing and a possible alternative path guided by the social identity of the Hogwarts Houses.

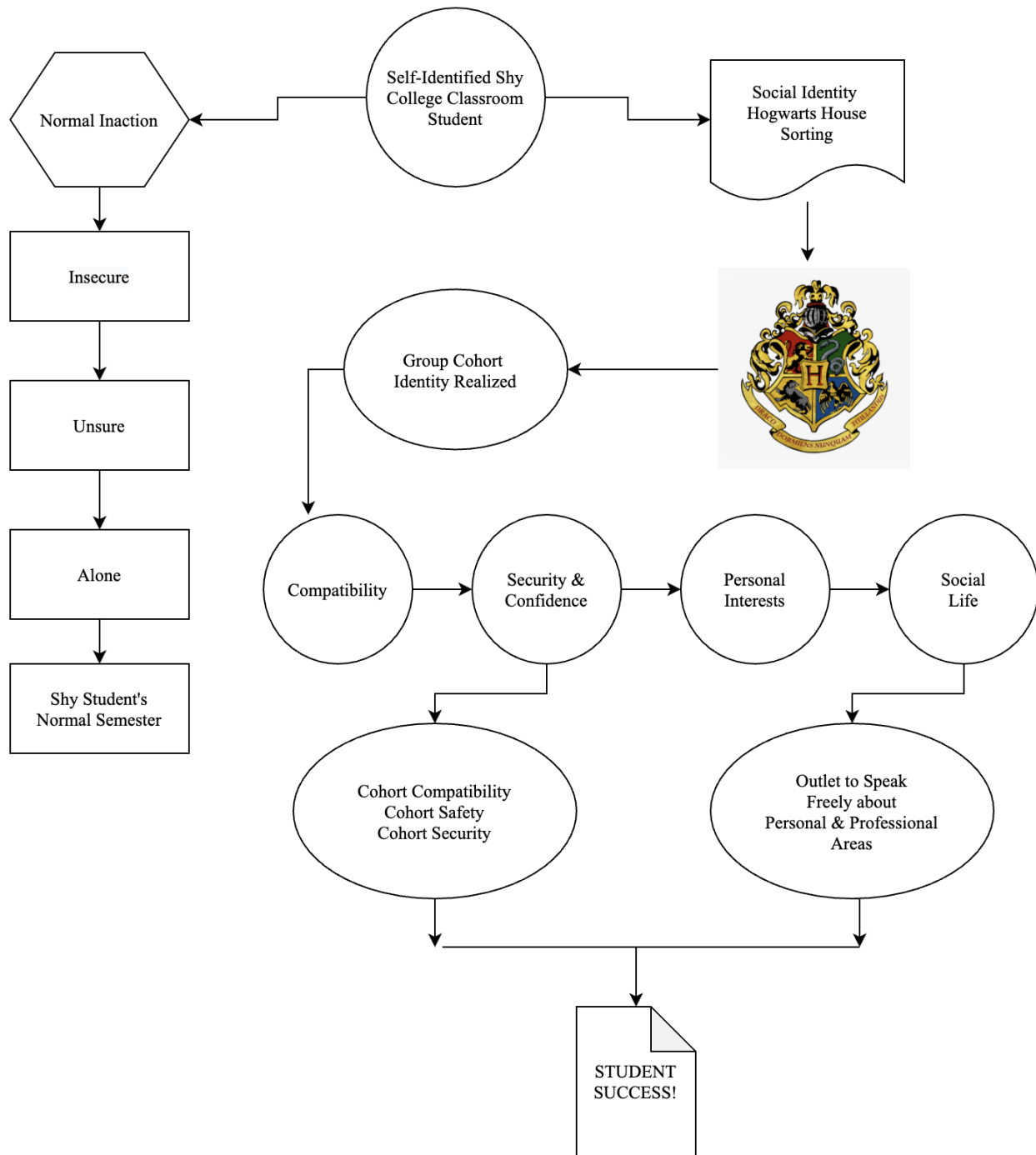


Figure 3. Educational value.

