

Scenario:

Research has proven that implicit bias is a part of human nature. It is how the brain processes and categorizes information. However, left unchecked, implicit bias can result in unintentional discriminatory behavior. For a workplace to be productive and for improved retention and job satisfaction, employees must feel safe and welcome. To achieve this, employees must learn to work together, and one element of working together is for employees to be respectful of colleagues in communications and other interactions.

By helping employees recognize and address the implicit biases all humans have, a company can improve the work environment, build morale and cohesion, and make all employees feel safe and welcome. This will help increase retention, job satisfaction, and productivity.

In this assignment, learners take part in a personal bias inventory and learn a mitigation strategy, with the opportunity to reflect on both. Assessment for the activity takes the process of transformative learning into account by examining insight and discussion about what the learners have discovered.

Transformative E-Learning Experience: Analysis of Personal Bias

Title	Description	Annotation: Best Practices for Design
Learners	Corporate/Adult Learners	
Instructional Goal	The learner analyzes personal bias.	
Assessment	Rubrics that assess: <ol style="list-style-type: none">1. Insight and understanding on self-guided form/reflection2. Participation and content in an online discussion forum	To encourage learners to take chances and make mistakes , take care in the design of the rubric for assessing self-reflections. It is important not to judge what a student thinks and feels about personal biases. Create a low-stakes formative rubric that focuses on students completing the steps on the self-guided reflection . For example, if the guide calls for learners to give an example of when an implicit bias affected a personal decision, the criterion can focus on whether students did include an example that fits the definition of implicit bias.

		<p>By focusing the criterion, the judgment is low-stakes and does not require the evaluator to judge the quality of the example, such as whether it had enough details. Sharing such a rubric with learners will help with following the guide’s intent without being required to reveal too much personal information, which can contribute to a fear of mistakes.</p>
<p>E-Learning Tools</p>	<ul style="list-style-type: none"> • Online personal bias inventory • Self-guided form • Article content • Discussion board 	
<p>Transformative E-Learning Experience</p>	<p>1. Students review a real-world case study on how a self-guided reflection helped a manager identify implicit bias. The case study should be used both to define <i>implicit bias</i> and to model how to conduct an effective self-reflection.</p>	<p>This step supports several goals for incorporating the activity into a course, including providing foundational knowledge before beginning the experience and demonstrating a real-world application. Self-reflection on implicit bias requires learners to take risks. Showing how risk-taking can lead to change will help students see what can be gained from participating in the self-inventory.</p>
	<p>2. Learners will complete an online personal inventory that evaluates personal bias.</p>	<p>This tool should be fully private to promote learner self-honesty. In a corporate training context, the course should adopt a professionally-designed inventory from a vendor trained to create such instruments. This will help assure fairness.</p> <p>The inventory reports each learner receives are a form of feedback in the self-reflection feedback loop. Also, such an inventory will give learners the necessary context and skills required to achieve the instructional goals for self-guided reflection by providing a baseline</p>

		<p>understanding of how personal biases can be revealed.</p>
	<p>3. Learners will then use a self-guided form to explore areas of bias or non-bias that stood out in the inventory results and reflect on personal feelings about the findings. This title does not go onto the page. It was just for internal reference while we were writing this piece.</p>	<p>Keep in mind that the intent of the rubric used to assess the learners' work in this self-guided form is formative. It is less important whether the form is perfectly completed and more important that it fosters self-reflection.</p> <p>In addition to making it safe for learners to make mistakes, the rubric should guide the instructors to model healthy and professional communication and to give meaningful feedback that assists learners with reconciling contradictions and dilemmas.</p> <p>The assessment model can also be interactive, wherein learners are asked to respond to instructor feedback, which adds another feedback loop and supports the learner to act on revised assumptions.</p> <p>Hint: To prepare instructors for providing feedback, create an instructor guide that models how to gently point out possible contradictions and dilemmas. Show annotated examples of effective feedback.</p>
	<p>4. Learners will engage in case studies that provide strategies and examples of applying mindful practice in peer interaction to address the unintentional effects of implicit bias.</p>	<p>Providing strategies and examples before the main discussion serves as a scaffolding moment. The strategies and examples provide foundational knowledge that will help learners meet the discussion requirements.</p> <p>As case studies, the materials help give learners the necessary context for the applicable skills.</p>

	<p>5. Learners will participate in an open discussion board forum that asks learners to apply mindfulness practices when sharing individual experiences with the personal bias inventory activity.</p>	<p>This discussion will succeed if it is assigned later in the course, after the learners have had time to get to know one another.</p> <p>It is essential for the course to set discussion and participation guidelines, which will create boundaries, support learners, ensure physical and emotional safety, and facilitate the learning process.</p> <p>A discussion is a form of peer review in this context. Learners, in responding to each other, will be giving feedback in the form of ideas, affirmation, questions, and other interactions.</p>
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