Implicit Bias







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



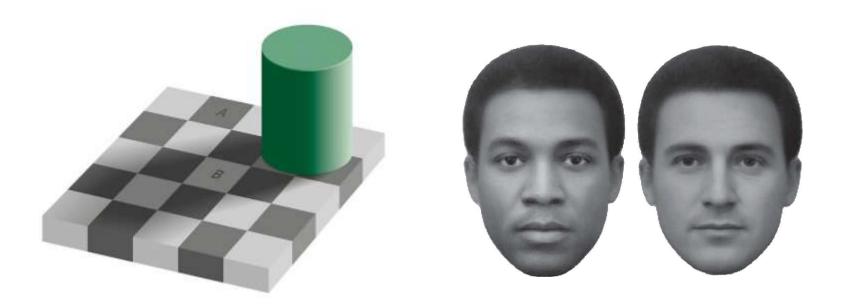
What is the rule?



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?

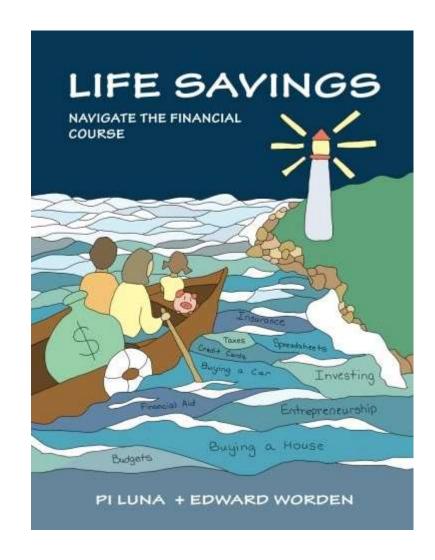


Find the implicit bias!

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 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.

Where does implicit bias come from?

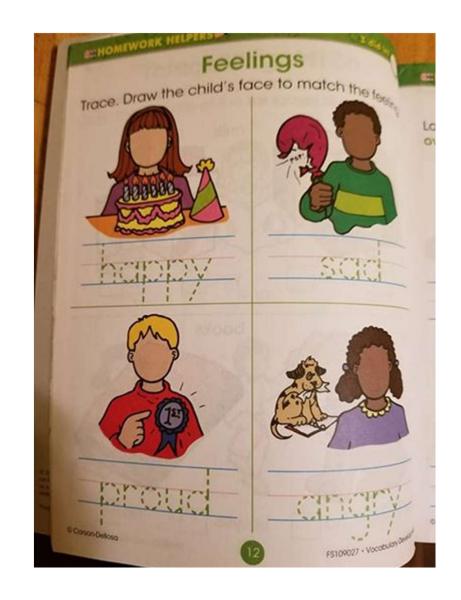
- Starts early; learned from family and culture
- Media
- Life experiences that could be very different based on circumstances you were born into
- Schooling/education
- Religious practices



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."

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



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 <u>field experiment</u> 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

- O 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
- O 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



I Left My Son and Daughter Behind

Gladis Escano

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

"I want my Mama to much. come back to us." Every day, my

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 impos sible. 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

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 neo

Anonymous is a student at Faye ville, AR. She has had her curre better herself. She has 6 childr

LEVEL 4



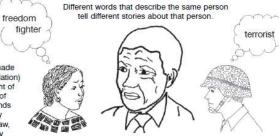
Make up your own title for this image. Use the details in the image to explain why

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.

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:

human creature alien outer space

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
- 2. Which have negative meanings?
- 3. Which do you like better? Why? Which are most commonly used? By whom? Where?

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

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

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

Immigrants are good

ideas, and different languages and cultures. They are also good for the community because they pay taxes.

Immigrants are good neighbors. They are interesting and wonderful people. They bring

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.

new forms of entertainment like

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 th ball rolling by bringing all of us toget black and white, to end segregation and fight for equality, Now, whites and

Dr. Martin Luther

and white, to end

for equality.

King, Jr. got the ball

rolling by bringing all

of us together, black

segregation and fight

LEVEL



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

days, we finally reached our destination, the border station in Nuevo Laredo, Mexico. There were long lines of cars, trucks, and people, but mostly

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 eves 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,

handle of his gun to create an incredibly lewd sexual gesture. Another

officer soon approached us. breaking his stare and

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

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

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

made it to the airport in Laredo with not a minute

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



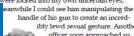
The ride was long and hot. But after four long

His ferocious eyes heavily armed Mexiwere locked into my can soldiers. I felt own uncertain eyes.











Immigrants Talking about the Pandemic (Issue #51)

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This Is How We Survive

Patricia Olivier

BEFORE YOU READ: How have you been surviving the pandemic?

This pandemic made us feel panic and despair. My husband Jorge had to go to work. He works in the fields where the apple orchards are. He takes care of the young apple trees. He prunes and cuts the older trees. He harvests the apples when they are ripe. We worried he would get the coronavirus and

bring it home.

I am a diabetic. I was 50 afraid of catching the vi-I am a diabetic. I was so atraid of catching the vi-rus that I would not open the windows and doors. This is how I led my daughter Luz to have and-This is how I led my daughter Luz to nave auxi-ety. She would eat, sleep, and watch television every day. I knew that I had to help my family, so

I started looking for solutions.

First, I renamilisered my fault in God. He
First, I renamilisered my fault in God. He
gave us this treasure of tile, 50 we have to live it
the best way we cam. I also began to do more fun
the best way we cam. I also began to do more fun
activities insufe the house with Luz and Jorge.