Future Studies

Future studies include but are not limited to the specific inclusion of more self-identified male participants. As this paper presented the lived experiences from a 90% self-identified female population, two recommendations for future studies would be to replicate this study with an entire self-identified male interview group, and a participant group that equally represents both male and female participants.

Since this study deals with shy individuals, it became apparent through the interview process that shy participants are somewhat reluctant to be interviewed. Future suggestions would include finding new ways to alleviate the anxiety or apprehensions experienced by the interviewees. Possible suggestions also include the exclusion of video conferencing. A primary investigator could do a web interview with audio only and without recording any video. This could also be accomplished by doing just a telephone type interview. Another possibility would be to have interviewees write out their personal responses either through a paper copy or through an internet process (this was a suggestion by one of the intended interview participants who did not want to be recorded). A final suggestion would be to have interview participants record themselves and submit their recordings to the researcher.

Another suggestion for the shy interviewee conundrum would be to conduct a psychological approach to how self-identified shy students react to the actual interview process. The principal investigator witnessed research participants who moved their faces off screen (out of the web camera's view), partially covered their face with their hands, wore hoodies to obscure their face, made little to no contact with the researcher during the interview, and were noticeably fidgety, anxious, and nervous.

Three study suggestions could be made to assimilate stronger cohort research. One suggestion would be to have a study that consisted only of individuals who belonged to the same cohort semester class. This would ensure the highest quality and least amount of variability between different semester years. A second suggestion would be to conduct a study of students currently taking the course so that their experiences are fresh and immediate without the possibilities of time and memories of events being distorted. Lastly, a study could be commenced in which participants are studied from the beginning of the semester until the completion of the course by implementing a control group and a research group.

One limitation that became apparent to the principal investigator is that the research participants had both a favorable experience in their time in the researcher's course and also had a favorable relationship with the researcher himself. A recommendation to overcome this limitation would be to replicate this research with students who do not have a relationship to the researcher. Another recommendation would be to secure all of the participants to hear the lived experiences of students who did not have a favorable experience to the class dynamics as these stories were largely unknown in this paper due to the likelihood that students unsatisfied with the course would be less likely to participate in a study.

Another future study could concentrate just on the different experiences between the four different Hogwarts Houses. Research could look to see how different house personality expectations and perceptions support shy students. Additionally, a different approach could look at those who adopted house personalities that they did not identify with prior to being placed among their social identity group.

Finally, all of the above future study suggestions are under the assumption that this study would be done using the format of teaching college-level children's literature studying only the

Harry Potter book series. What will sincerely make this study more powerful is the recommendation of implementing the Hogwarts Houses for the purpose of cohort connectedness in a course that does not teach Harry Potter. Recommendations for this study would have the most impact by integrating the House cohort system into other college courses like accounting, algebra, anthropology, arts, astronomy, and athletics.

Conclusions

This paper sought to find out if a shy college classroom student's social identity can be created and cultivated with an inclusion in a Hogwarts House from the fictional pages of the Harry Potter book series. The answer is yes. The 10 participants who contributed to this study all had an overwhelmingly positive experience from the inclusion into their social identity group.

This study challenges educational institutions, administrators, policymakers, and educators to change their pedagogy to include a fictional social identity group in their classrooms in order to create a foundation of commonality for students to feel safe and relevant. If instructors use the Harry Potter Hogwarts Houses to create classroom groups, they will see silent students become more confident and empower these individuals to take control of their learning environment. They will create strong bonds and real meaningful relationships.

Shy students came out of their "shell." They reached out to strangers for the first time in their lives. They made friends with college classmates for the first time. They stepped out of their comfort zones. They took chances and risks. They raised their hands and participated in class. They communicated outside of the classroom with their peers and helped each other with academics, careers, families, and relationships. They were there for each other through breakups, unemployment, mental health needs, carpools, and deaths. They are family.

