

Implicit Bias



November 5, 2020, 12:00-1:30 (PT)
Cynthia Peters



What is the rule?

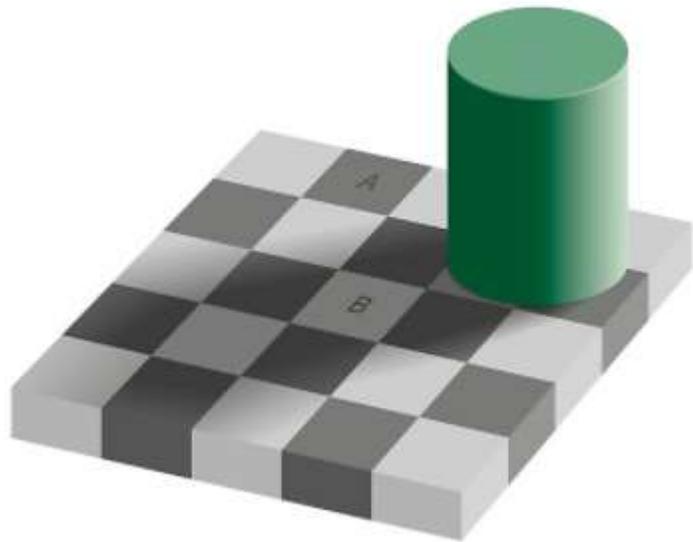


Can you solve this?

<https://www.youtube.com/watch?v=vKA4w2O61Xo>

Want to catch your mind making a mistake?

<https://outsmartinghumanminds.org/module/illusions-at-work/>



Implicit Bias - a definition

Implicit bias includes attitudes and beliefs (positive or negative) about other people, ideas, issues, or institutions that occur outside of our conscious awareness and control, which affect our opinions and behavior. Everyone has implicit biases that they have developed over a lifetime. However, people can work to combat and change these biases.

Source: Facing History and Ourselves (www.facinghistory.org)

Confirmation bias

Confirmation bias, or the selective collection of evidence, is our subconscious tendency to seek and interpret information and other evidence in ways that affirm our existing beliefs, ideas, expectations, and/or hypotheses, and to ignore contradictory evidence.

Source: Facing History and Ourselves (www.facinghistory.org)

Has Anyone Taken The Implicit Bias Test?

Millions of people have taken this test, so there is LOTS of data pointing to the existence of implicit bias.

<https://implicit.harvard.edu/implicit/takeatest.html>

However, no strong connection between *individual* bias and individual discriminatory behavior

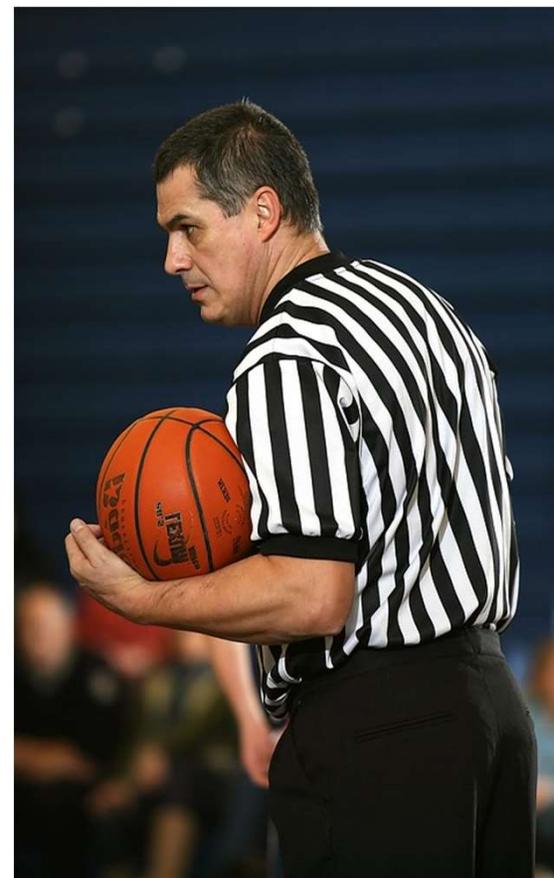
<https://www.chronicle.com/article/Can-We-Really-Measure-Implicit/238807>

Another source of LOTS of data:

According to many large studies:

- Referees favor home teams
- Referees show racial bias

National Bureau of Economic Research
<https://www.nber.org/papers/w19765>



What is your experience?



