



NAPE

Micromessaging to Reach and Teach Every Student™

**National Alliance for Partnerships in Equity
Education Foundation**

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N A P E

Welcoming Awareness

Introduce yourself to the class

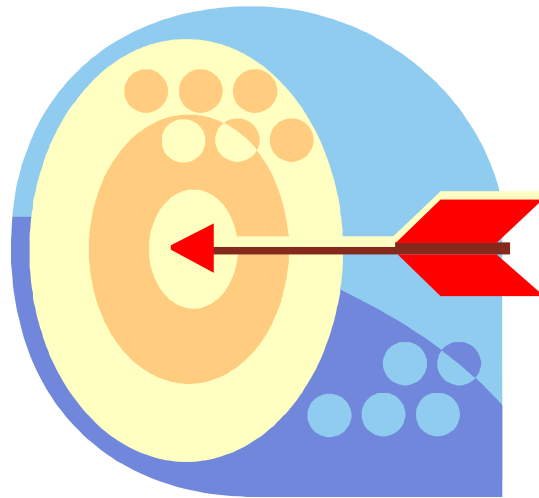
- Name
- Title
- Organization/unit





Goal

Apply knowledge of implicit bias and micromessaging to create strategies that improve access and equity for all students.





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Objectives

After completing this unit, you will be able to:

- define micromessages, micro-inequities, and micro-affirmations
- recognize implicit bias that underlies the micromessages
- evaluate and address negative biases in your teaching practices
- create action plans to minimize micro-inequities and maximize micro-affirmations.



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Professional Development for Educators: STEM (including CTE) Access, Equity, Diversity

STEM Equity Pipeline™

PIPESTEM™ Project

Working with institutional leaders (administrators, dept heads, etc.) to improve enrollment, retention & completion of girls & under-represented populations in STEM courses

STEM Equity Teacher Training

Training teachers to use pedagogy that improves enrollment, retention & completion of girls & under-represented populations in STEM courses

STEM Equity Counselor Training

Coaching counselors to encourage girls and under-represented populations in STEM careers

Tools & Resources

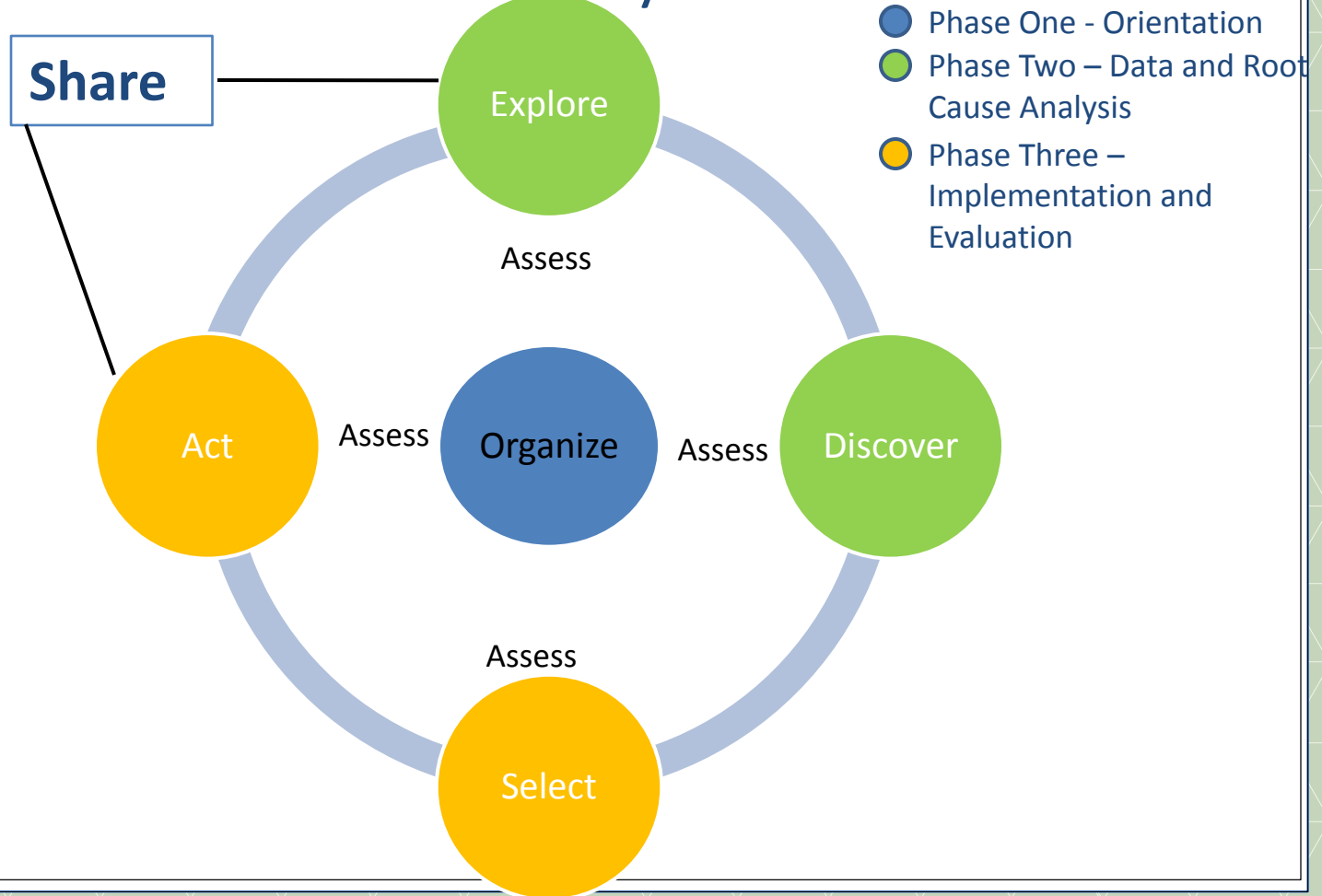
Tools to support teachers' & counselors' learning and assist their students, e.g., camps, partner orgs, books



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STEM Equity Pipeline

Program/Pedagogy Improvement Process For Equity™





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The Program Foundation



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Micromessaging

Micromessages

- Small, subtle, semi-conscious messages we send and receive when we interact with others

Micro-inequities

- Negative micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded

Micro-affirmations

- Positive micro-messages that cause people to feel valued, included, or encouraged



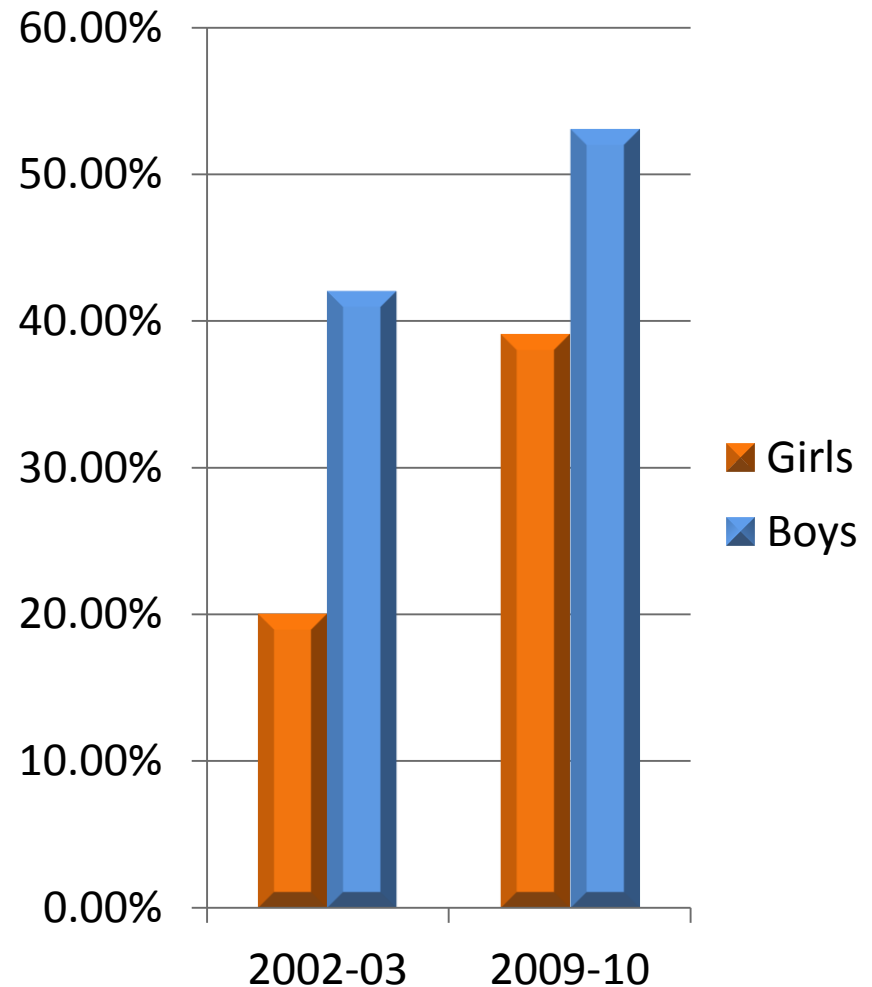


Teacher Professional Development

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Since implementation in 2003,
AP Physics test pass rates
improved for both girls and boys:

