

**More than
Meets the Eye:
SEL and
Cognitive
Debiasing**



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Participants will . . .



- . . . explore cognitive bias and its impact on social and emotional competence,
- . . . analyze scenarios of faulty decision making as a result of cognitive bias,
- . . . and identify strategies to combat cognitive biases and build authentic relationships with students and colleagues.

Why are relationships. . .

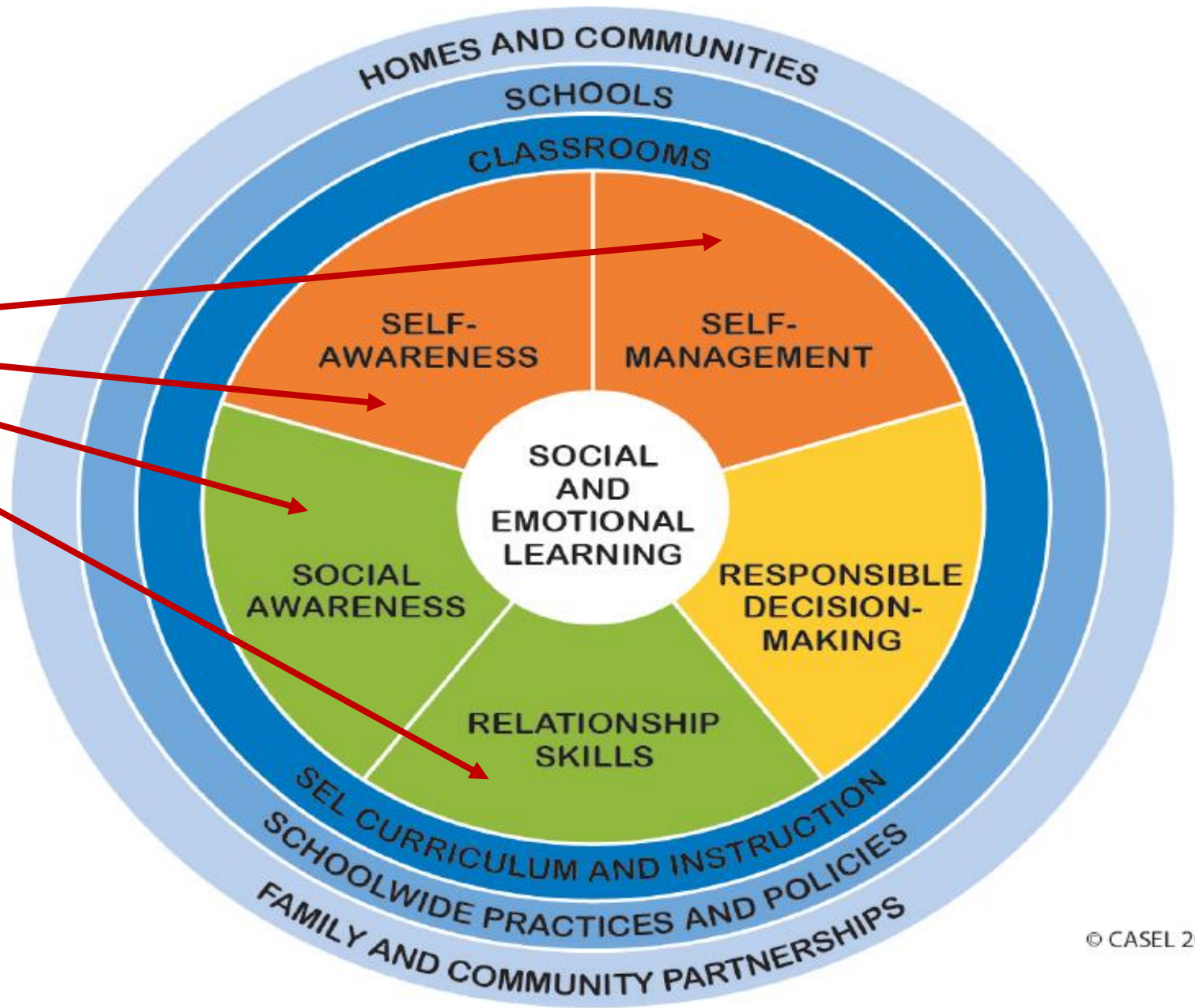
. . . important in teaching?



