

# Implicit Bias: #Hashtags and Wordclouds

## Strategies for Building an Inclusive Classroom

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# Today's Overview

- Impacts of Perceptions
- #Hashtags and Wordclouds
- Implicit Social Cognition/Implicit Bias
  - Key characteristics
- Stereotypes (cognition), prejudice (emotion) and discrimination (behavior)
- Microaggressions
- Tips for building and inclusive classroom
- Questions



# Impolite Questions

- Do you discriminate?
- Do you think that you perceive everyone the same?
  - What are some of the similarities you are aware of in people you think are **the same** as you?
  - What are some of the differences you are aware of in people you think **are different** than you?
- How do you think these differences impact your interactions?



**Sexual Orientation**

**Gender Expression**

**Income and  
Resources**

**Biological Sex**

**Size/Shape**

**Race**

**Ethnicity**

**Age**

**Religion**

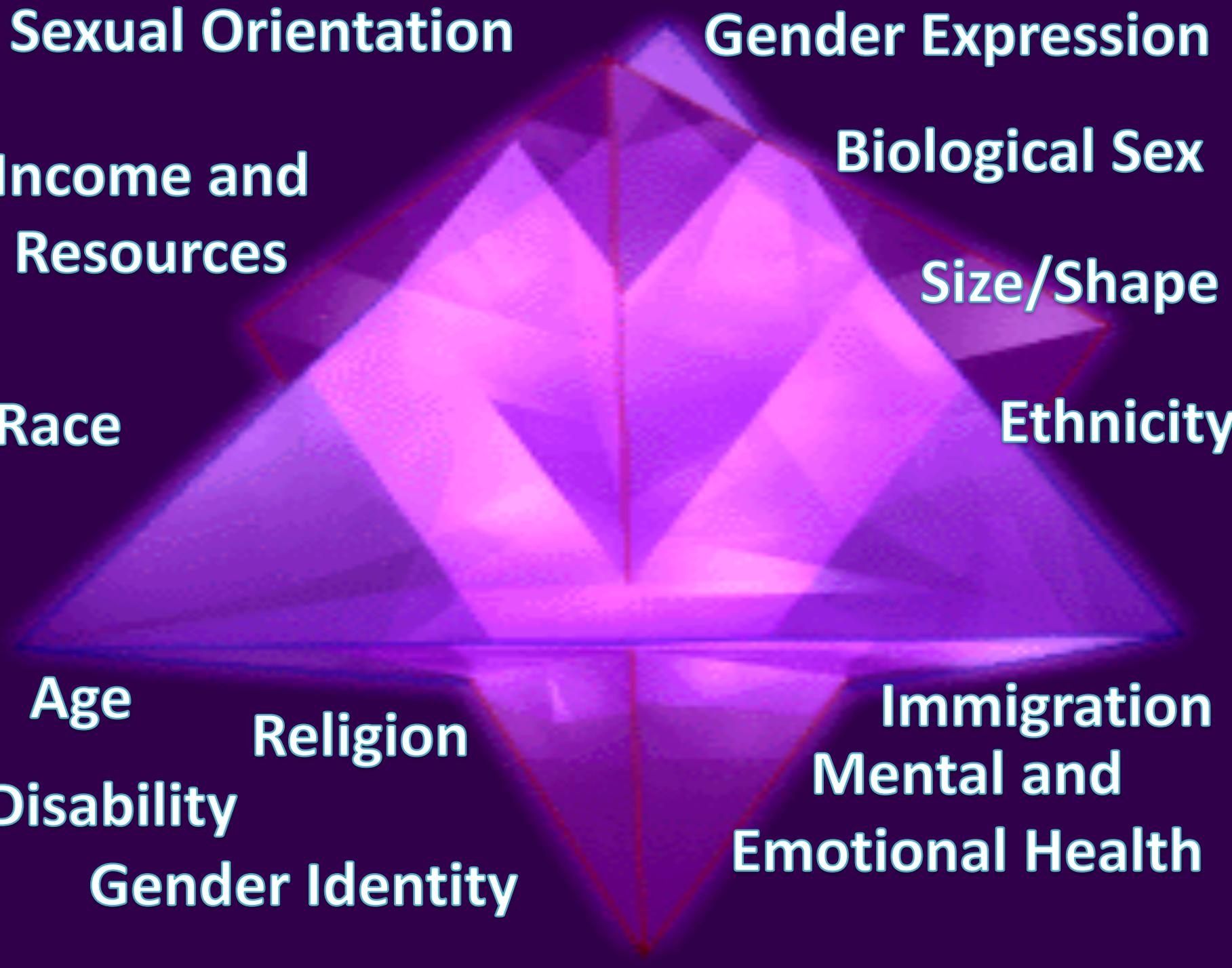
**Immigration**

**Disability**

**Mental and**

**Gender Identity**

**Emotional Health**



# #Hashtags and Wordclouds

Our mental word cloud of others consists of:

- Stereotypes of the things we see or notice.
- How did your hashtags of me impact the wordcloud that you created about me?
  - White
  - Male
  - Professor
  - Social Worker
  - Gay