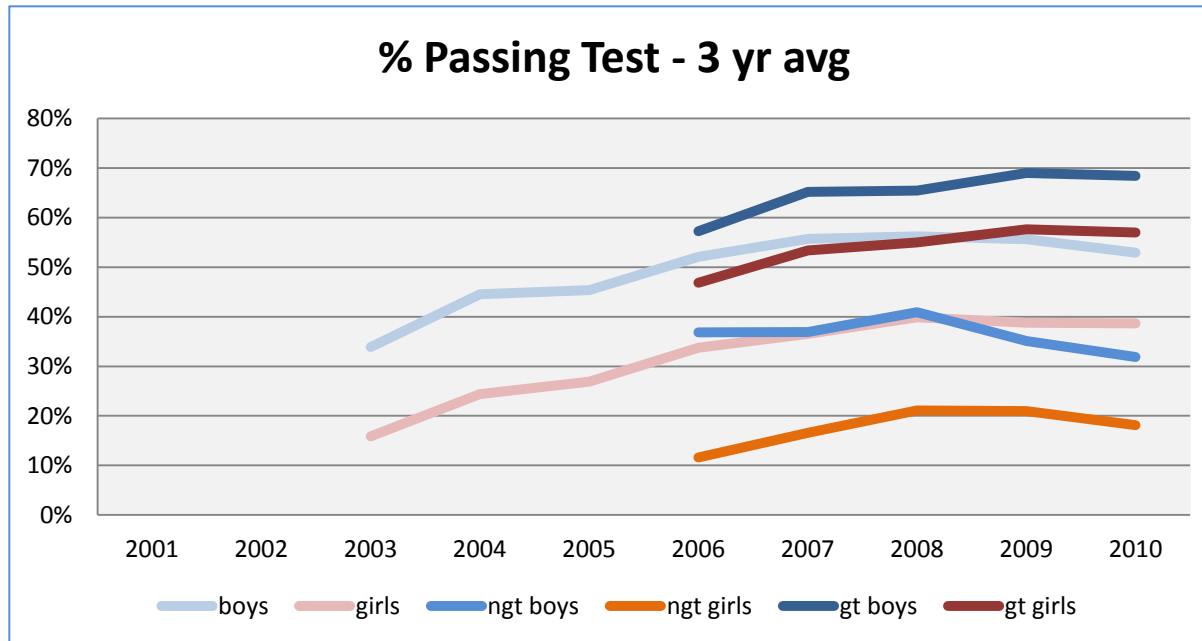
- 4x tests passed by girls
- 4x tests by African Americans
- 6x tests passed by Hispanics





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Gender Equity Training



Both boys and girls of the teachers that had Gender Equity training are passing at 20-30% points higher than students of teachers without the training

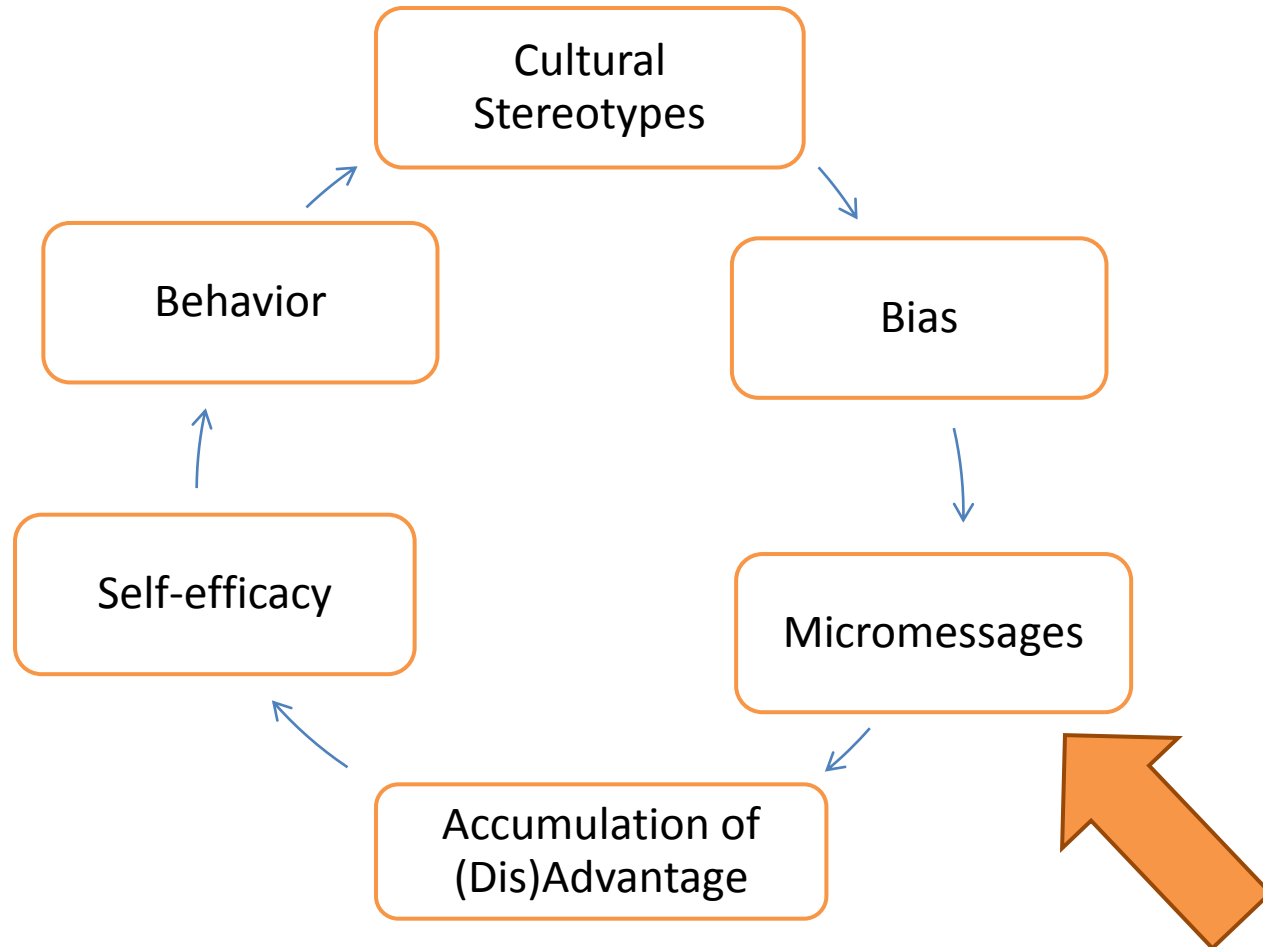


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Exercise



Micromessages: The Missing Link Between Bias and Behavior





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Lands End Catalog 2012

super light, superhero tough

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability, thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

make it your own!
with a monogram,
embroidery or both!
details, p. 76



3. rich red
(webbing: bright lime)