. . . not all created equally?



Mindset shifts





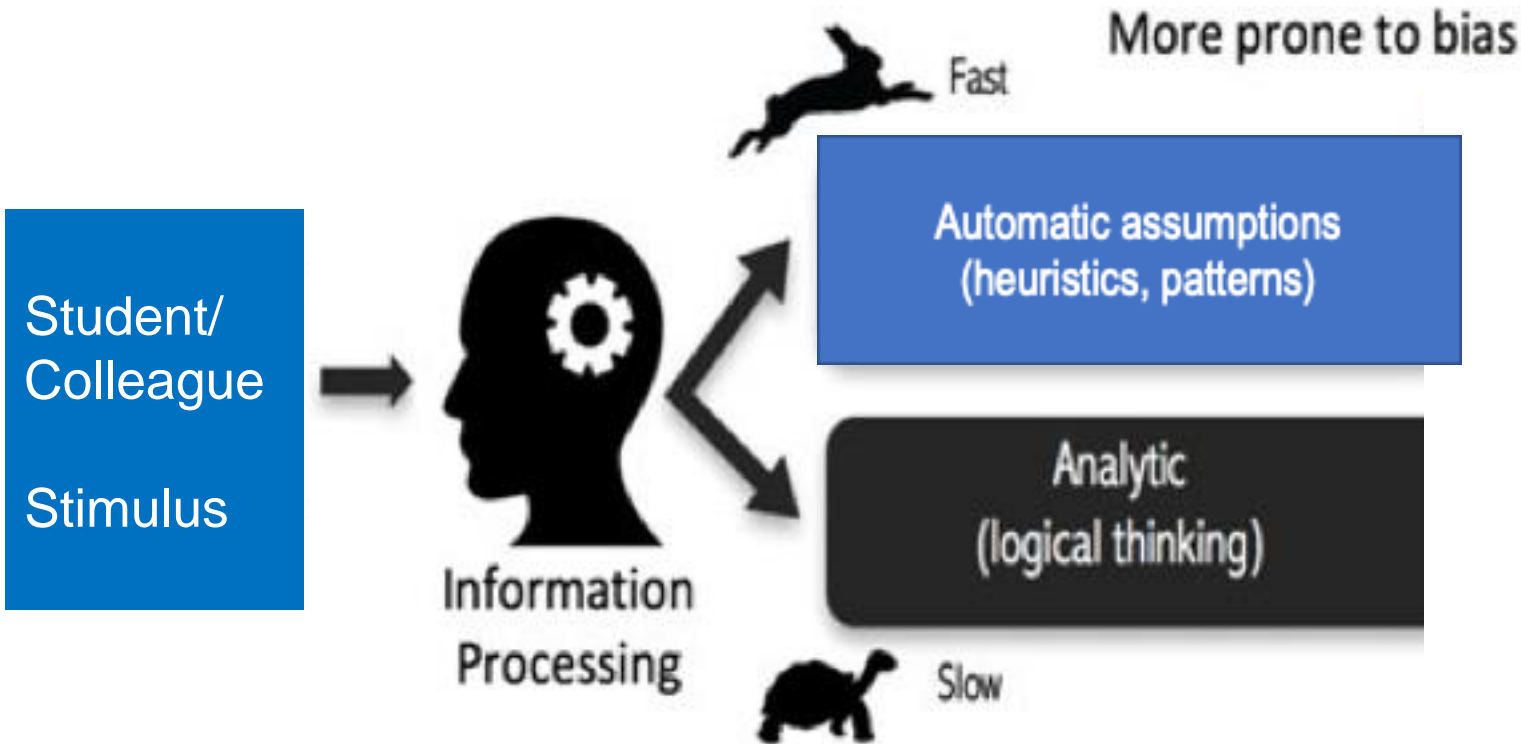
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**Why focus on
relationships and
cognitive bias?**

Automatic Associations & Assumptions



Information Processing



Aniyah and Toni



Discretionary Moments

As a group, work through each section of the graphic organizer. Identify a timer and prepare to take about 6 minutes per section.