Then we took another important step. We decide to try to help more people. Maybe you are wont dering how the did it. We started by opeaking dering how the did it. We started by opeaking a sufficient family and the causele in our did. Surviving in Our Community dering how we did it. we stated by speaking with friends, family, and the people in our cli-We met other enthusiastic women "warriors We not omer enunusable wouldn't reacher. These women have big hearts. Together, we inese women have uig nears. Logerner, we families in need due to the pandemic. We d These women have you grandenic its and it also sometimes to the pandenic its and its in need use to the pandenic its and its state of the pandenic its and its about undocumence number una need the nesp, and we consecutioney for users. It helps if they have a death or illness in the neeps is they have a death or timess in the but we are also in a network of people

As parents, we are concerned about our children As pareins, we are concerned about our custater. The government provides citizens and residents with help. However, our children, who are U.5. citizens, are not getting help. This is because their dad and I are undocumented. This makes us feel ey. I am worried about my family's safety.

For the government, we are invisible when we are in need. But when it is time to pay our

AFTER YOU READ:

1. According to the author, what is stressful about

2. Read the article on the next page. What is simie, avenue use oursees our use such page. France to outset.

In and what is different about these two stories? s. Read about Cosecha in the box on the right and then research the group and find at least one newstricte that discusses their work.

We Must Be Ready

David Israel Caluna Pilamunga

BEFORE YOU READ: Look at the subheadings in the article. What do you think this article will be about?

Living as an Immigrant

As for jorge, he sun worse in the near His employers gave him information about the coronavirus. They told the to keep distance from each I am an immigrant. I live day to day, week to week. I don't have a social setheir hands. They Undocumented city number, and that makes life very alied for a Green Card

We Are Invisible When We Are in Need

BEFORE YOU READ: What is an unsung hero? Who are the unsung heroes in your life? A Time of Stress

As for Jorge, he still works in the fields.

The pandemic is very difficult for my family. My husband does not have a job due to the coronaaustonia aces not have a jou one to the corona-virus. My husband works in construction, but virus, My husband works in construction, but during this pandemic, the company is closed. We during this time, two times to the closed. We of five who lives with a lot of stees.

Monotonial and I will advantage and the construction.

My husband and I talk about the economy, and we are very worried. The government will not give us stimulus checks or unemployment. not gave us summins enecks or unemparyment.
We feel helpless. We think that we are not able to we see therpiess. We dulk that we are not able to do anything about the government's decisions.

No Help for Our Children

we are at need, but when it is time to pay our taxes, we are very responsible. I never thought I would live through 2020, the year of the corona-

Immigrants Take Action

Cosecha is an immigrant-led organization that runs campaigns to support immigrants in the U.S. During the pandemic, for example, they are raising money to help undocurrented they are raising money to help undocumented immigrants buy food and pay the rent. They have also en fighting for light of undocumented immigrants to get drivers' licences. Find out more at https://www.lafutelga.com/.



ment could make some adjustments, too. (And I am talking about more than a stimulus package.) Based on what's been happening in the last months, we know there has to be a change in the system of the United States. We've let the wealthy take control over our lives. We have to remember and make them remember that the government has to work for every single person in this country, not just for the very few who have accumulated more than 76% of the wealth of the U.S. (ac-

cording to the Congressional Budget Office). We need to demand our leaders change how they spend our taxes. We should be more ready for this kind of catastrophe. A doctor is more important than 100 politicians. A mask and gloves are more important than a gun. It is possible. It

can be done. If we can prepare and be ready for war, we could also prepare and be ready to protect peoples' lives.

earning. I know I'm David Israel Caluna Pilamuriga is a student at Minneapolis. ABE in Minneapolis. MN. He is from Ecuador. He cornes from a nather family, and he speaks Kichwa, the mother lariguage of the Kichwa people. at will be worthng. They are patient ding classes online, d practicing English. g to lie. I prefer the hu-

We Do Our Part as Workers In the End, Nobody Will Sing Our Names BEFORE YOU READ: What is an unsung hero?
Who are the unsung heroes an your Me? Every five minutes, Abuela walks into the ro

Frery five minutes, Abuela make into the room where I am studying. She gives me updates on the Tourist that has four-fived the sines in the value on the Lips and the world of the study of the sines and \$5.00 and \$5.0 eson.]
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bit correct." I respond Sadly. They can't
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oper Jask myself [What about us?]
says the afterthought We proudly
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lane, the store clerks, the con-Part as the workers in the ans, the store clerks, the conand the nurses But in the end, size for being the unsung ives for a country that thing noble and miraculous

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us that we were selfish and let everything

"Mat is the annin point the author is making in 2. Write a story using dialogue. Use the author's dialogue as a model

Support During the Pandemic andocumented immigrants aid not receive the stimulus check, not inemployment before the stimulus check, not inemployment before the pandamic click below and interest to find source or support for the stimulus changes the state to find source or support for the state of the stat

LEVELS 5-6

Listen to Immigrants Talking about...Play, Math, Hair, Careers, Racism, Food, Health...









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://whyy.org/segments/can-you-train-people-to-be-less-biased/



Examples of building guard rails

- Support teachers and administrators to pause
 - O Build in time to reflect
 - O Could anti-bias be part of lesson-plan template?
 - Provide classroom materials that support anti-bias perspective in the classroom
 - O 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
- O 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"?)
 - O 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 <u>Literacy and Justice Initiative</u> 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?
 - O 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=8SIb97tZSpI)

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