clip-on
flashlight, p. 77



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Lands End Catalog 2012

light as a feather,
tough as long division

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

e-reader case, \$15, 419654-B43,
water bottle, \$19, 422617-B44,
landsend.com





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Tech Alert October 27, 2011

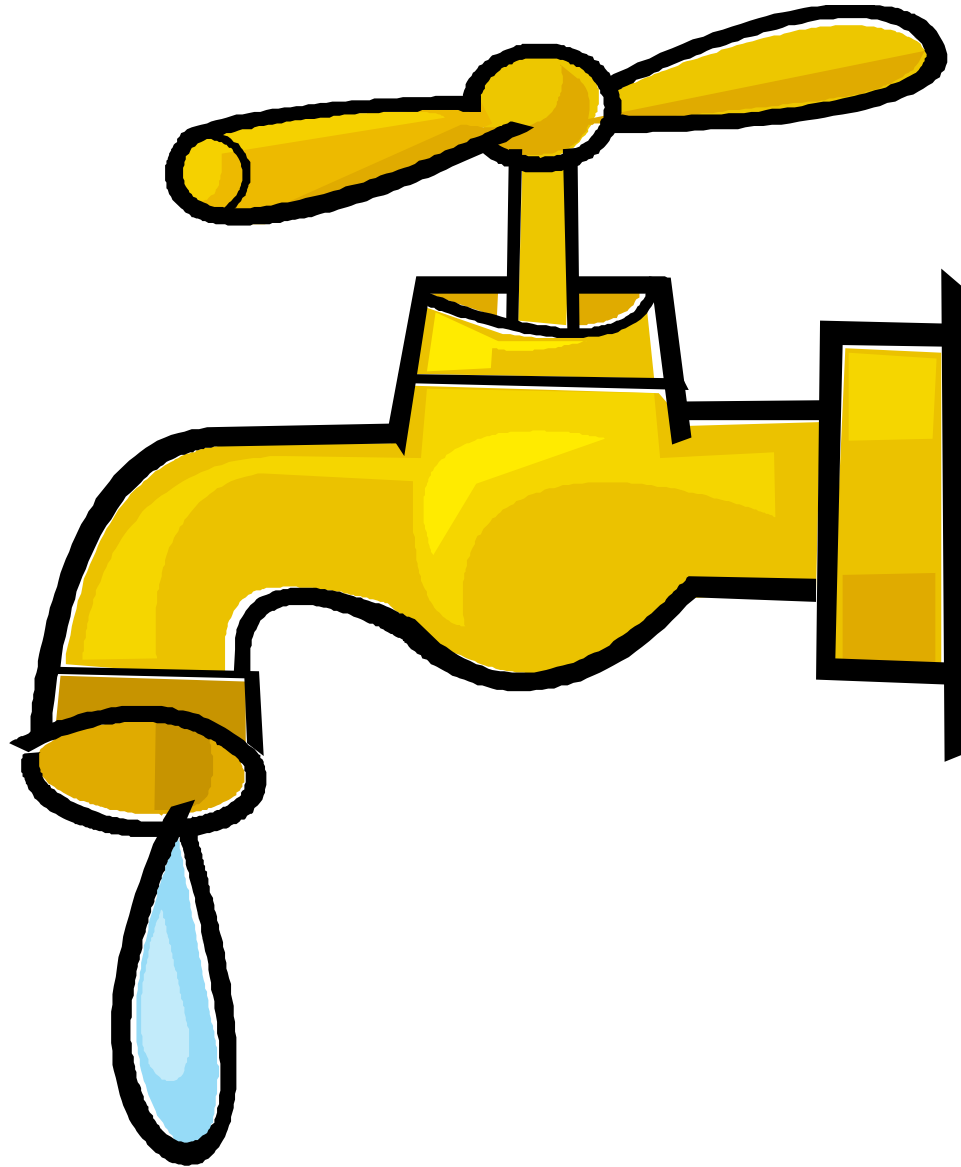
Dear Members and Readers,

Please accept our sincere apologies for the headline in today's Tech Alert: "With the Arduino, Now Even Your Mom Can Program." The actual title of the article is "The Making of Arduino."

IEEE Spectrum

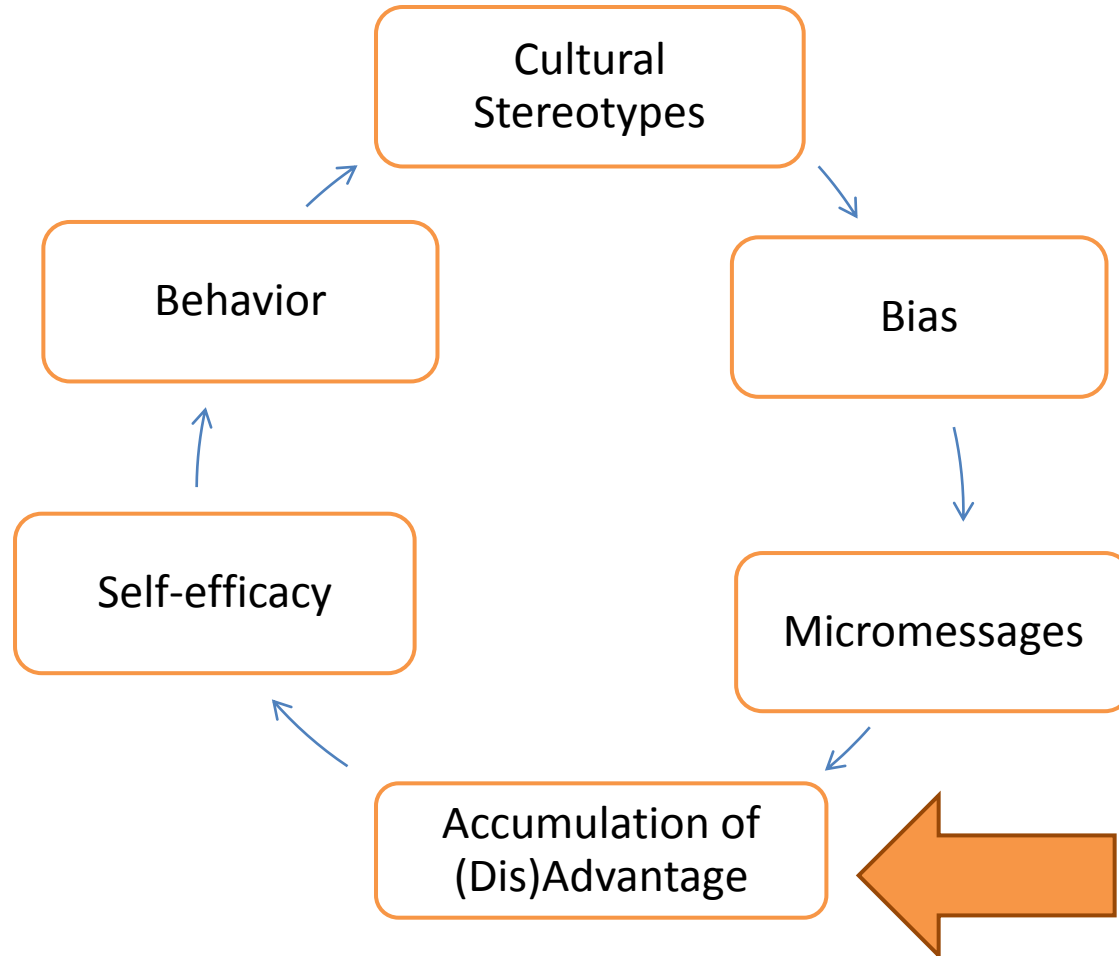


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Micromessages: The Missing Link Between Bias and Behavior





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Gender Bias = Micro-Inequities

Unconscious

Subtle

Unintentional

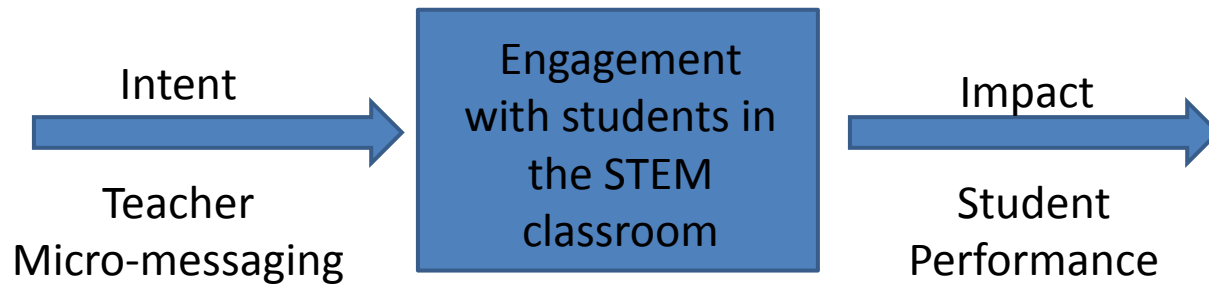
PERVASIVE

POWERFUL



Why Think About Micromessaging?

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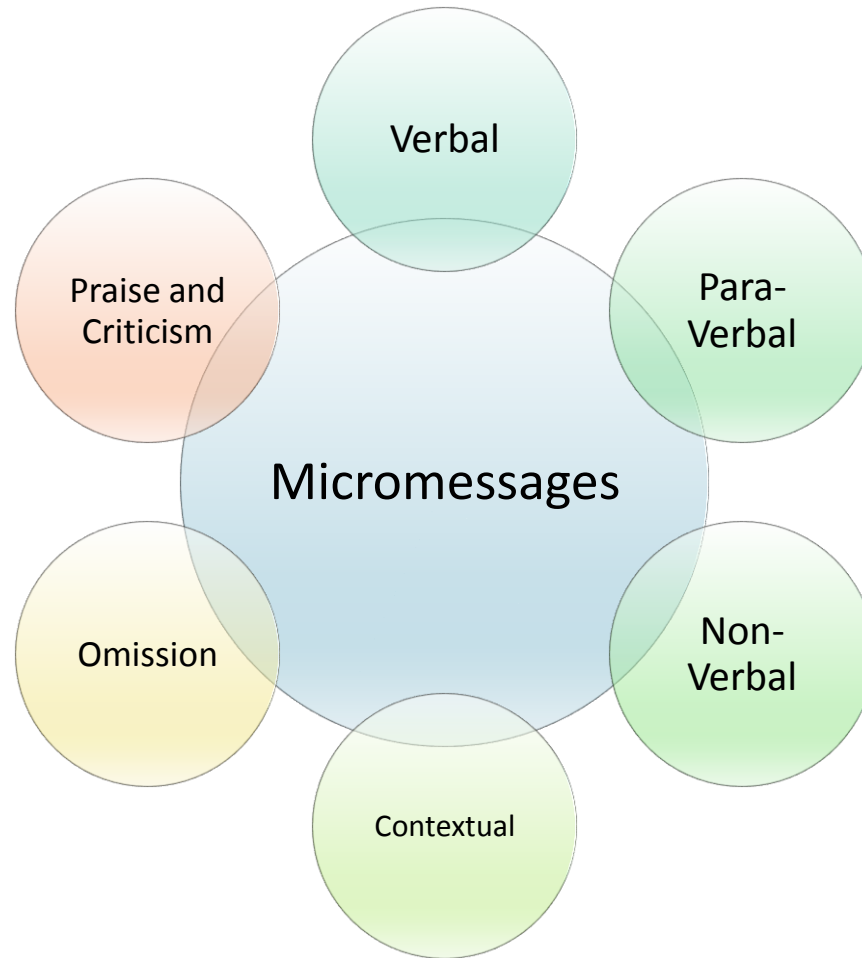
Small and seemingly insignificant behaviors may result in unfavorable learning outcomes.