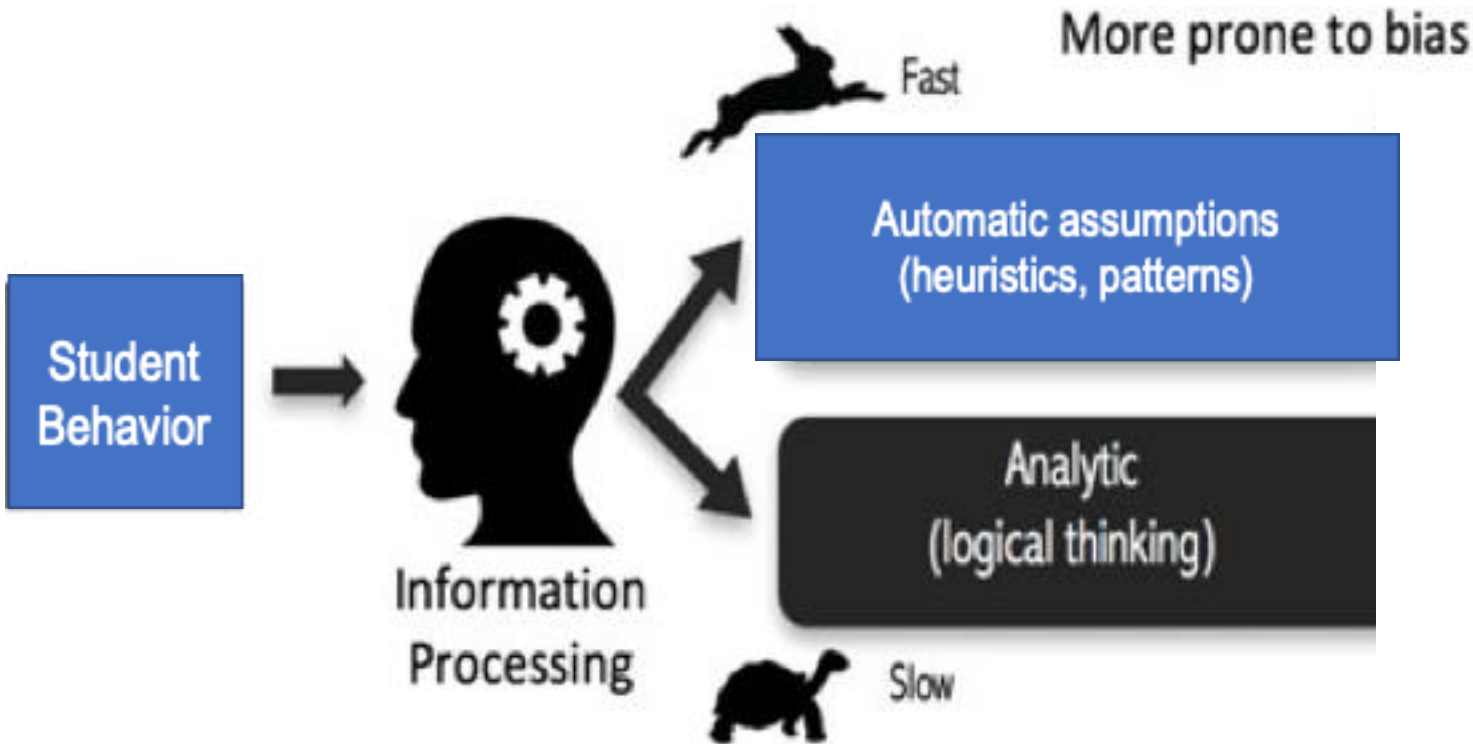
Debrief of the Experience

List three key insights from the discretionary moments exercise.

Complete this section independently or with your table group.



Information Processing



Cognitive Bias

A type of error in thinking - such as reasoning, evaluating, and remembering - that occurs as people process and interpret information from the world around them.

Errors often occur as a result of taking mental shortcuts that lead to mental mistakes.

Discretionary Moments – Mental shortcuts leading to bias

Stimulus	Bias
Female speaking	Gender
Black students	Racial
Good student vs. Bad student characteristics	Halo vs. Horn Effect

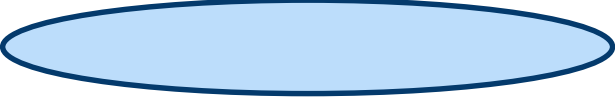
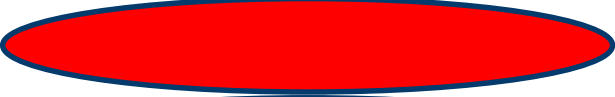






Scenarios – Identifying bias

In table groups, match the appropriate bias and definition with the scenario on the graphic organizer according to the assigned color.