# Lets Create Word Clouds!

What three words do you think students will use to describe you you?

- E.g. Welcoming, female, intimidating, prepared, accent, warm, reserved

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# Implicit Social Cognition/Implicit Bias

- Attitudes or Stereotypes that affect our:
  - Understandings
  - Actions
  - Decisions in an **unconscious manner**
- Encompass both **favorable and unfavorable** assessments
- Activated involuntarily and **without an individuals awareness** or intentional control
- Resides deep in the subconscious, and are **different from known biases**
- **Not accessible** through introspection

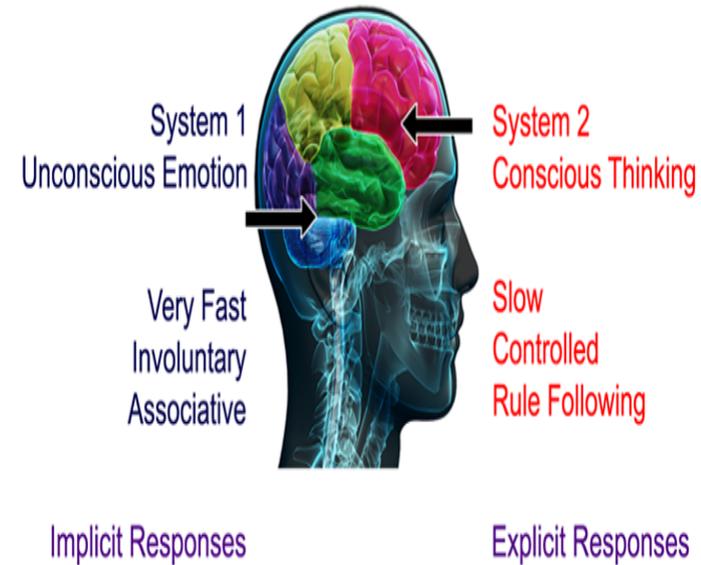
The screenshot shows the Project Implicit website. At the top, there is a navigation bar with the Project Implicit logo and a link to 'The 2013 general audience book that fully explains the IAT'. Below this, there are three main sections: 'PROJECT IMPLICIT SOCIAL ATTITUDES', 'PROJECT IMPLICIT MENTAL HEALTH', and 'PROJECT IMPLICIT FEATURED TASK'. Each section has a brief description and a 'GO!' button. The 'SOCIAL ATTITUDES' section includes a login/register form with an email address field and buttons for 'LOGIN' and 'REGISTER'. Below this, there is a section for selecting a language/nation, with a dropdown menu showing 'United States (English)' and a 'GO!' button.