Please share one example of implicit bias that you've either

1. witnessed,
2. experienced yourselves, or
3. expressed yourselves.

Unconscious Bias Applies to All of Us

- We are hard-wired to make snap decisions about what is safe, comfortable, valuable.
- Like the referees, we all have countless discretionary moments in a day -- moments when we may be driven by bias.
- Our biases show themselves in various ways:
 - Micro-affirmations
 - Micro-devaluations
 - Affinity bias
 - Underlying worldview



It's not *just* small things.
It's also the *big underlying* things!



What is your worldview? How might it show itself as implicit bias?



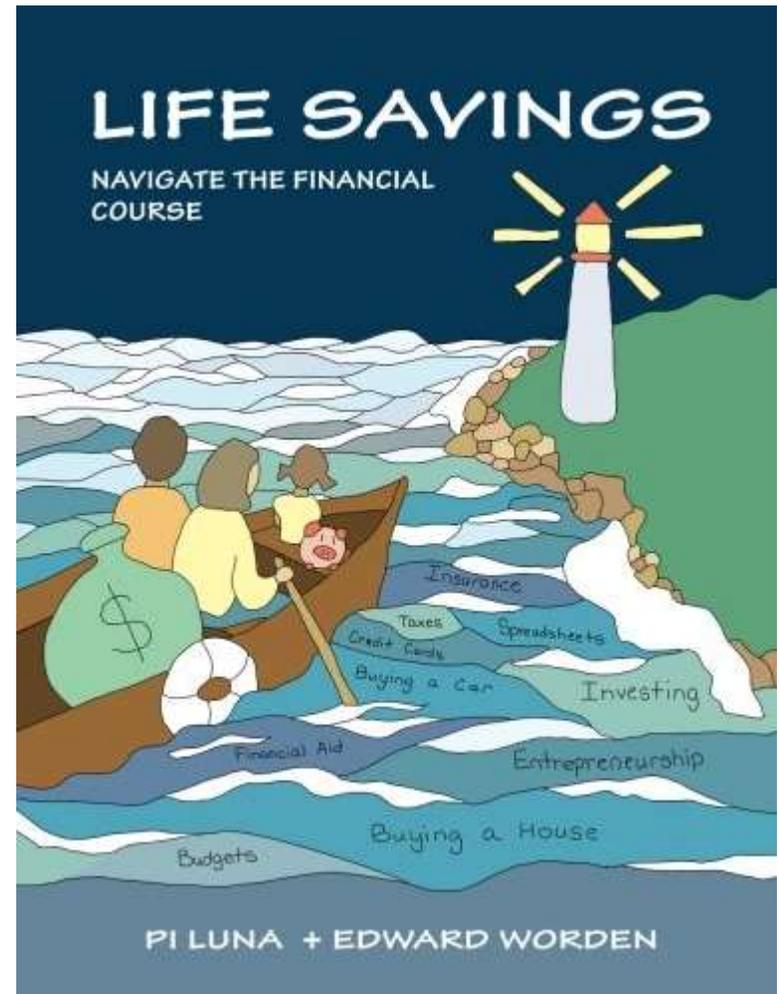
Find the implicit bias!



Students say they have money problems. As their teacher, you search for financial literacy resources to help them make sense of and address the challenges they face. You find one source that offers workshops such as:

- Tips for Managing your Money
- How to Make Informed Retirement Decisions
- Use Google Spreadsheets to Make a Budget
- Three Strategies for Saving for College

Look at this book cover.
What is the implicit bias?



What is the implicit bias here?