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Understanding Different Types of Biases

-  . Actor-Observer Bias (Actor Bias)
-  . Attentional Bias
-  . Cognitive Dissonance
-  . Endowment Effect
-  . Gender Bias
-  . Halo Effect
-  . Misinformation Effect (Eyewitness)
-  . Racial Bias

Debrief Matching Exercise

As a group, reflect on the discretionary moments exercise and the matching activity, consider the role that unconscious or conscious cognitive bias may have played in responding to the questions.

Consider what implications there may be for building authentic relationships.



Discussion Questions

Reflect on your own experiences with bias. Have you ever been in a situation where you experienced bias? Have you ever been biased in interactions with students, teachers, or peers?

What resonated with you the most in considering how biases surface during classroom instruction?

How might your biases impact student behavior? Student performance? Classroom culture?

Cognitive Bias Impact on Relationships: Fundamental Attribution Error

Frustration

- Student: I am trying but, I'm getting blamed for asking a question. I thought I could ask someone for help

Disengagement

- Student: What's the point in trying, it's not going to matter anyway

Further judgment

- Teacher: You're failing this class because you don't take the time to stop and listen, participate and do the homework

Toxicity

- Student: This teacher hates me

Quitting

- Student behavior: skip class, engage in behaviors to be removed from class

Flip It

Take the situation that you see and “flip it.” Think about whether or not you would respond in this way if more ‘favorable conditions or people’ were involved.

Example

You see a student who has a D average whispering to a neighbor. How would you respond?

How would you respond to the student if they had an A average?



Asset Framing

Consider what this person brings to the table. What are their strengths, talents, skills and interest? What contributions are they able to make?

Example

Projects are only assigned to high fliers because they can handle it and are motivated to conduct independent research.

What could other students bring to the project if they participated?



Scout Mindset

Searching for information that is not readily available to inform the situation.

Example

A student comes in late everyday to your class and disrupts the flow of the lesson.

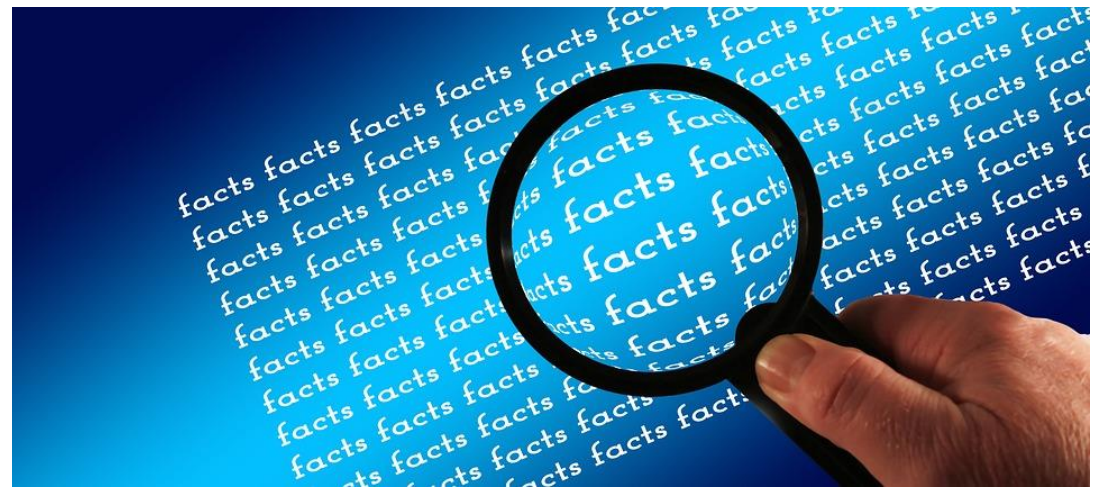
How can you find out what's causing the tardiness?



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Re-examine

Now that I know what
I know about
cognitive bias, . . .





De McKenzie

Education Consultant

dmckenzie@rti.org