Impact is More Important Than Intent!



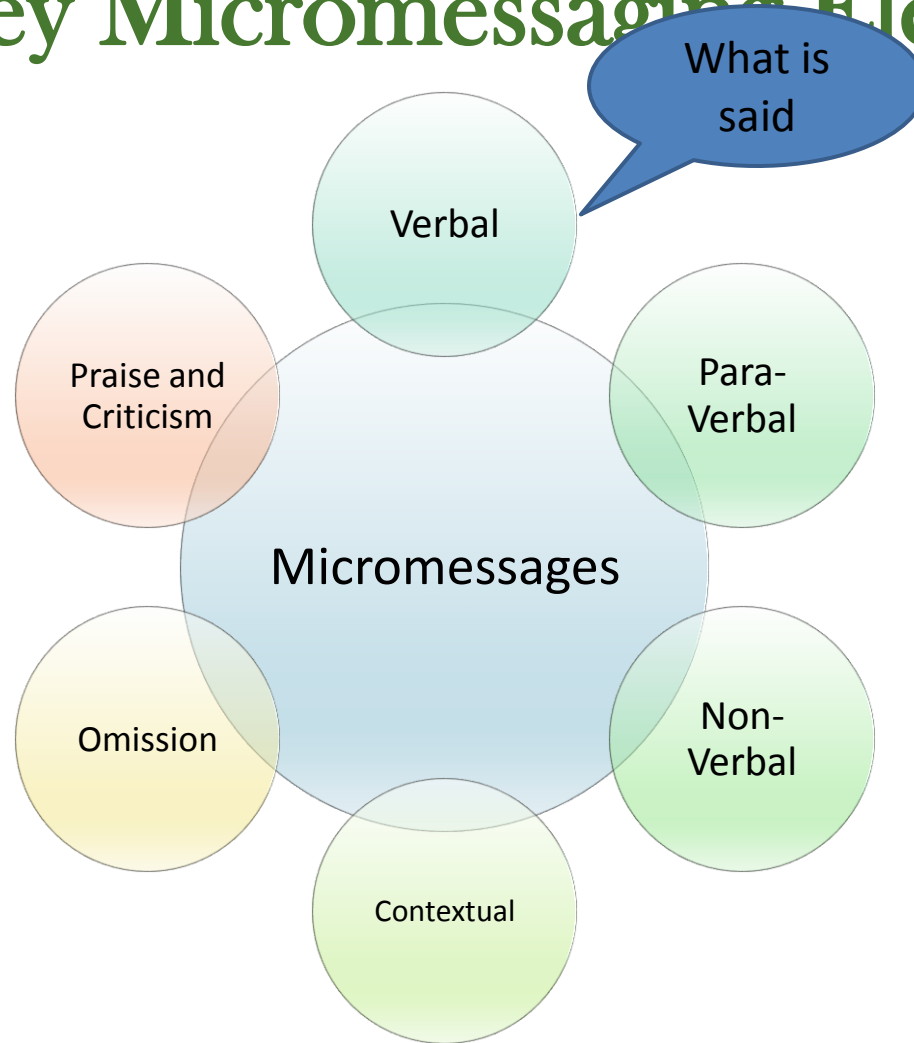
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Key Micromessaging Elements



