

Understanding By Design (UbD)– Backwards Design Process
 (Modified from Grant Wiggins and Jay McTighe, 2002 for Self-Evaluation of RMAIS lessons)

UbD TEMPLATE

Stage 1 – Desired Results	
<p>Content: Topic for Lesson</p> <ul style="list-style-type: none"> <i>Implicit bias in STEM and mentoring</i> 	
<p>Understanding (s)/goals Participants will understand that:</p> <ul style="list-style-type: none"> <i>Biases come in many forms, affecting our thinking in unconscious ways, leading to poor decisions and bad outcomes for ourselves, others, and our team</i> <i>Identifying our biases is the first step to overcoming them</i> <i>Learning about our own biases doesn't reveal something bad about ourselves but instead gives us the power to fight them and the norms that cause and reinforce them</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <i>What is bias?</i> <i>Where does bias come from?</i> <i>Can we have bias and not know it?</i>
<p>Lesson objectives (outcomes): Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> KNOWLEDGE: <ul style="list-style-type: none"> <i>Understand what bias is and where it originates</i> <i>Understand that having bias doesn't make you a bad person. Rather, identifying our biases empowers us to overcome them.</i> SKILLS: <ul style="list-style-type: none"> <i>Recognize what bias looks like</i> <i>Self evaluation of bias</i> 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Participate in discussions based on ideas and from readings Complete implicit bias test 	<p>Other Evidence:</p> <ul style="list-style-type: none">
Stage 3 – Learning Plan	
<p>Learning Activities: Readings before class: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/</p> <ul style="list-style-type: none"> <i>Powerpoint: Quote, “Until you make the unconscious conscious, it will direct your life and you will call it fate.” (Introduction, 5 min)</i> Watch https://outsmartinghumanminds.org/module/about-face (5 min) <i>Powerpoint: Tell class what we are going to do. In small groups, based on prior assigned reading 1) define implicit bias 2) describe key characteristics of</i> 	

implicit bias 3) consequences of implicit bias... Together discuss 1) what can we do about implicit bias 2) learn how to identify our own biases (2 min)

- *Small group discussions:* Define implicit bias based on readings and share with class (5 min).
- *Small group discussions.* Describe key characteristics of implicit bias by addressing these questions: how common is implicit bias? who can harbor implicit bias? how is implicit bias different than explicit bias? What groups are often subjected to negative implicit bias? Are implicit biases permanent? (10 min) Share with larger group (each small group share answer to one question).
- Share matrix of oppression with everyone and discuss (2 min).
- Small group discussions: What are the consequences of implicit bias? Groups come up to board to write who is affected and how (5 min).
- As a larger group: introduce implicit bias test and why it is the first important step for overcoming our biases (2 min).
- Discuss why it is important to remember that everyone has implicit bias, and that results of test do not reflect moral character, but rather empower us to overcome our own biases (2 min).
- *Powerpoint:* Give instructions for completing implicit bias test before next meeting. <https://outsmartinghumanminds.org/test/> (5 min)
- *Powerpoint:* Quick summary of day. What is implicit bias, and why is important that we identify our own biases? (2 min)

Key Words:

Implicit bias, unconscious bias, mentoring, STEM