

REFLECTIONS ON IMPLICIT BIAS AND MICROAGGRESSIONS¹

1. Jot down an experience that you've had with microaggressions (it could be a personal experience of your own, one you've observed, or one you've been told about).
 - a. Was this experience triggered by assumptions based on race, gender, sexuality, religion, body type, ability, something else, or a combination of these markers?
 - b. Was the experience verbal, nonverbal, or both?
2. How did you feel as a result of the incident?
3. How did you respond to the incident?

→ your english is pretty good
→ assumption based on ~~the~~ ethnicity
→ verbal

→ exasperated
→ brushed it off.

¹Adapted by Kendra Cheruvelil from a worksheet created by: Dr. Dorinda J. Carter Andrews, MSU Dept. of Teacher Educ.

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Creating Inclusive Learning Environments: How Instructors See Students²

As humans, we all operate under a set of assumptions that help us deal with the complexity of life, and the classroom setting is no exception. Some of the assumptions we hold are more conscious than others and some turn out to hold true more often than others. Nevertheless, it is often productive to uncover and question our assumptions, because they can have a large impact on the way we interact with our students, and hence, on their learning. Here is a set of questions to help us reflect on our assumptions related to experience/knowledge, ability, identity and viewpoint, and attributes.

Check the questions below that you most identify with and add any others that you think might influence how you see your students.

- Do I expect most students to come from traditional families?
- Do I expect minority (majority) students to be first-generation college students (or not)?
- Do I link certain individual characteristics with levels of intelligence and ability (e.g., political or religious beliefs, tattoos and piercings, athletic or Greek system membership)?
- Do I treat students as if they are all heterosexual?
- Do I treat students as if they are all Christian?
- Do I think all students look like the gender or race they identify as?
- Do I think I can tell which students have physical or mental/learning disabilities?
- Do I think I can tell the political affiliation of my students?
- Do I think all students can easily work in groups out of class?
- Do I ascribe confident-sounding (tentative) language to intellectual strength (weakness)?
- Do I assume that students who don't participate in discussions have not done the readings?
- Am I inclined to believe that "good" students requesting an extension probably have a good reason, whereas "bad" students doing the same are just lazy?

² Adapted by Kendra Cheruvelil and Cori Fata-Hartley from a worksheet created by: Michele DiPietro. 2007. Checklist of assumptions that can impact motivation, learning and performance. Eberly Center for Teaching Excellence, Carnegie Mellon

Creating Inclusive Learning Environments: How Students See Instructors³

1. Describe what students see when you step into a classroom on the first day — what will they first notice about you?

Indian woman .

2. What additional information or impressions do you intend to give them? Please select all that apply.

socio-economic background

family

religious affiliation

sexual orientation

educational background

teaching experience

political views

weekend/leisure activities

opinions about materials

popular culture opinions

ethnic/racial background

school experiences

Other:

3. What is your ^{person} persona in the classroom? For example, how do you ask students to address in your classroom? How do you dress for class?

formal but traditional

this fashion .

4. How might your responses to the previous questions affect how your students see you? How might student reactions support or enhance your role in the classroom?

→ Maybe unapproachable - this is not what I want to happen .

I do not want to be their friend - but I do want to be approachable

³ Adapted by Kendra Cheruvilil and Cori Fata-Hartley from a worksheet created by: A. T. Miller, PhD, University of Michigan Director, Global Intercultural Experience for Undergraduates.

REFLECTING ON YOUR ROLES IN CREATING AN INCLUSIVE CLASSROOM

1. Jot down some specific ideas you have about how you can help make your classes be more inclusive.
2. Jot down some ways that you can keep the reflection and discussion that we've started today going. In other words, how can you help to build and maintain a community of instructors who share tools, strategies, and resources that contribute to an inclusive learning environment?
3. Looking forward, how will you act as an ally (or an advocate)?
 - a. When you experience a microaggression (personally or observed/heard), how will you respond?
 - b. How might your response differ if a person in a position of power is the aggressor?

→ Active learning - builds bridges and tears down walls.

→ Celebrate festivals - every one's
This was a great thing back home.

→ Celebrate cultures.

Read more about active learning and diversity.

still not sure