Introduction to Micromessaging

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(UA)^2

Unaware

Aware

Understand

Action
IMPACT > INTENT
IMPACT > INTENT

Source: H&M
Equity is when every student has what they need to succeed.
Behavior
Cultural Stereotypes
Bias
Accumulation of (Dis)Advantage
Micromessages
Self-Efficacy

Educator Point of Interruption
What is the impact of labels?

Instructions
1. Observe the interaction and productivity of the volunteer group.
2. Make notes on page 3.

Prompts
• How well is the group working together?
• What are some of the reasons for how well the group works together?
Cultural Stereotypes
Identify cultural stereotypes

**Instructions**
1. You will examine slides with images.
2. Individually reflect.
3. Considering the prompts, discuss your ideas in small groups.

**Prompt**
- What are the cultural stereotypes that you see in the images?
What are the cultural stereotypes?
Identify cultural stereotypes
September 2016 Tweet

'WAKE UP PRETTY'

v.

'EXPLORE YOUR FUTURE'
The Danger of a Single Story
TED Talk
“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

Chimamanda Adichie: *The Danger of a Single Story*, TedTalk
“Show a people as one thing over and over again, and that’s what they become.”

Chimamanda Adichie: *The Danger of a Single Story*, TED Talk
Single Stories Reflection

Instructions
1. Use a post-it note.

Prompt
- What was your reaction to the stories Adichie shared in the video?
- Think about your own experiences. When have you experienced a single story in your own life?
- What was difficult about that experience? What was good? Why?

“Show a people as one thing over and over again, and that’s what they become.”

Novelist Chimamanda Adichie
Unconscious (or Implicit) Bias

Social stereotypes that we form outside of our own consciousness:

- Stem from our brain’s adaptations
- Create unconscious barriers in the classroom
- Impact how we relate to people
Effects of Unconscious Bias

influence how we reach decisions from our gathering, sorting, and filtering of information

influence our evaluations of people and their value
Unconscious Gender Bias: Power and Impact

- 360 College Students (1:1 gender split) rated academic articles in politics, psychology of women, or education
- Two names reoccurred but for identical work: John T. McKay or Joan T. McKay

**Question**

With identical work, should there be any difference in how the students rate John vs. Joan?

**Result**

- Out of 5 possible points, John scored a **FULL POINT HIGHER** than Joan.
- There was consistent gender bias in favor of a male as an author of academic work.
Unconscious Gender Bias: Power and Impact


Question

With identical resumes, should there be any difference in callback rates for Latinos, African Americans, or Whites?

Result

White applicants receive 36% more callbacks than African Americans, and 24% more than Latinos.
Implicit Association Test

✓ **Explore**
  - Take an Implicit Association Test
  - Visit [NAPEquity.org/IAT](NAPEquity.org/IAT) for instructions

✓ **Reflect**
  - Are you surprised at your results?
  - Ask yourself why you are/aren’t surprised?

✓ **Learn**
  - YouTube videos on Implicit Bias
  - Read *Blind Spot: The Hidden Biases of Good People* (Banaji)
Micro-Affirmations

Small, subtle, unconscious messages

sent and received when we interact with others

Micro-Inequities

Valued
Included
Encouraged
Intentional
Positive

Excluded
Devalued
Unintentional
Negative
Discouraged
Key Micromessaging Elements

- Feedback messages
- Praise and Criticism
- Omission
- Contextual
- Verbal
- Para-Verbal
- Non-Verbal
- What is said
- How it’s said
- Body language

What is not said or not done
Who or what else is present - culture, artifacts, etc.
Cues & Messages Worksheet

Instructions

1. Work in pairs to complete the Cues and Messages worksheet.
2. Share reflections from the activity with your group.
3. Be prepared to report out to large group.

How can we mitigate micro-inequities such as the ones listed in the blue cues column? *(Identify solutions for 5)*
Micromessaging Scenarios

Instructions

1. Select and read a scenario.
2. List the micromessages you see from both teachers and students.
3. List micro-affirmations that might help offset any micro-inequities in your list.

Scenarios

DID: Dee was strongly motivated in her study of chemistry, and she was confident of her ability. She wanted to participate more in class, but her teacher never seemed to notice when she raised her hand. On a few occasions, he would simply supply the answer to her question even though her hand was the only one raised. During class, her questions often went beyond the basics to probing more deeply into chemistry concepts. Dee noticed the lecturer often replied to her input or questions with “Let’s see these until later.” When a male student later asked a similar question, the teacher would take the time to answer him directly, saying, “That’s a good question.” Dee wondered if people thought she was showing off or being too outspoken.

APRIL: When April came to her teacher Evelyn for help, she tried to explain her question but was so confused she was unaware how to frame it. Evelyn seemed very busy and did not take the time to fully understand the nature of April’s question. Evelyn just solved the problem quickly and left it up to April to look at the solution on her own time. Sometimes the teacher used phrases that April did not understand like, “This canonical way to solve this problem is...” Evelyn seemed to be communicating that if April did not understand the material right away, then it was because she lacked mathematical ability. When April pointed out a specific equation that she didn’t understand, the teacher replied, “But this is so simple,” and proceeded to manipulate the variables in the equation with incredible speed. April finally gave up asking even though she didn’t understand. However, April told her teacher that she understood the material. After all, April did not want to appear stupid and wanted to make the teacher feel that she had explained things well and April had not wasted her time. She mumbled a thanks and left.
Cultural Stereotypes

Accumulation of (Dis)Advantage

Bias

Micromessages
**Homework**

**Impact > Intent**

**Instructions**

1. Choose a cue from the “Cues and Messages” activity which resonates with you. It could be one which you’ve unintentionally sent or which you could imagine accidentally sending in the future.

2. Think about the intention one may have in giving this cue.

3. Identify the message that matched with your cue from the prior activity and list it in the table.

4. Think about the behaviors a student may exhibit if they interpret the message in the way stated and write down the outcome in the second column. Everyone may interpret a cue differently. Think of other messages that could be interpreted from the cue, and the related student outcomes.
Cultural Stereotypes

Bias

Accumulation of (Dis)Advantage

Micromessages

Self-Efficacy
self-efficacy is the belief one holds in their ability to perform a specific task.
Inspire the

Courage to Excel

ACHIEVEMENT
INTEREST & MOTIVATION
ENGAGEMENT
PERSISTENCE
PERFORMANCE

An individual with high self-efficacy is more likely to adopt and commit to more challenging goals.

self – efficacy
is the belief one holds in their ability to perform a specific task
Inspire the Courage to Excel

Doubt
Fear
Avoidance

Self-efficacy is the belief one holds in their ability to perform a specific task.

An individual with low self-efficacy is more likely to avoid challenges.
Check the RADIO, and tune-in to micromessages!
Reflect on bias and stereotypes
Anticipate impact of decisions, words, and behaviors
Discover and address negative micromessages
Identify ways to give positive micromessages
Offer high expectations and wise feedback
Application & Commitment

Instructions
1. Individually reflect on the prompts.
2. Considering the prompts, discuss your ideas in pairs.
3. We will have ~2-3 people report.

Prompt
3 things I learned today
2 things I will do differently
1 immediate action item.
Online Evaluation

From any device, go to:
bit.ly/NAPESurvey

FEEDBACK
For general professional development workshops, webinars, conference sessions, etc., please click the button below to provide us feedback on our services. We value your feedback to help us improve!

SIGN-IN AND EVALUATION

Session / Event / Workshop
2/13/19
Intro to Micromessaging

Instructor(s)
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