

Closing the Empathy Gap

Creating an Equitable Learning Environment

Empathy Gap 101: The Goal for Today

- Implicit Bias Fundamentals
 - Thinking Fast and Slow
 - Envy Up, Scorn Down
 - Elements of Equitable Learning Environment
 - What is Needed for Professional Development to Address Implicit Bias
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IMPLICIT BIAS

Unintended Bias

Thinking, Fast and Slow*

- **System One**

- Automatic
- Effortless
- Unconscious
- Heuristics

- **System Two**

- Conscious
- Orderly
- Reasoning
- Effort-filled
- Requires *focus/energy*

*Based on the work of Daniel Kahneman, Thinking, Fast and Slow, 2011.

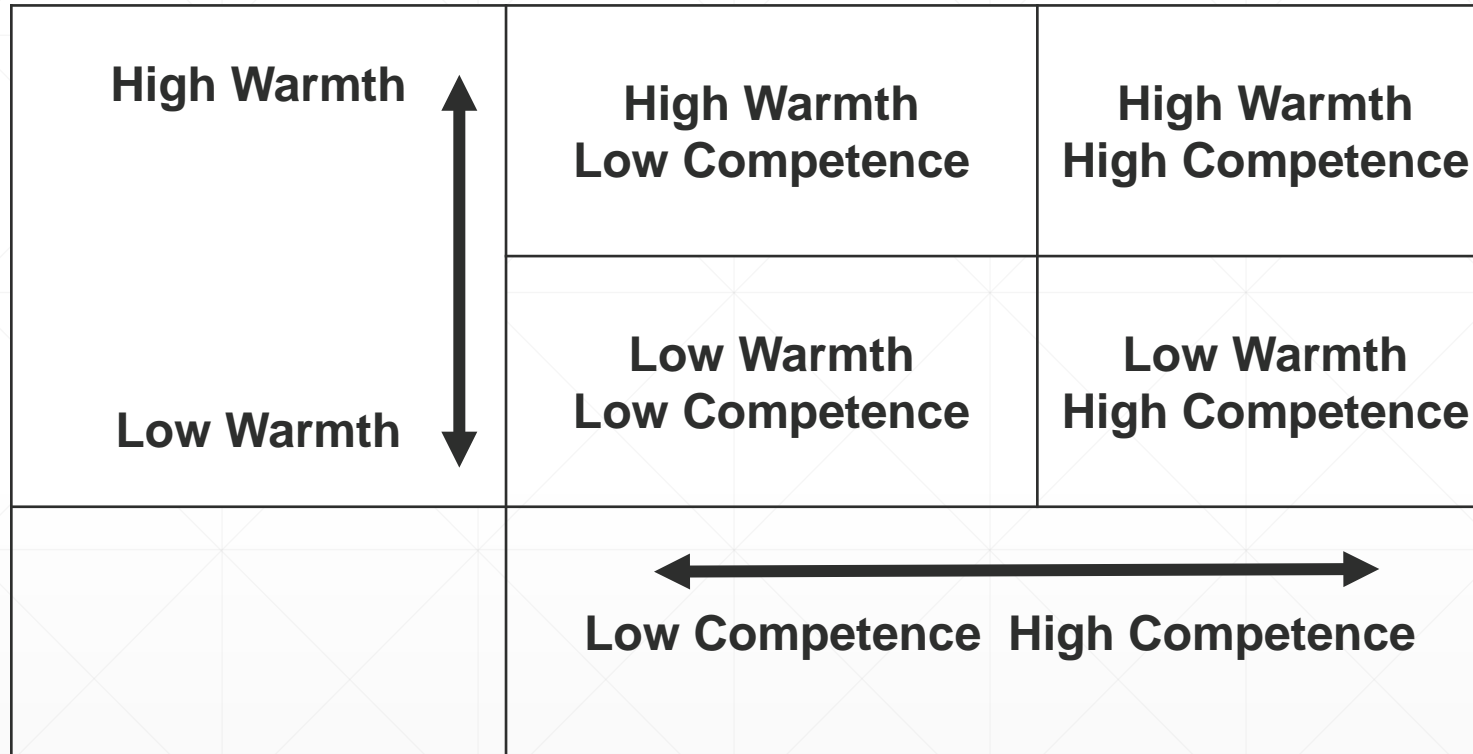
How's Your Thinking?

ACTIVITY #1

Activity: System One or Two?