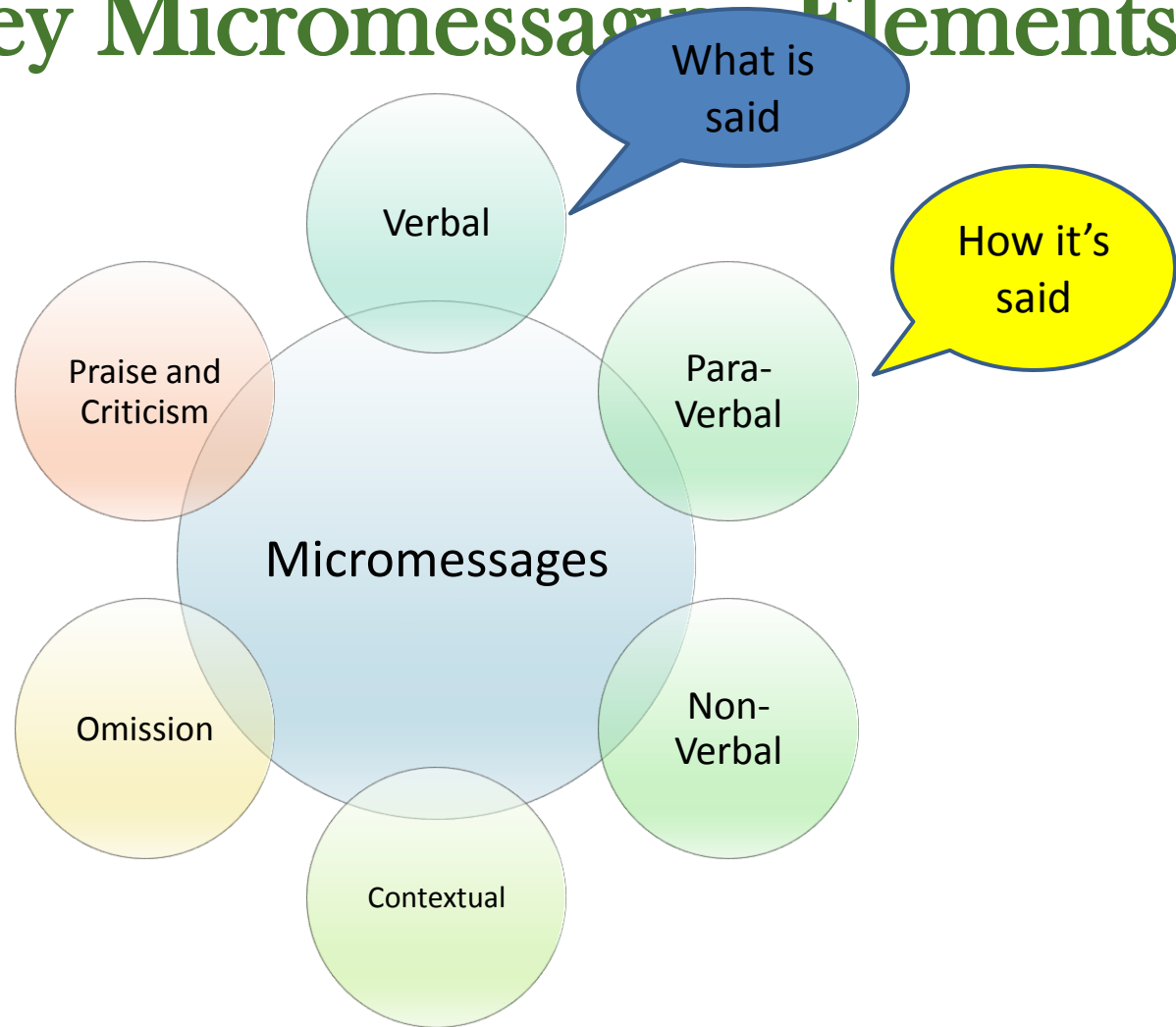


Key Micromessaging Elements

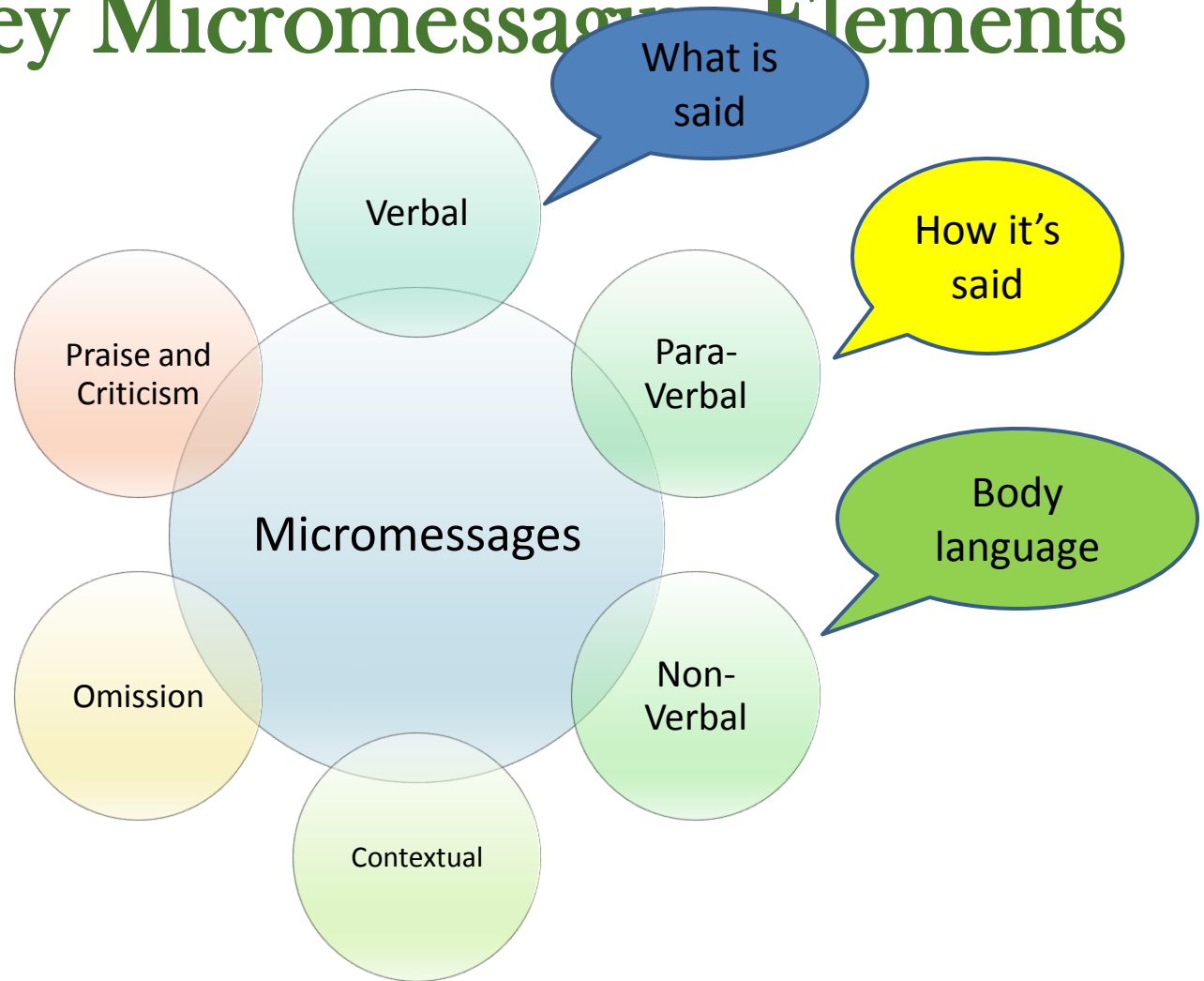




Key Micromessaging Elements



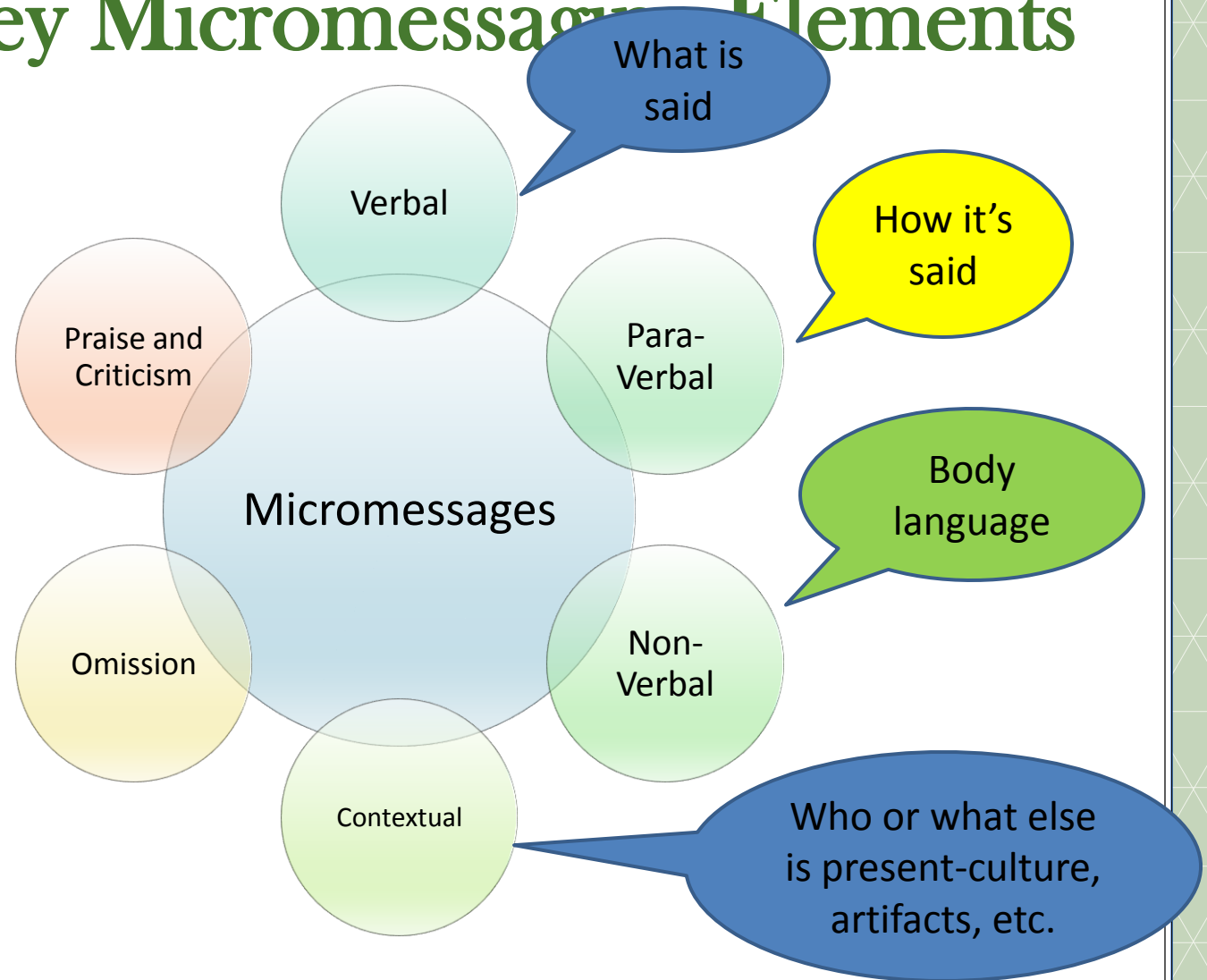
Key Micromessaging Elements





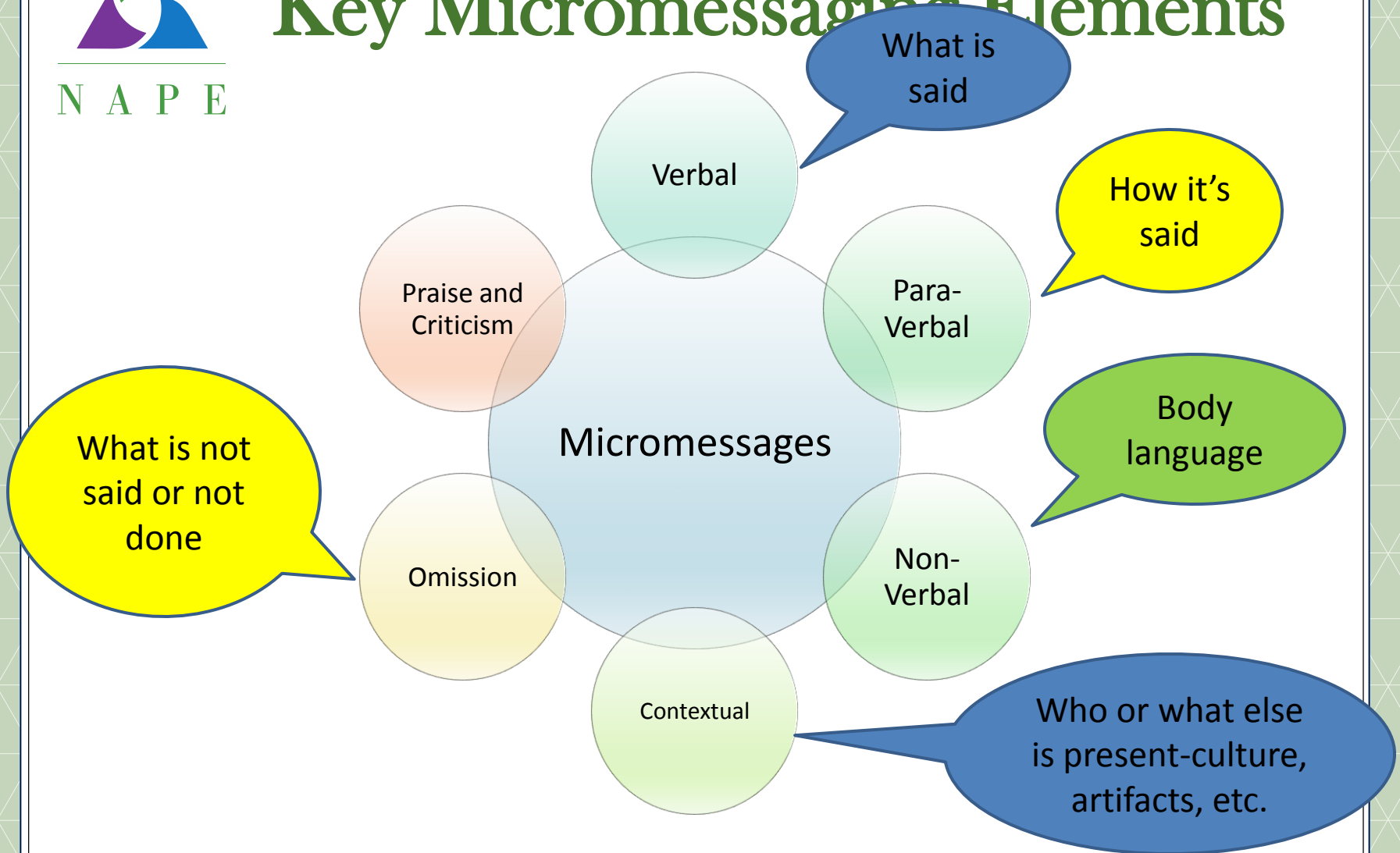
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Key Micromessaging Elements