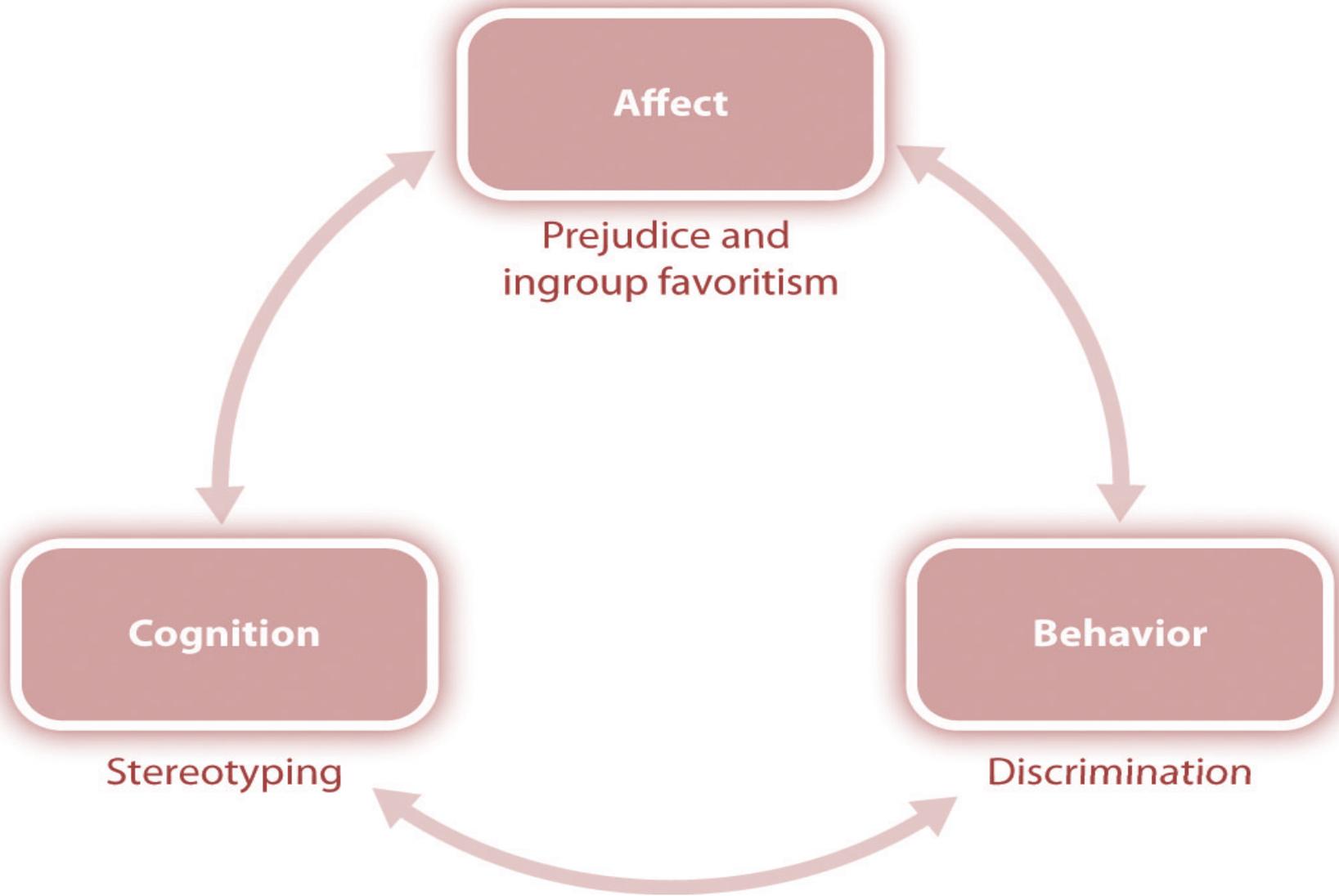


# Implicit Bias Key Characteristics

- Implicit biases are **pervasive**
- Implicit and explicit biases **are related but distinct** mental constructs
- Implicit associations we hold **do not necessarily align** with our declared beliefs
- We generally tend to hold implicit biases that **favor our own ingroup**
- Implicit biases are **malleable**
- Happens within **.08 seconds** of meeting someone

## Two Decision Making Routes



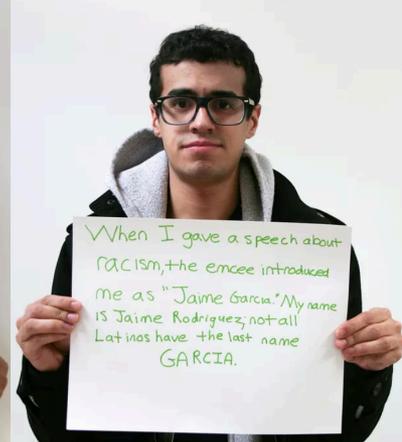


# Microaggressions



- Brief and commonplace verbal, behavioral, or environmental indignities
- **Intentional or unintentional**
- Communicate hostile, derogatory, or negative slights and insults toward any marginalized group
- Hard to detect by dominant culture as they may be unaware they are causing harm or exclusion