1. Orient to the source of a sudden sound?
 2. Multiply 27×14
 3. Complete the phrase “bread and _____.”
 4. Search for someone in a crowded room.
 5. Detect hostility in a voice.
 6. Make a “disgust face” when shown a horrible picture?
 7. Brace for a starter gun in a race.
 8. Search memory for a familiar smell or sound.
 9. Read large words on a billboard as you pass by in a car.
 10. Invoke a response when considering a certain career or job.
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System 1 Thinking and the Empathy Gap

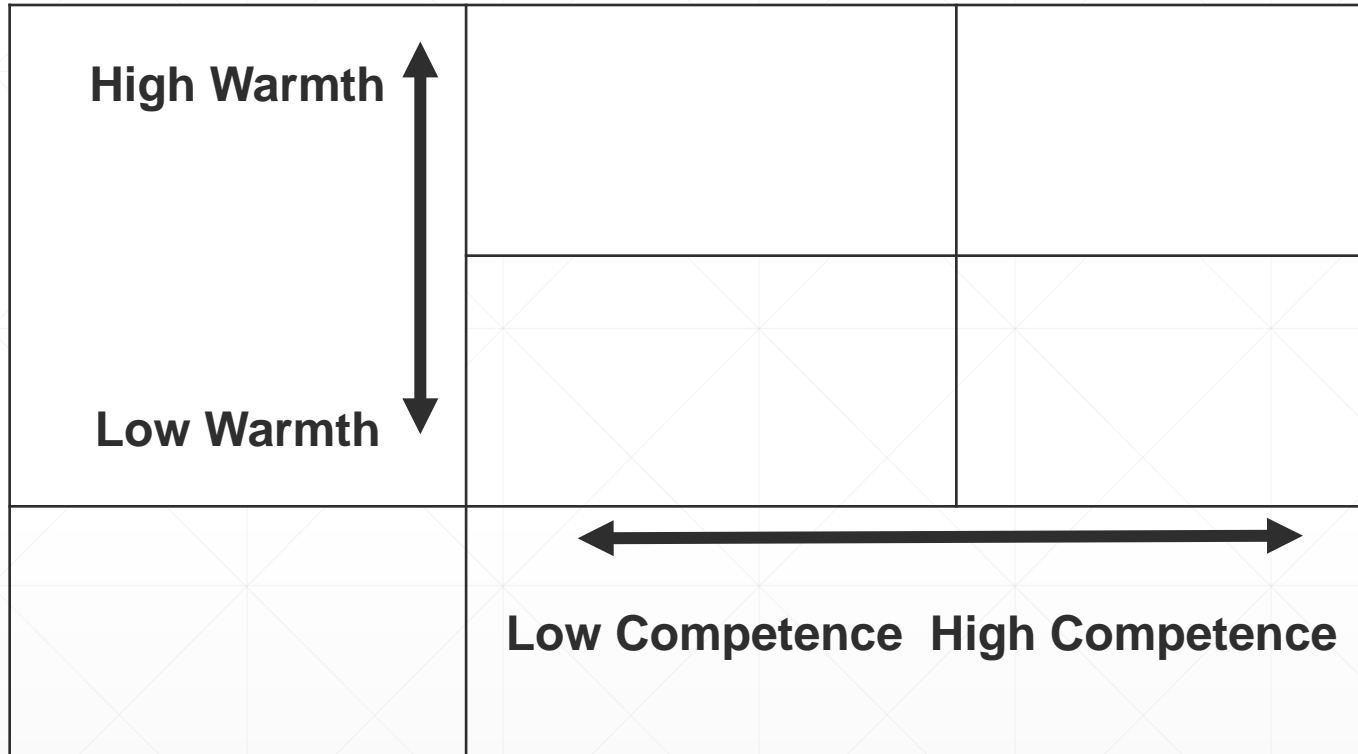


Based on the work of Susan Fiske, Envy Up, Scorn Down, How Status Divides Us, 2011

How's Your Thinking?