These shy students conveyed that they were smart, that they had things to say, and that they no longer wanted to be silent. They now had a voice. Many were using their voices for the first time in the classroom by contributing to discussions and engaging in cultural, physiological, political, religious, and societal arguments. Some of these passive individuals became leaders of their groups. Some of these shy voices pushed and encouraged other scared and quiet students to find their voices and let them hear it.

Some of these shy students adapted to their House's personality expectations. A shy, passive student in Slytherin saw the advantages of Slytherin personality traits and became more assertive and aggressive in his studies and work goals. Insecure Ravenclaw students doubted their intelligence and adopted the House's perceptions about wisdom and creativity and they found a belief in themselves. Shy and scared Gryffindors embraced their house mantra and developed the courage to lead and be brave by accomplishing educational achievements that they had never been able to do before.

Through all of these interviews and talks with the research participants, I heard a familiar echo. They all stated – in one way or another – that they just needed to get past these things in their own heads. They all spoke about just getting past these roadblocks that their minds kept them from achieving. They all spoke as though something was wrong with them. But in the end, none of them needed to change who they inherently are. There is nothing wrong with being shy. Outgoing individuals need to realize that their way is not the *right* way; it is just *a* way.

The next time that someone expresses that they just wish they could change that thing in their head that prevents them from achieving their goal (because they believe that something is wrong with them), tell them these words that were said to Harry Potter from my greatest mentor:

‘Tell me one last thing,’ said Harry. ‘Is this real? Or has this been happening inside my head?’

Dumbledore beamed at him, and his voice sounded loud and strong in Harry’s ears even though the bright mist was descending again, obscuring his figure.

‘Of course it is happening inside your head, Harry, but why on earth should that mean that it is not real?’

(Rowling, 2007, p. 579)

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APPENDIX A

Recruitment Email



Dear [Name],

My name is Mickey Harrison, and I am a doctoral candidate in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study examining students' sense of belonging through social identity with their inclusion to a Hogwarts House since enrolled in English 218 at Los Angeles Pierce College, and you are invited to participate in the study.

This study includes participants who meet the following criteria:

- Adult over 19 years old
- Completed your academics as a Los Angeles Pierce College student
- Identify as a shy college classroom student

If you meet these criteria, and agree to participate, you are invited to participate in a web-based one-on-one interview consisting of 13 open-ended questions. If you agree, you are invited to participate in a focus group interview wherein you will be asked about your perception of belonging and how your belonging relates to your academic and personal endeavors.

The interview is anticipated to take no more than 60 minutes, and the interview will be audio and video recorded via a Zoom meeting. Participation in this study is voluntary. Your identity as a participant will remain anonymous and confidential during and after the study. Participants will be given a pseudonym, and all data will be kept in an encrypted hard drive to which only the researcher will have access. If you have questions or would like to participate, please contact Mickey Harrison via email: xxxxxxxxxxxxx@pepperdine.edu or by phone (xxx) xxx-xxxx.

Thank you for your participation,

Mickey D. Harrison Jr.

Pepperdine University

Graduate School of Education and Psychology

Doctoral Scholar

APPENDIX B

Pepperdine Institutional Review Board Approval Letter



Pepperdine University
 24255 Pacific Coast Highway
 Malibu, CA 90263
 TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: April 01, 2020

Protocol Investigator Name: Mickey Harrison

Protocol #: 20-03-1296

Project Title: HARRY POTTER AND THE SHY COLLEGE CLASSROOM STUDENT: A PERCEIVED SENSE OF BELONGING THROUGH SOCIAL IDENTITY AND A HOGWARTS HOUSE

School: Graduate School of Education and Psychology

Dear Mickey Harrison:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX C

Semi-Structured Interview Questions



The interview will last about an hour. During the interview we are going to discuss your experiences as a student in English 218 featuring Harry Potter and your perceived sense of belonging as you have experienced through faculty-student interactions. I'd like as much detail as possible to fully understand your experiences. To clarify, for this research sense of belonging is defined as, "A student's perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to faculty and peers." To clarify, for this research shyness is defined as, "nervous or embarrassed about meeting and speaking to other people."

