

Implicit Bias and Stereotyping Learning Module

Definition

Implicit biases are our unconscious attitudes or stereotypes that can affect our understanding, actions and decisions in ways that may not have been intentional (Greenwald & Krieger, 2006). Stereotyping can be seen as a mental shortcut where one attributes generalized traits or characteristics to all members belonging to a certain group which often leads people to making oversimplified, inaccurate, and hurtful assumptions (Dovidio et al., 2010). In today's world, implicit biases and stereotyping is prominent and rampant. They play a powerful role in shaping people's everyday interactions while also reinforcing long, maintained systemic inequalities, even for those who openly express to reject prejudices.

Learning Context

Addressing an audience of undergraduate post-secondary students who would be approximately 18-24 years old. It will be used as more of an isolated awareness exercise. This is a good age range as there will already be some basic knowledge of fairness, discrimination and social group differences while also having limited exposure to many validated theories of implicit bias and stereotyping. Although this kind of awareness is important for all to have, it may be of more interest to those who find themselves to be socially conscious and stay involved with current events and social justice.

For all learning needs to be met there is clear and simple explanations used. There is relatable content so learners can help connect their ideas to their daily experiences as well as multiple ways to engage with the content such as videos, discussions, polls, and activities

Learning Theory Rationale

Constructivism is the ideal and leading perspective for this topic as the learners must actively construct new understandings of biases and how they operate within themselves as well as the broader picture. In this learning design, participants will build on their existing beliefs and question assumptions they may have and then engage in self-reflection based on this. Social constructivism promotes things like discussion, group work and using real world scenarios to understand as it helps to deepen insight and personal relevance (Halpern, 2017).

Learning Design Rationale

Inquiry based learning was chosen for the approach as it empowers students to ask questions, which is very important here; examine real life examples such as the Blue Eyes/Brown Eyes exercise presented in the blueprint; and it personalizes concepts, allowing them to connect to their own experiences. This design method opens doors for critical thinking, self-awareness and safe, open dialogue which are all crucial pieces when it comes to challenging, what for some, are deeply held unconscious beliefs and attitudes. This approach also aligns with constructivism by ensuring the learner is the center of the educational experience so they can be an active and engaged investigator.

Inclusive Learning - UDL Principles

We will incorporate UDL principles for diverse learners by providing a variety of ways to engage, represent, and express. This will be done by using a variety of learning materials including videos (with access to closed captions and transcripts), readings, and group discussion. We will also provide options for our reflection assessment. Learners will be able to show their reflection in different ways such as writing, verbally, or through an alternative creative form and be able to contribute to discussion and class work in multiple ways including an anonymous

ballet box or online tools like Kahoot for those who may not be comfortable speaking up in group settings. Learners will work on their own and in collaboration with each other to foster engagement. There will be a variety of learning activities to recruit interest. Additionally, important terms will be defined, and big ideas will be clearly stated so learners can identify what is being taught.

Technology Choices Rationale

We chose to include a few technology systems to help aid in the lesson. For starters there is the embedded class divide video which brings the topic to the real world. There will be discussion forums for those that may want to expand on thoughts or add additional ones that may not have been touched on in class as there tends to be time constraints and that can be difficult with such heavy topics. There will also be options for anonymous Q and A via Kahoot and iclicker as well as Padlet for discussion board to ensure a safe space to confidently share insights. These tools will be mostly familiar and, more importantly, free or supported through schools. They are also relatively easy to use and allow for interactivity and reflection as well as community building which are foundational for success in this module.

Learning Resource Components

Learning Objectives

By the end of this mini-module students will be able to:

#	Objective:	Bloom's Level	Evidence
1	Define and differentiate the terms <i>implicit bias</i> and <i>stereotype</i> using correct academic language.	Remember / Understand	Brainstorm sheet & exit ticket
2	Interpret their own Implicit Association Test (IAT) results and summarize at least two personal insights in a reflection.	Analyze	IAT reflection artifact
3	Identify two concrete examples of implicit bias in everyday school or community contexts and explain the impact on the targeted group.	Apply / Analyze	Case-study discussion
4	Evaluate at least three bias-reduction strategies and justify which one they find most feasible for themselves.	Evaluate	Tip-sheet ranking activity
5	Design a creative product (written, verbal, artistic, or multimedia) that proposes a personal or school-wide action plan to mitigate implicit bias.	Create	Summative creative artifact

Essential Questions:

1. How can people be biased without intending to be?
2. What real-life consequences flow from implicit biases and stereotypes?
3. What can an individual realistically do to disrupt their own biases and those around them?