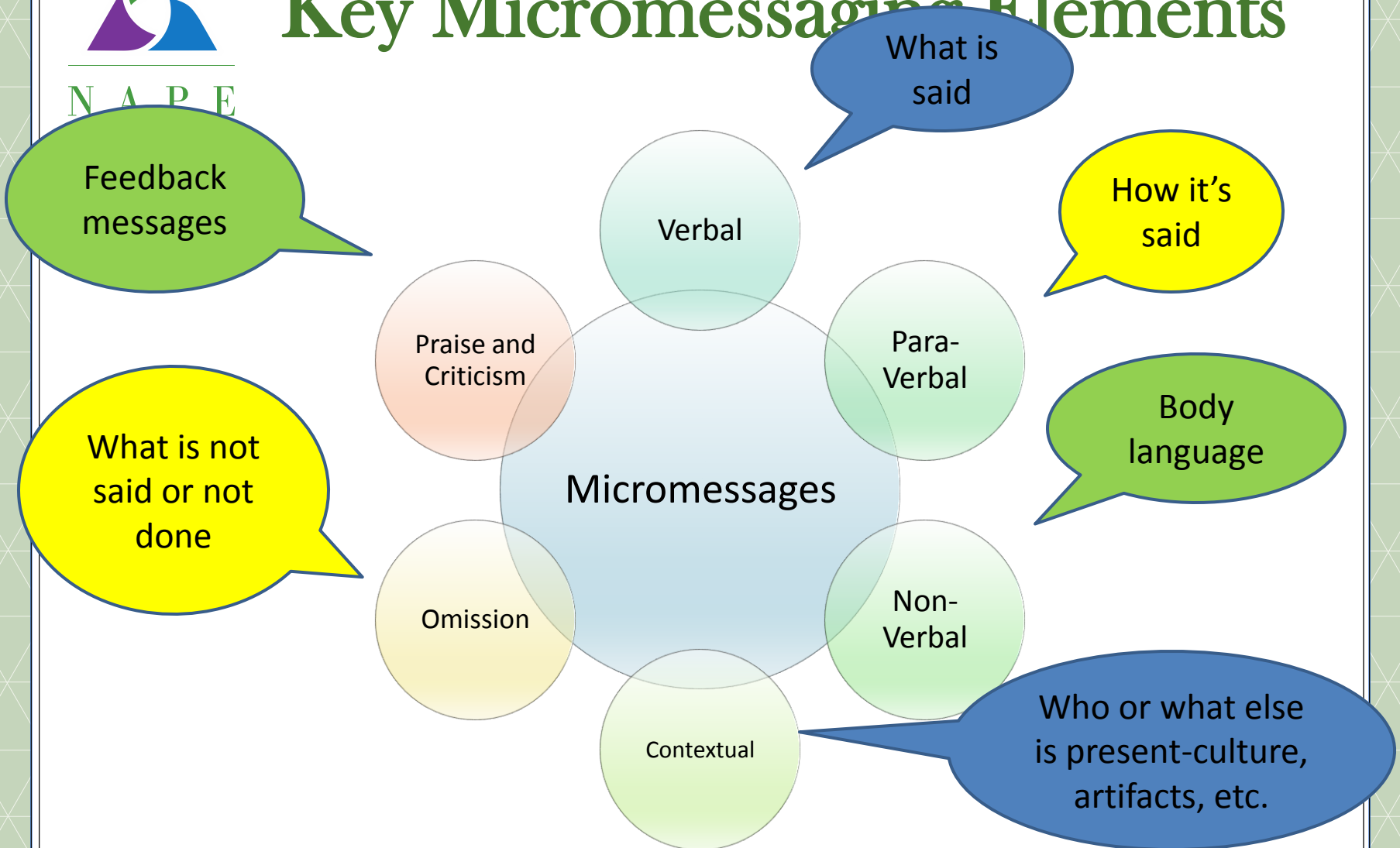


Key Micromessaging Elements





Key Micromessaging Elements





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Activity: Guess the Element

Cue	Type
Wait longer for boys' answers than those of girls	
Discipline boys more than girls for similar behavior	
Avoid eye contact with female/male student; only look at male/female students	
Consistent use of generic "he" or "man" to represent both men and women	
Only use males as examples of scientists	
Do not tolerate girls calling out answers but tolerates that behavior from boys	



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Examining the Small

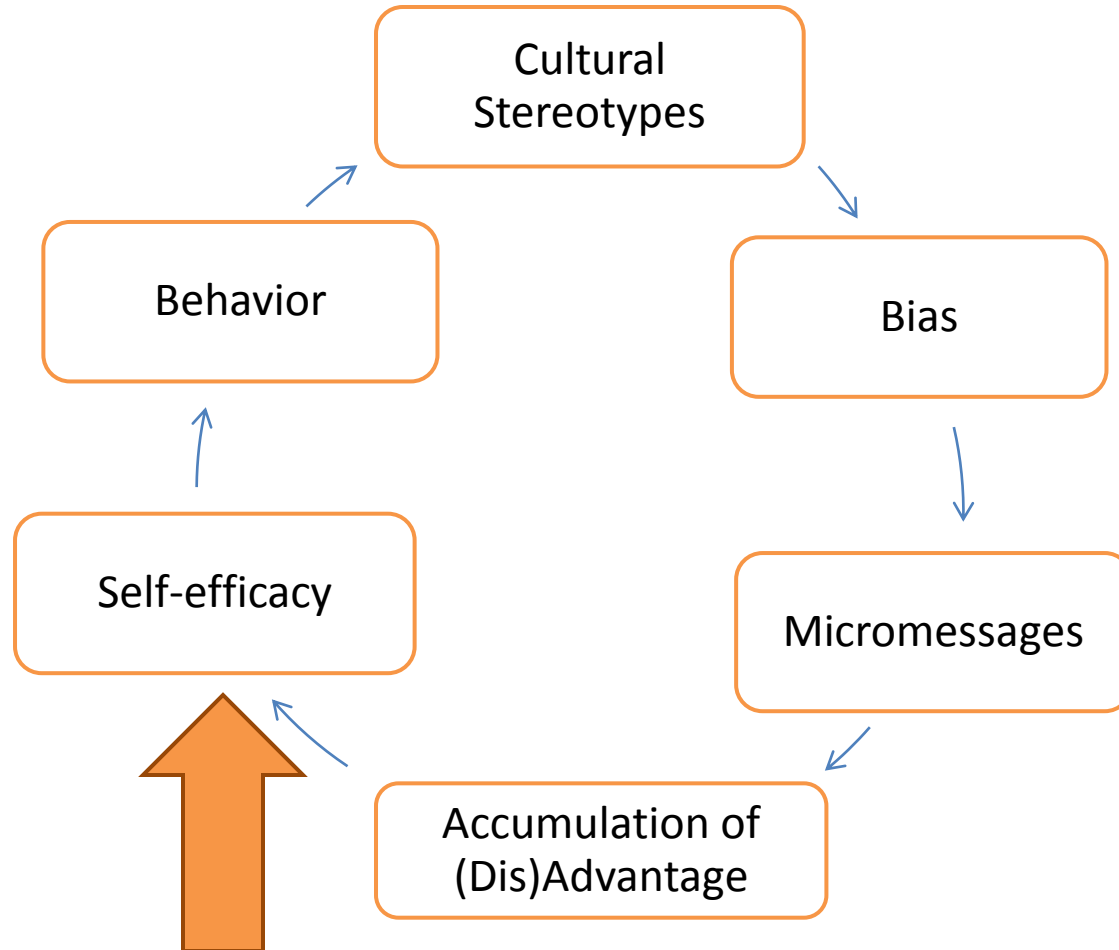
On a piece of paper write a specific incident when you were being...