1. Can you tell me, how and why do you identify as a shy college classroom student?
2. To what degree have you developed a sense of belonging to your Hogwarts House from enrollment in English 218?
3. What has specifically impacted your development of a sense of belonging to your Hogwarts House from enrollment in English 218?
4. How has your Hogwarts House's sense of belonging helped your shyness from enrollment in English 218?
5. Can you tell me, what did you specifically discuss with your Hogwarts House while enrolled in English 218?
6. Can you describe your communication with your Hogwarts House Out of class? (e.g. Email? Phone? Text? Social Media? In-Person?)
7. Can you tell me, how have your Hogwarts House's expectations influenced you and your shyness?
8. Can you tell me, what type of out-of-class experiences have you had with your Hogwarts House and how does that compare with your experiences from other classes?
9. Tell me, do you discuss your career plans with your Hogwarts House?
10. Can you tell me, how has your Hogwarts House shown empathy (ability to understand and share feelings of others) towards you and your shyness?
11. How (if any) has your identity to your Hogwarts House influenced your academic and personal endeavors?
12. How has your social experience belonging to your Hogwarts House from enrollment in English 218 compared to your other social experiences in other college classes?
13. Is there anything you want to say about a previous question or something to state that was not covered by one of the questions?

APPENDIX D

Informed Consent Form

**Informed Consent Form**

IRB Number: 20-03-1296

Title of Research: Harry Potter and the Shy College Classroom Student: A Perceived Sense of Belonging through Social Identity and a Hogwarts House.

Invitation: You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

What is the reason for doing this research study? This is a research project that focuses on how your personal perceived shyness as a college classroom student reflects your desired Hogwarts House from the Harry Potter book series. In order to participate you must be 19 years of age or older and you have also completed your studies at LACCD Pierce College.

What will be done during this research study? Participation in this study will require approximately 60 minutes. You will be asked to participate in a focus group one-on-one interview wherein you will be asked about your perception of belonging at Pierce College and how your belonging relates to your academic and personal endeavors. Participation will take place via a recorded web-based interview using the Zoom platform.

What are the possible risks of being in this research study? There are no known risks or discomforts associated with this research other than speaking honestly about your experiences as a student while enrolled at LACCD Pierce College.

What are the possible benefits to you? The results of this study will be used to contribute to the study of belonging through social identity by students at community college. Thus, the benefit of this study is that it will inform best practices among faculty seeking to establish positive faculty-student interactions as a means of providing students with a sense of belonging.

How will information about you be protected? Your responses to this survey will be kept confidential. Under no circumstances will you be identified by name during the course of the research study, verbally or in print. Every effort will be made to keep your involvement in the study confidential. All data will be coded and securely stored. You will be assigned a random pseudonym by the principle investigator. The research study is to be submitted in partial fulfillment of the requirements for the degree of Doctor of Education at Pepperdine University, Malibu, California. The results of this study will be published as a dissertation. Information may be used for educational purposes in professional presentation(s) and/or educational publication(s).



What are your rights as a research subject? You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study related questions, please contact the investigator:

Mickey Harrison

- Phone: (xxx) xxx-xxxx
- Email: xxxxxxxxxxxxxxxx@pepperdine.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: (310) 568-2305
- Email: gpsirb@pepperdine.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start? You can decide not to be in this research study, or you can stop being in this research study (withdraw) at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

Request to Participate:

- I have read and discussed the research description with the investigator. I have had the opportunity to ask questions about the purposes and procedures of this study.
- My participation in this research is voluntary. I may refuse to participate or withdraw from participation at any time without any jeopardy.
- If at any time I have any questions regarding the research or my participation, I can contact the investigator, Mickey Harrison, who will answer my questions.
- If at any time I have comments or concerns regarding the conduct of the research or questions about my rights as a research subject, I should contact the Graduate and Professional School IRB Office, Graduate School of Educational and Psychology, Institutional Review Board.
- I will receive a copy of the Participants Rights document.
- Audiotaping/digital recording is a part of this research. Only the principal investigator will have access to the written and recorded materials. Please verbally tell the investigator only one of the following:

_____ I consent to being recorded.

_____ I do not consent to being recorded.

My verbal consent indicates my agreement to participate in this study.