THE CHANGE AGENT

Adult Education for Social Justice: News, Issues, and Ideas

ECONOMIC CRISIS

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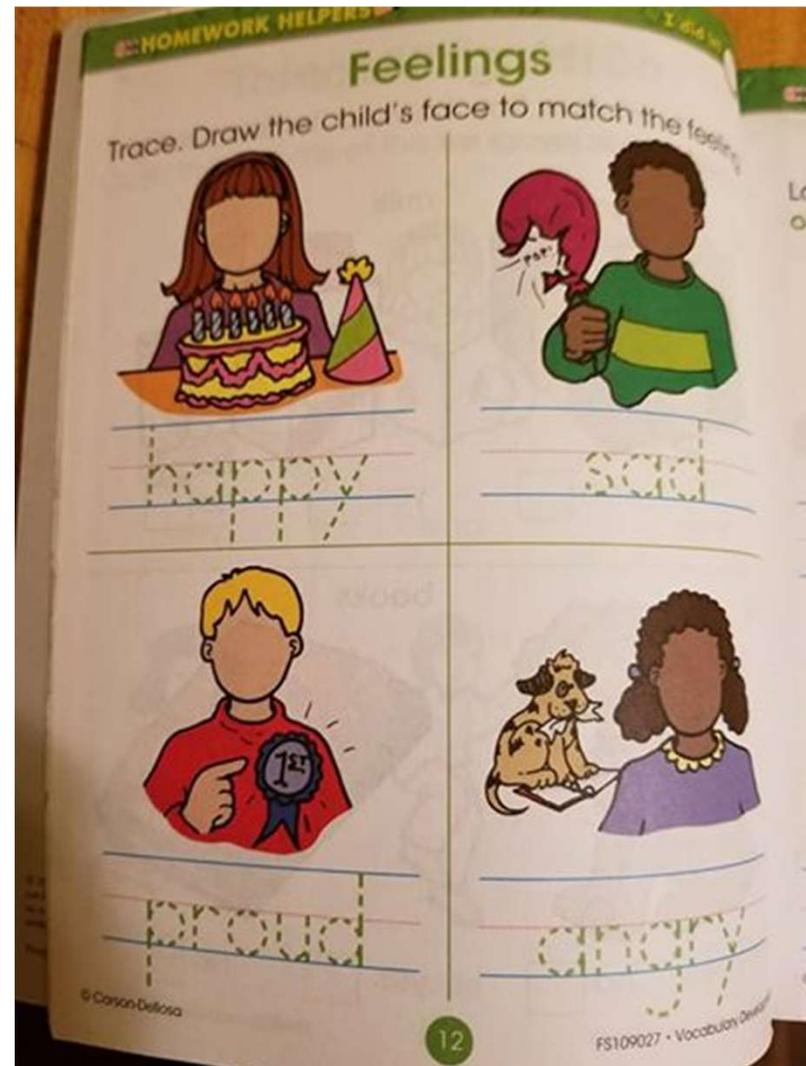
Handouts

- Lesson Packet 10 – “Taking Action at Work” – a collection of 7 articles, mostly first person stories of speaking up at work for better conditions, against wage theft, etc. Includes ideas about how to connect with community efforts to win better conditions and wages for workers.
- “Advocate Moms” – two articles from our (Stand Up and Be Counted issue) by moms who advocate for their children, and by doing so advocate for themselves.

Is implicit bias really a problem?

Yes!

Image from *Homework Helpers Vocabulary Development Workbook*, 2009, Carson Dellosa Education



Average Bias in a Community Matters

“Metro areas with greater average implicit bias have larger racial disparities in police shootings. And counties with greater average implicit bias have larger racial disparities in infant health problems.”

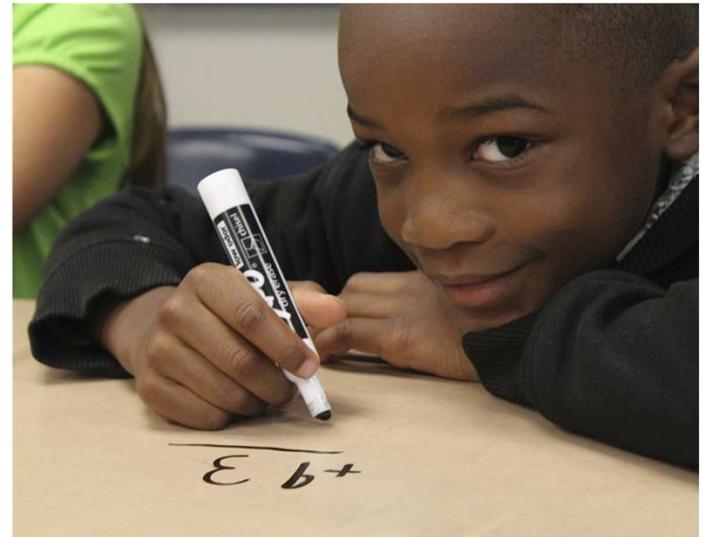
www.scientificamerican.com/article/how-to-think-about-implicit-bias/