- unintentionally discouraged or hurt by something **SMALL** someone said or did
- deeply valued by your colleague or family member in a **SMALL** yet powerful way.

- How did you know? What did that person do to communicate your value?



Micromessages: The Missing Link Between Bias and Behavior





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Positive Micromessages

Micro-affirmations are micromessages we send that validate and recognize other people in positive and supportive ways.



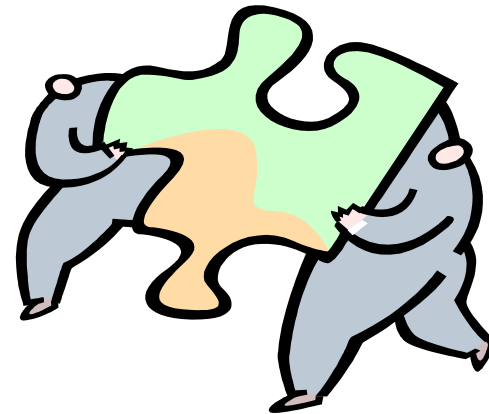


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Inoculate and Be Affirmative!

Make a concerted over-effort to become affirmative:

- It takes time (a year or more!)
- It takes effort (a conscious plan)
- It takes support (peers and a learning community)





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Exercise



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Impact of Micro-Affirmations on Women in STEM

- Enhanced creativity and innovation and willingness to take risks
- Increased engagement in complex tasks and open-ended thinking
- Improved caring about learning
- Increased interest in STEM and development of girls' STEM-identity





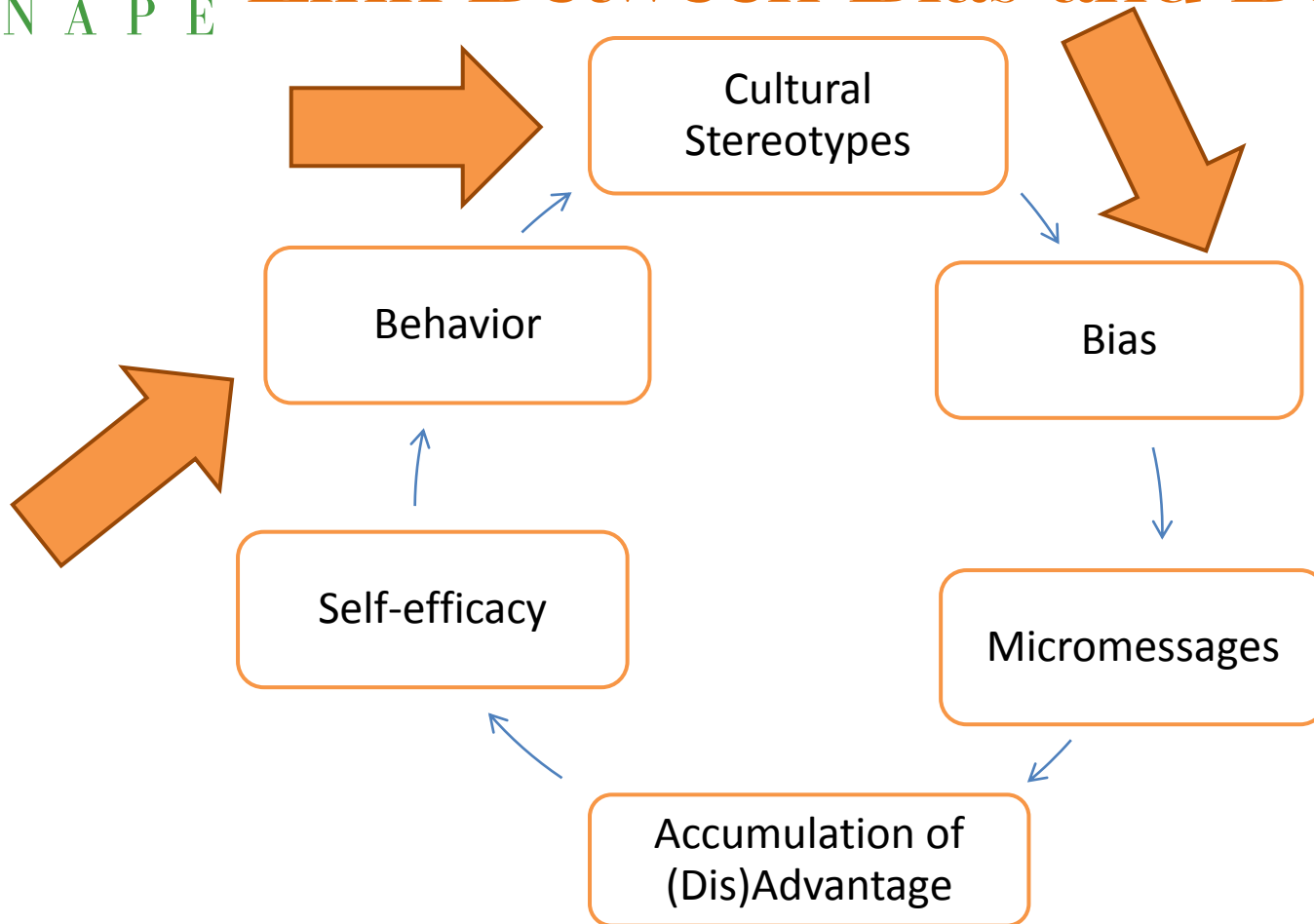
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Teachers want strategies that:

- Are based on solid data collection and analysis
- Lead to an equitable classroom environment
- Consider and integrate research-based social and cultural issues
- Counteract micro-inequities by building micro-affirmations
- Be based on observations, reflection, and data



Micromessages: The Missing Link Between Bias and Behavior





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Applications in the Classroom