APPENDIX E

Demographic Survey



Thank you for choosing to participate in this study. Please note that the information collected in this questionnaire is completely confidential and will only be used for the purposes of this research study. Please answer the following questions as accurately as possible. You may skip any questions you do not wish to answer.

- Please select 3 Pseudonyms in order to protect confidentiality (one of them will be randomly chosen)

1. _____
2. _____
3. _____

- Gender _____
- Current Age _____
- Race/Ethnicity _____
- Socio-Economic Status _____
- Hogwarts House _____
- Cohort Year _____

For study related questions, please contact the investigator:

Mickey Harrison

- Phone: (xxx) xxx-xxxx
- Email: xxxxxxxxxxxxxx@pepperdine.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: (310) 568-2305
- Email: gpsirb@pepperdine.edu

My verbal consent indicates my agreement to participate in this study.

APPENDIX F

Refinement of Coding Resulting in 13 Main Nodes with 78 Subcategories

1. Q01. Your identity as shy college classroom student (2 subcategories)
 - Introversion (2 subcategories) - Energized being alone
 - Shyness (3 subcategories) - Anxiety - apprehension - Self-consciousness - Withdrawal
2. Q02. Degree of sense of belonging to HH (2 subcategories)
 - Comfortable - moderate response
 - Strong sense of belonging
3. Q03. What impacted sense of belonging to HH (8 subcategories)
 - Class assignments
 - Compatibility other HH groups
 - Compatibility with 'Potterheads' in general
 - Compatibility within HH group
 - Group size
 - Leadership role
 - Professor's feedback - communication
 - Self-awareness
4. Q04. HH helped your shyness since enrollment (7 subcategories)
 - Communication skills
 - Confidence - self-esteem
 - Friendships and relationships
 - Leadership skills
 - Personal growth
 - Risk-taking - out of comfort zone
 - Secure - supported by others

5. Q05. Discussed with HH while enrolled (3 subcategories)
 - Class assignments - projects, books etc.
 - HH and Harry Potter in general
 - Personal - plans - interests - issues
6. Q06. Communication with HH outside of class (7 subcategories)
 - After semester ended
 - Email
 - In-person
 - Letters
 - Phone
 - Social media
 - Text
7. Q07. HH expectations influence you & your shyness (4 subcategories)
 - Improved communication skills
 - Not too impactful
 - Opened up new personality aspects
 - Sense of family - supportive - social
8. Q08. Outside-of-class with HH compared to other classes (4 subcategories)
 - Academic
 - Other classes
 - Social
 - Trips
9. Q09. Discuss career plans with HH (2 subcategories)
 - Career plans
 - Class management - transfer processes

10. Q10. HH empathy to you and your shyness (4 subcategories)

- Connections - affirmation
- Diversity
- Openness
- Safe place - supportive

11. Q11. HH influences academic & personal endeavors (2 subcategories)

- Academic
- Personal (10 subcategories) - Bolder - more courageous - Creativity - Empowerment - Focus - Friends and family - Openness - sharing - Protection - safety - support - Respect for others - Self-esteem - affirmation - Tutoring others

12. Q12. English 218 social experience compared other classes (2 subcategories)

- English 218 (6 subcategories) - Creative environment - Empowered - Encouraged - supported - Incentive for participation - Sense of belonging - Social environment
- Other classes (7 subcategories) - Difficult to make connections - Encouraged - supported - Fearful - anxious - my smirky behavior - Individualized - not grouped - Laughed at - judged - No incentive or prohibited participation - Teacher-directed

13. Q13. Anything else (3 subcategories)

- Interview process - discomfort
- Nothing else
- Positive experiences

Note. HH = Hogwarts House.