Bias Yields Racial Disparities in Expectations

“Non-black teachers of black students have significantly lower expectations than do black teachers. These effects are larger for black male students and math teachers.”

research.upjohn.org/up_workingpapers/231/



White Male Names Get More Responses

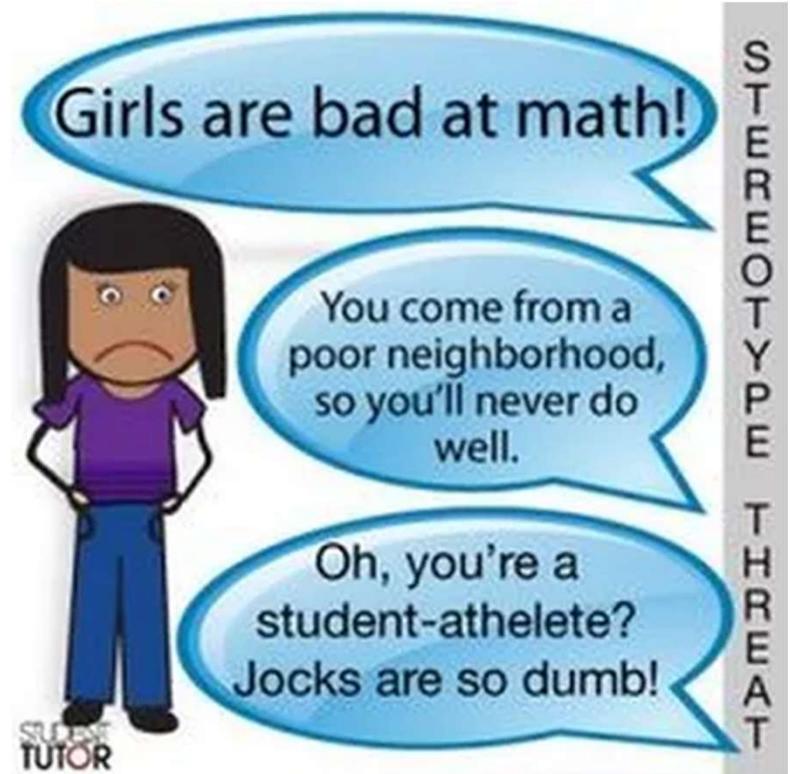
A recent field experiment conducted by one of us and colleagues found that the instructors of online courses were *nearly twice* as likely to respond to discussion-forum comments placed by students who were randomly assigned white-male names.



www.brookings.edu/blog/brown-center-chalkboard/2017/03/20/the-insidiousness-of-unconscious-bias-in-schools/

Stereotype Threat

Studies show that just the *fear of being stereotyped* will cause students to de-identify with the school or the field of study, and it will lower test-takers' scores.



psycnet.apa.org/record/1997-04591-001

What can we do? Raise Awareness!

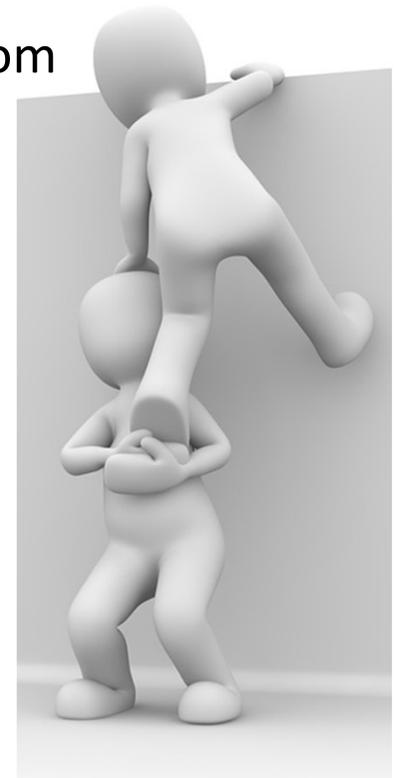
Remember the referees?

- May 2007, an academic study shows referees' bias
- At first, study ignored by media. Referee behavior stays the same.
- Then lots of media attention. Referee behavior changes. According to the academic paper, "The bias completely disappeared."