ACTIVITY #2

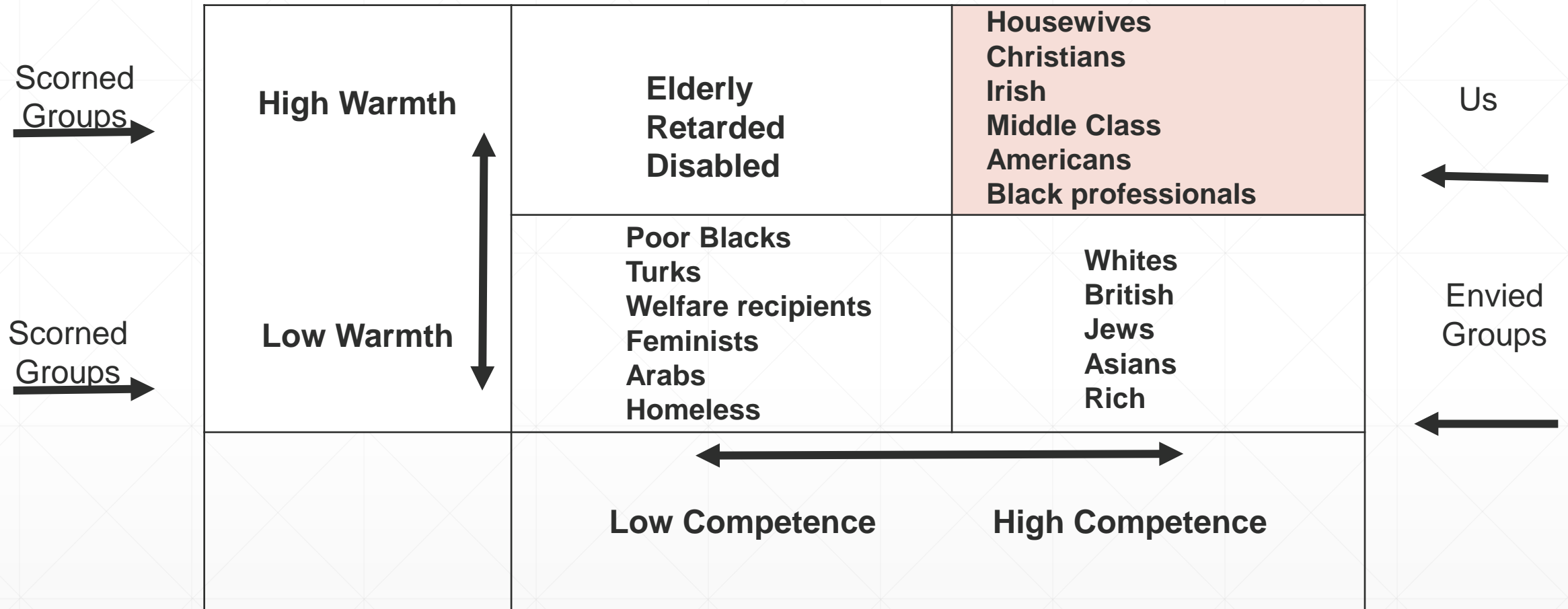
Empathy Gap Exercise



- Elderly
- Retarded
- Disabled
- Housewives
- Christians
- Irish
- Middle Class Americans
- Black professionals
- Whites
- British
- Jews
- Asians
- Rich
- Poor blacks
- Turks
- Welfare recipients
- Feminists
- Arabs
- Homeless



Based on the work of Susan Fiske, Envy Up, Scorn Down, How Status Divides Us, 2011

Empathy Gap: Us and The Other



Based on the work of Susan Fiske, Envy Up, Scorn Down, How Status Divides Us, 2011

Empathy Gap Exercise - CTE

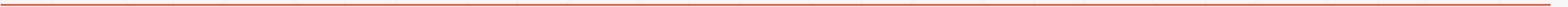
High Warmth  Low Warmth	USPS Veteran's Hospital	Starbucks Coke Hershey's
	BP Goldman Sachs	Mercedes Rolex
	 Low Competence High Competence	

- Marketing and Sales
- Business Management and Admin.
- Manufacturing
- Government and Public Administration
- STEM
- Law, Public Safety and Security
- Human Services
- Finance
- Agriculture, Food, and Natural Resources
- Education and Training
- Architecture and Construction
- Health Science
- Transportation, Distribution and Logistics
- Arts, A/V Technology, and Communications

Based on the work of Susan Fiske, Envy Up, Scorn Down, How Status Divides Us, 2011

Equitable Learning Environments Require That We Close the Empathy Gap

- How do we do that?



Equitable Learning Environment

3 Components

(1) INCLUSION

Educators and policy makers are aware of and responsive to the ways that diverse students may be marginalized by our current education system;

Equitable Learning Environment

3 Components

(2) NORMALIZED

Educators take seriously the multiple perspectives, values, experiences, and beliefs of their students and their families and create daily opportunities for community contributions and collaboration;

Equitable Learning Environment

3 Components

(3) EMPOWERED

Student-centered classrooms where students have responsibility for their own learning and self-assessment, are provided opportunities for free inquiry, experience learning relevant to their lives, and participate in collaborate learning and continuous reanalysis to learn essential knowledge.

How's Your Thinking?

ACTIVITY #3

Creating Change: More Research!

Put the following in the correct order...

Change in Teacher's Classroom Practices

Change in Student Learning Outcomes

Change in Teacher's Beliefs and Attitudes

Guskey: Staff Development and the Process of Teacher Change – 1986!

Change in Teacher's Classroom Practices

Change in Student Learning Outcomes

Change in Teacher's Beliefs and Attitudes

Parker, Morrell, Morrell, and Chang, 2016

Question	Overall p-value	Pre-Academy n = 36	Post-Academy n = 28	Post-Capstone n = 28
I am knowledgeable of the ways in which I can contribute to an environment so that it encourages all students in my classroom.	<0.0001	2.2	2.4	1.4
I would advise my students to take as many STEM courses as they can.	0.0002	2.2	2.2	1.5
I understand the ways in which a classroom environment does or does not encourage all students.	<0.0001	2.3	2.4	1.4
I am aware that I am responsible for creating an equitable classroom.	<0.0001	2.2	2.3	1.2
I am knowledgeable about strategies to evaluate the effectiveness of classroom interventions.	<0.0001	2.5	2.2	1.4
I feel confident in my ability to identify and address microinequities in my classroom.	<0.0001	2.5	2.3	1.6

Conclusions from research and practice for professional development

- Implicit bias is a natural consequence of being human and affects everything, including CTE recruitment, enrollment, and completion.
 - We need to engage System 2 thinking to become aware of and address implicit bias, particularly around CTE careers for non-traditional students.
 - Addressing implicit bias is required to create equitable learning environments where all students can learn.
 - Change is slow, difficult, and gradual – it takes time!
 - Optimism toward any method or strategy is contingent upon evidence. (Personal evidence is best).
 - Significant change comes from successful practice with improved outcomes.
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Next steps? It's not a presentation....

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