Resources/Content for Students

- Brainstorming Sheet: For students to discuss what they think biases and stereotyping is
- Introductory reading: Excerpts from Greenwald and Krieger (2006)
- Video: A Class Divided (Jane Elliott)
- Case study examples
 - Hiring bias
 - Classroom interactions
- IAT (Implicit Association Test) link for self-assessment
- Tip sheet: Strategies to reduce bias (Devine et al., 2012)



- Padlet: (QR to access Padlet specific to this module)

Resource	Format & Access	Purpose / How Students Use It
Brainstorm Sheet (Google Doc template)	Collaborative doc	Activates prior knowledge; groups co-write working definitions & examples.
Excerpt: Greenwald & Krieger (2006)	PDF	Foundational reading on scientific basis of implicit bias; students annotate key claims.
Video: <i>A Class Divided</i> (Jane Elliott, 53 min)	YouTube link with CC & transcript	Emotional hook + case study for discussion; watch in class or assigned in chunks.
Case-Study Pack (2 scenarios)	Two 1-page hand-outs	one on <i>hiring bias</i> , one on <i>classroom interactions</i> ; analyzed in small groups.
IAT (Harvard Project Implicit): Take a Test	External web link	Students take at home or on school devices; results kept private unless they volunteer.
Tip Sheet: Strategies to Reduce Bias (1-page PDF)	Download / print	Lists evidence-based debiasing techniques; basis for ranking & action-plan tasks.
Optional Multimedia:		
“Implicit Bias Explained in 90 sec”	90-second video	Alternate representation for diverse learners or quick review.
Padlet (https://padlet.com/hy8v46xcjs/remake-of-implicit-biases-and-stereotyping-discussion-board-va160pl3l9hi3uoh)	Online forum	Allows for anonymous discussion among peers and others

Assessment Plan: Formative, Summative & Feedback

Phase	Tool / Activity	What It Measures	Feedback Cycle
Formative 1	Jamboard brainstorm at lesson start	Prior conceptions; misconceptions	Teacher uses sticky-note colours to tag correct vs. hazy ideas in real time.
Formative 2	Polling (Kahoot / iClicker) immediately after <i>A Class Divided</i>	Recall & emotional reaction	Instant class bar chart; debrief clarifies any confusion.
Formative 3	Case-study discussion notes (group)	Ability to spot bias in context	Peer feedback checklist; teacher circulates & gives verbal prompts.
Formative 4	IAT reflection exit ticket (anonymous Google Form)	Personal insight & metacognition	Auto-email with individualized resources based on answer patterns.
Summative	Creative Reflection Artifact (choice board: written essay, spoken word video, infographic, comic, poem, etc.)	Synthesis of concepts + personal action plan	Rubric with three strands: conceptual accuracy, personal connection, actionable strategy.
Feedback Mechanisms	• Self-assessment rubric (✓/✗ + comments) • Two peer “glow & grow” comments • Teacher audio / written feedback within one week	Ensures multi-source, timely, & actionable feedback.	

4 Interactive Learning Activities (mapped to objectives)

Objective(s)	Activity (UDL layered)	Tech / Materials	Time
1	Think–Pair–Share Brainstorm - students jot individual definitions → pair discuss → class Jamboard	Jamboard / whiteboard	15 min
2	IAT Completion & Reflection - done privately; choose written or audio reflection (Flipgrid)	Laptops + Flipgrid	25 min
3	Bias Gallery Walk - posters showing everyday scenarios; students place sticky-notes labeling stereotype, bias, impact	Printed posters, sticky notes	20 min
3 & 4	Case-Study Carousel - groups rotate through the Hiring & Classroom cases, annotate, then record a 2-min audio summary	Hand-outs, voice-recorders	30 min
4	Strategy Ranking Poll - students read Tip Sheet, then vote in Mentimeter for most feasible strategies; discuss top three	Mentimeter	10 min
5	Creative Artifact Workshop - choice board, conferencing stations (teacher/peer), quiet & collaborative zones	Chromebooks / art supplies / headphones	60 min (spread across two periods)
1-5	Ongoing Discussion Forum (optional, asynchronous)	Google Classroom or LMS, Padlet	Homework / extension

5 Inclusive & Accessibility Touch-Points (quick checklist)

- **Captions & transcripts** for all videos.
- **Readable PDFs** with OCR and alt-text on images.
- **Colour-blind-safe palettes** in slides and polls.
- **Multiple means of expression** (text, voice, art, video) at every major reflection point.
- **Anonymous participation channels** (Polling & Padlet) for students uncomfortable speaking aloud.
- **Clear advance organizer** slide at start of each lesson showing agenda & objectives.

References

- Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48(6), 1267–1278. <https://devinelab.psych.wisc.edu/wp-content/uploads/sites/1383/2020/04/Long-term-reduction-in-implicit-race-bias.pdf>
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). Prejudice, stereotyping and discrimination: Theoretical and empirical overview. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 2, pp. 1084–1121). Wiley. <https://doi.org/10.1002/9780470561119.socpsy002030>
- Greenwald, A. G., & Krieger, L. H. (2006). Implicit bias: Scientific foundations. *California Law Review*, 94(4), 945–967. (PDF) [Implicit Bias: Scientific Foundations](#)
- Halpern, C. (2017). *Book review: In search of understanding: The case for constructivist classrooms. American Journal of Qualitative Research*, 1(1), 32–36. (PDF) [Book Review: In search of understanding: The case for constructivist classrooms](#)