What does that look like for us? We can:

- **Build self-awareness:** Examine our biases so they shift from unconscious to conscious
 - Take an implicit bias test
 - Make a conscious effort to slow down and monitor our own beliefs /decisions/behaviors
- **Remember:** it's not about whether you're a "good" person or not. It's hard to think about something if you're feeling blamed or at fault. Everyone has implicit bias.
- **Invite feedback**
 - Collaborate with peers to create an observation protocol
 - Get student feedback through evaluation



What can teachers do about implicit bias?

- Monitor your practice
 - When do you ask students for “evidence”?
 - Wording of questions
 - Materials: do they reinforce or interrupt bias?
 - Consider your worldview and dominant worldview
- Lessons
 - Study the phenomenon of bias
 - Build listening skills
 - Don't conflate explicit bias (opinions) and implicit bias
 - Develop lessons that surface underlying worldview



Opinion and Implicit Bias

Opinion 1	Opinion 2	Implicit bias
Immigrants take our jobs and lower our wages.	Immigrants are good for our economy and do the jobs nobody else wants to do. Our food would be unaffordable if it weren't for immigrant labor.	

Opinion and Implicit Bias

Opinion 1	Opinion 2	Implicit bias
Immigrants take our jobs and lower our wages.	Immigrants are good for our economy and do the jobs nobody else wants to do. Our food would be unaffordable if it weren't for immigrants.	If immigrants aren't good for the economy, we don't want them. There would be no "use." If a person doesn't serve a purpose - provide a 'good' - they are disposable.

What could you share in the classroom that would interrupt this implicit bias?

Listen to the Voices of Immigrants... Talking about Immigration

From the (2nd) “Immigration” Issue (#38) of *The Change Agent*

- “A Sad Call” (p. 7)
- “I Left My Son and Daughter Behind” (p. 37)

A Sad Call

Anonymous

I lived a very sad experience when my husband was burned at work in San Diego, California. I was in Mexico with our four children. Someone at the hospital called me to tell me that my husband was in intensive care. I had very little money. I could not get the papers to travel legally. I didn't know what to do. I wanted to split myself in two.



I Left My Son and Daughter Behind

Gladis Escano

When I came to the U.S., I felt sad because I left behind my son and daughter. The decision to come to the U.S. affected my family and me so much.

They cried and said, “I want my Mama to come back to us.” Every day, my children would ask my parents about me. Some days, they cried and said, “I want my Mama to come back to us.” When I talked to my son on the phone, he always cried.

I wanted to see my family, but it was impossible. Because of the type of visa I had, I could not travel easily. In any case, I didn't have the money to buy a ticket to go home.

After several years, I brought my son to the U.S. He was 10 years old. I haven't seen my daughter again, but I am hoping and praying every night that she will be able to come and visit me this year.

Gladis Escano, originally from Honduras, is a student in the adult ESOL program at the Fairfax County Public Schools in Fairfax, VA.

myself in two.” Illustration: Lenore Balliro.

ognize him. He didn't have any hair, and his face had been completely burned.

I needed to help him but I had to get my papers to do that. It was a very difficult process. I can attest that due to all that I have experienced, I know that immigration reform is necessary.

Anonymous is a student at Fayetteville Adult Education in Fayetteville, AR. She has had her current husband for 10 years. She has 6 children.

LEVEL 4



LEVEL 3

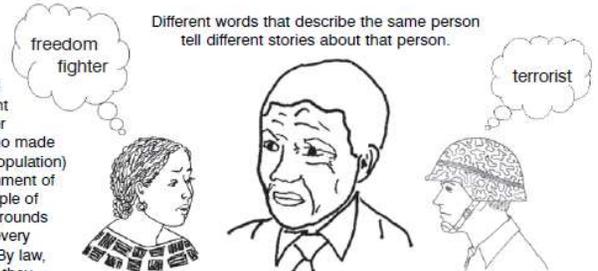
Make up your own title for this image. Use the details in the image to explain why you chose this title.

Explore Language

From the (1st) “Immigration” Issue (#23) of *The Change Agent* (p. 32) “Words Paint Pictures.”