# Building Classroom Inclusivity

- Build an inclusive syllabus
  - Be sure to use readings, video clips, images, music selections that represent a variety of perspectives
- Foster inclusive discussions
  - Use examples that highlight diverse people and perspectives
- **Listen and be open to feedback about who is left out**
  - Asking about this as a course reflection can be uncomfortable, yet eye opening.



# Building Classroom Inclusivity



- Be mindful that students may feel that they are marginalized or have to hide their identities in the classroom
  - Particularly true for “invisible minorities”
    - E.g. Sexual orientation, gender identity, disability
      - Provide opportunity for students to identify gender pronouns they prefer
  - Be wary of presupposing heterosexuality or ability



# Building Classroom Inclusivity



- Women and students of color encounter biased evaluations and assumptions about their ability.
- Deactivate your bias wherever possible
  - Grade anonymously
  - Rely on tools like [turnitin.com](https://www.turnitin.com) that apply the same objective metric to every student's work
  - Establish clear criteria for grading. Avoid haste
  - Establish clear guidelines for absences, late work, classroom behavior, etc
  - Apply these guidelines consistently to everyone



# Building Classroom Inclusivity

- Minorities are often singled out in discussions pertaining to groups they belong to
  - but may feel excluded otherwise

## **Don't single out**

- Don't treat any student as a spokesperson for a whole group
- Make it clear that issues of race and gender are relevant to everyone

## **Get everyone involved throughout the semester**

- Signal that you value every student's contribution. Reframe student comments in a way that makes the contribution obvious to all
- E-mail students who are silent to let them know you'd really like to hear their contributions to discussion. Praise their written work
- Make eye contact with every student, look at all parts of the room, etc



# Building Classroom Inclusivity

- **It's not easy to speak out against ableism, racism, sexism and heterosexism**
  - Your silence will be interpreted as acceptance or agreement
  - Think in advance about possible responses
    - “You may not have meant X, but your comment could be understood that way. Would you like to clarify?”
    - Stunned silence can be part of your response: taking time to collect your thoughts signals the seriousness of the situation
    - Wow!



## **Own your mistakes**

- If you have said something ableist, racist, sexist or heterosexist (or something that might be construed that way), clarify and apologize.
- If someone calls you out, listen without defensiveness. It's okay to say, “I need some time to think about this.”



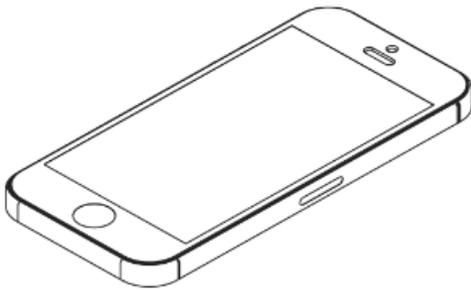
# Building Classroom Inclusivity

- You may experience bias because of your membership in an underrepresented group
  - **Seek help**
    - Let your faculty supervisor and/or department chair know what is going on. Ask them for support and resources you can use to cope with the situation
    - Identify trusted mentors: faculty, staff, or more advanced students in your own or other departments
  - **Be aware that this experience doesn't mean you aren't doing a good job!**
    - Students sometimes lash out when they are being challenged, even if the challenge is beneficial to their intellectual development



# Questions

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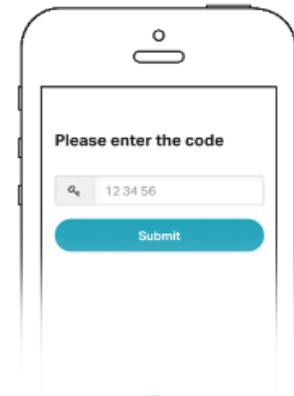
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