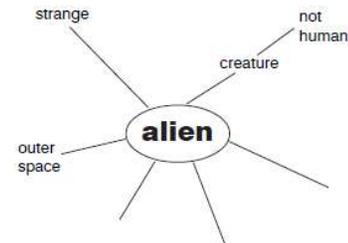
Words Paint Pictures by Elsa Roberts Auerbach

Nelson Mandela was a leader of the movement fighting against the apartheid system of government in South Africa. Under apartheid, whites (who made up only 13% of the population) controlled the government of South Africa and people of different racial backgrounds were segregated in every aspect of their lives. By law, Blacks had no rights: they were not allowed to vote, to live in the cities without special permission, or to marry someone of another race. Nelson Mandela was part of a movement to bring democracy and rights for all races to South Africa. Because of his activity, he was imprisoned for 18 years. He was elected President of South Africa in its first democratic election in 1994 after apartheid ended.



Different words that describe the same person tell different stories about that person.

The language that is used to describe people who were born in one country but live in another country also paints pictures of those people. What comes to mind when you hear the word *alien*? Brainstorm all the words you think of:



Now do the same for the following words:

illegal, immigrant, international visitor, foreigner, native, newcomer, refugee, undocumented worker, citizen

What words have been used to describe you? Add them to this list.

1. Which of these words have positive meanings?
2. Which have negative meanings?
3. Which do you like better? Why? Which are most commonly used? By whom? Where? Why?

Elsa Roberts Auerbach, Professor of English at the University of Massachusetts Boston, has worked to link adult education for English language learners and social justice in workplace, community, and higher education contexts for many years. She is the author of numerous books and articles about participatory approaches to adult ESOL.

Voices of non-Immigrants

From the (2nd) “Immigration” Issue (#38) of *The Change Agent*

- “Immigration in My Community” (p. 26)
- “Immigrant for a Day,” (p. 15)

Immigration in My Community

Carl Barnes



I am a 71-year old African American male, and I have been in Caldwell County, North Carolina, for some 60 years. I have seen this county change a lot with the Hispanics arriving in our community. And in my opinion, it's all for the better.

Immigrants contribute to our community by being good, hard-working people. They get jobs as landscapers, furniture workers, and construction workers. They help to make our community great by bringing good food, good ideas, and different languages and cultures. They are also good for the community because they pay taxes.

Immigrants are good neighbors. Immigrants are good neighbors. They are interesting and wonderful people. They bring new forms of entertainment like soccer and cricket. They offer so much to the community. I have seen this with my own eyes. I have worked with immigrants, played with immigrants, and gone to church with immigrants since the 1960s.

It is a pleasure to see my nieces and nephews and grandchildren grow up with immigrants. I think Congress should pass a bill that would give immigrants the same opportunities that the rest of us enjoy.



Dr. Martin Luther King, Jr. got the ball rolling by bringing all of us together, black and white, to end segregation and fight for equality.

Dr. Martin Luther King, Jr., got the ball rolling by bringing all of us together, black and white, to end segregation and fight for equality. Now, whites and

Immigrant for a Day

Maria Testa



When a friend asked me to help him drive from Boston to Mexico, I accepted the challenge. I'd always wanted to drive across the country, and this was my chance. I really had nothing to lose, so I thought.

The ride was long and hot. But after four long days, we finally reached our destination, the border station in Nuevo Laredo, Mexico. There were long lines of cars, trucks, and people, but mostly it was populated by heavily armed Mexican soldiers. I felt intimidated. There I was, a young, white, American female in this unfamiliar space filled with chaos and soldiers asking me questions in Spanish, which I could not understand.

The soldiers were fierce and rude; their eyes were penetrating. I've never felt so vulnerable. One uniformed soldier, with about the biggest gun I'd ever seen in my life, took advantage of his authority and aggressively approached me. He asked me a question in a stern voice. His ferocious eyes were locked into my own uncertain eyes, and I could see him manipulating the handle of his gun to create an incredibly lewd sexual gesture. Another officer soon approached us, breaking his stare and redirecting him elsewhere.

We ate a nice meal together and drank a cerveza, and then I left for the airport back in Laredo.

Once again, I found myself crossing the border, this time in the other direction. The agent asked me, “Who are you? Why are you here? How long have you been here? What's in the bag?” I was intimidated, but I answered his questions as directly and respectfully as possible. He asked me to stand with my arms stretched out and my legs spread.

Then he instructed a gigantic German shepherd, who'd rip your throat out in one bite, to walk around me and through my legs. The dog even stood on his hind legs to sniff me thoroughly. Finally, they let me back into the U.S. I made it to the airport in Laredo with not a minute to spare.

Once on the plane, the exhaustion hit me. I slept the entire flight home. I dreamed of my son and of the soldiers. Some of the dreams turned to

His ferocious eyes were locked into my own uncertain eyes.

Although I have been in many frightening situations, nothing comes close to the ghastly experience of being an immigrant for a day.

LEVEL 7

Handouts!

- Lesson Packet 5 – “Reading Partners” – an opportunity for English Language Learners and receiving communities to engage in dialogue about Work, Health, Schooling, and Parenting. Includes a collection of eight articles.
- “Pandemic Work” – a collection of 10 articles from our (Pandemic issue) that take a micro-macro perspective about showing agency at work, being frontline workers, being immigrants (some undocumented), and the future of work.

What can programs do about implicit bias?



Build Guard Rails

“A lot of the strategies revolve around how to give yourself more time to think, and how to put guard rails on how you judge other people so that you’re less likely to act on your biases.”

From “Can You Train People to Be Less Biased?”

<https://why.org/segments/can-you-train-people-to-be-less-biased/>



Examples of building guard rails

- Support teachers and administrators to pause
 - Build in time to reflect
 - Could anti-bias be part of lesson-plan template?
 - Provide classroom materials that support anti-bias perspective in the classroom
 - Integrate “addressing bias” into evaluation rubrics and PD
- Orientation
 - Foster feelings of connection to the program
 - Paid “buddies” (peers) who support new students with tech and more
 - Special attention to digital skills for online learning
- Hiring and pay – do they invite diversity in staff?



Gradually change the “water we swim in”

“[R]ace and cognition factors such as implicit bias can operate in conjunction with structural racialization. Together these two powerful forces create barriers that impede access to opportunity across many critical life domains such as housing, education, health, and criminal justice.”



From <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Examples of changing the water we swim in

- Address obstacles (are students “stopping out” or being “pushed out”?)
 - Childcare, transportation
 - Technology – provide devices and training
 - In Mass., there’s an effort to make it so that parents can use children’s devices (issued by school system)
 - In RI, f2f digital literacy + computer labs open during classtime + asynchronous classes with advising
- Advocacy
 - Funding for adult education
 - Free/low-cost wifi from your municipality
 - Build alliances with community-based organizations
 - In Mass., MCAE allied with [Raise-Up Massachusetts](#)
 - In NY, the [Literacy and Justice Initiative](#) is creating collaborations between adult ed. programs and social justice organizations



What can the field do about implicit bias?

- How do our funding sources affect us?
 - At least develop awareness of the pressures we are under and how those pressures might influence us to replicate bias.
 - What is “measured” is what we teach.
- Whose needs are we meeting?
 - What does it mean to prepare students for work? In addition to helping them become “employable,” are we also teaching them how to advocate for themselves?
- Whose voices are we listening to? Who are the stakeholders that determine what adult ed. looks like?



Resources

Diffusing Bias (Facing History and Ourselves) (<https://www.facinghistory.org/resource-library/video/day-learning-2013-binna-kandola-diffusing-bias>)

Implicit Bias: Real World Consequences (BruinX, UCLA)
(<https://www.youtube.com/watch?v=8SIb97tZSpl>)

Can you solve this? (Veritasium) (<https://www.youtube.com/watch?v=vKA4w2O61Xo>)

Catch your mind making a mistake <https://outsmartinghumanminds.org/>

Understanding Unconscious Bias (royalsociety.org/diversity)
(<https://www.youtube.com/watch?v=dVp9Z5k0dEE&feature=youtu.be>)

“The Lessons of the Churn” by Erik Jacobson

<https://criticalteachingandlearningforum.org/2020/10/24/the-lessons-of-the-churn-adult-basic-education-and-disciplining-the-adult-learner/>

“Literacy and Justice,” blog by Ira Yankwitt from the Literacy Assistance Center, with link to Google doc of teaching resources: <https://www.lacnyc.org/lit-and-just-message.html>

Thank you!

A link to a recording and slides of this webinar will be sent to you.

Please complete the very short webinar evaluation that pops up at the end.

Cynthia Peters, cynthia_peters@worlded.org