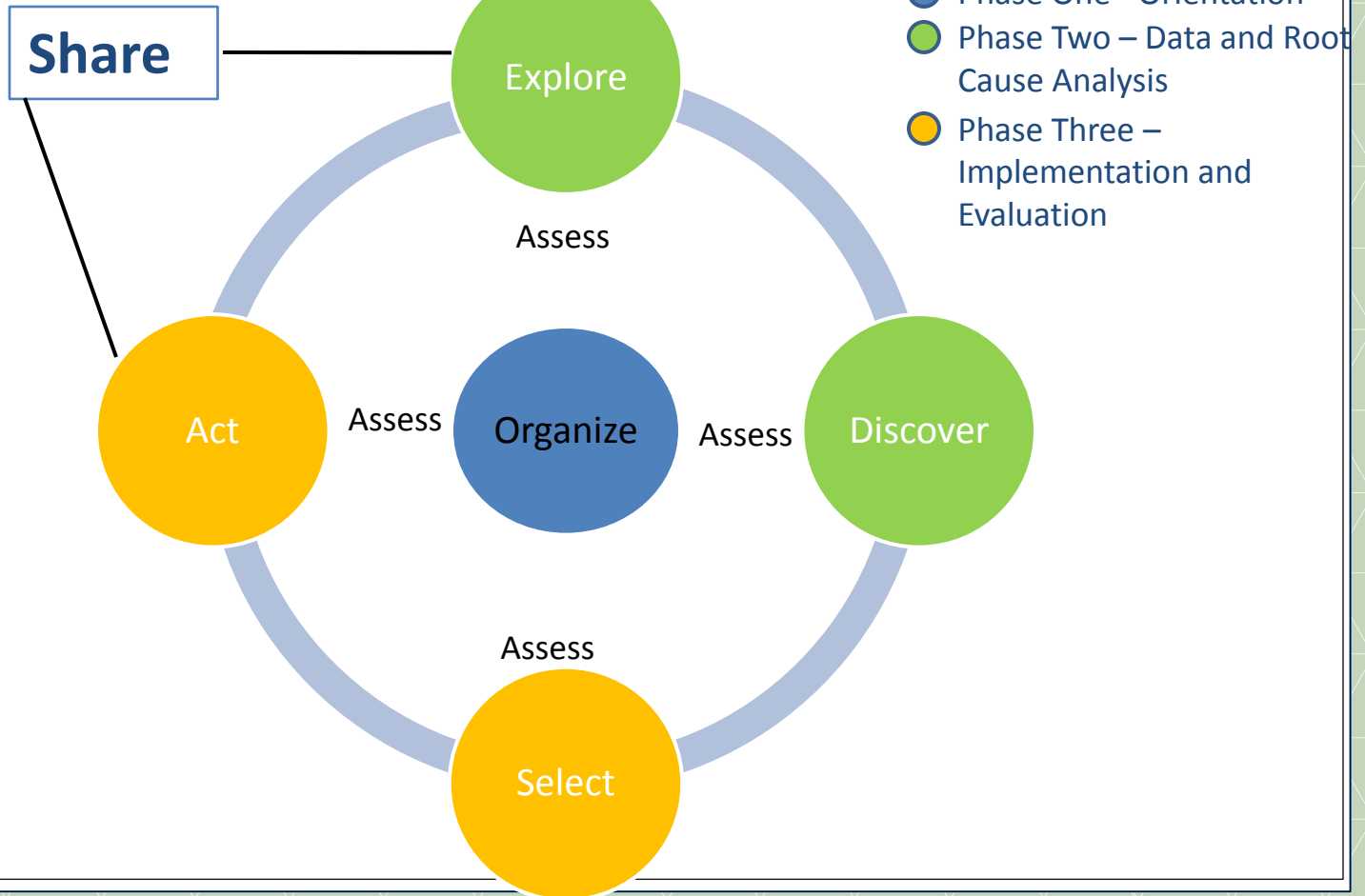


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STEM Equity Pipeline

Program/Pedagogy Improvement Process For

Equity™





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Activity 4: Sphere of Influence

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

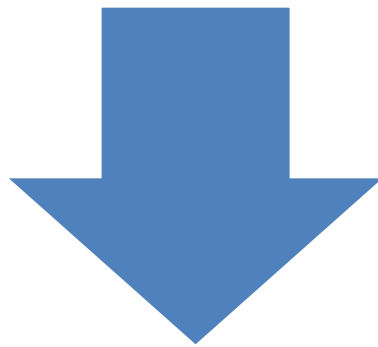
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Student access & opportunity:
What I *can* control**

**Student access & opportunity:
What I *can't* control**



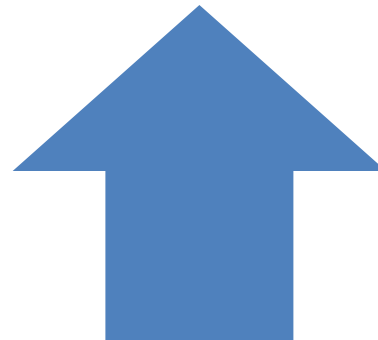
Dimensions of Equitable Education



**What
Students
Bring to the
Classroom**



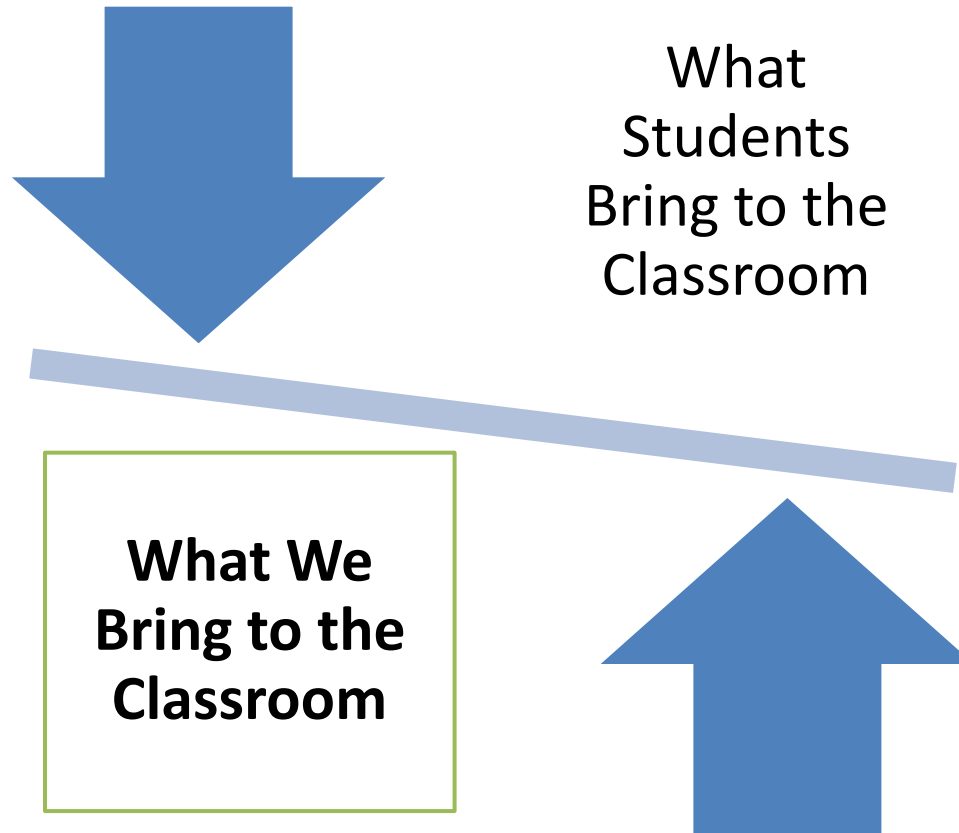
**What We
Bring to the
Classroom**





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Dimensions of Equitable Education



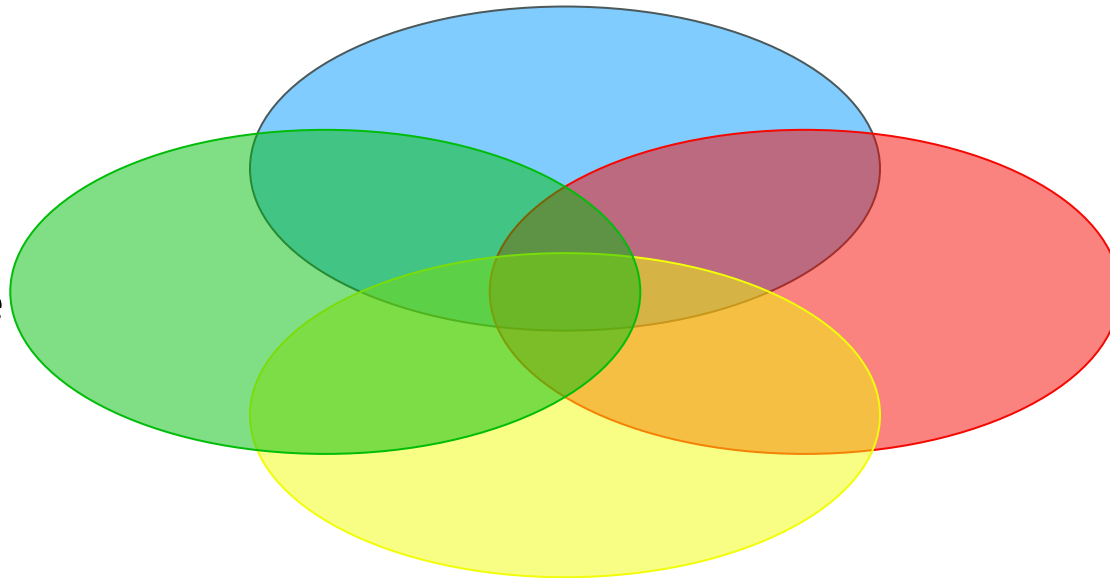


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Dimensions of Equitable Education

1. What our students bring to the classroom

2. What we bring to the classroom



4. Pedagogy

3. Curriculum content

Adapted from the work of Maurianne Adams and Barbara J. Love (2006).

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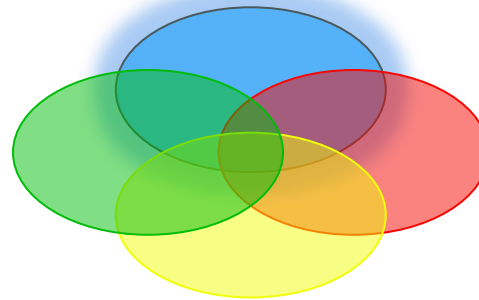


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Dimensions of Equitable Education

1. What our students bring to the classroom

2. What we bring to the classroom



4. Pedagogy

3. Curriculum content

- Past educational experiences (it's not always all about us)
- Complex identities, prejudices, biases
- Expectations about the roles of students and teachers

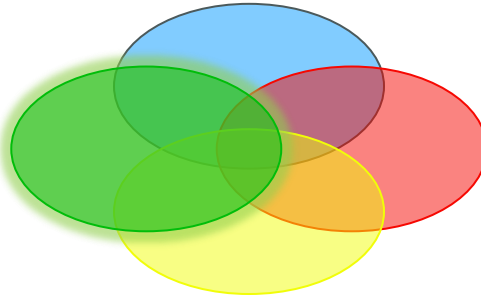


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Dimensions of Equitable Education

1. What our students bring to the classroom

**2. What we
bring to the
classroom**



4. Pedagogy

3. Curriculum content

- Complex socializations, identities, biases, and prejudices
- Notions about the purposes of education and our roles as teachers

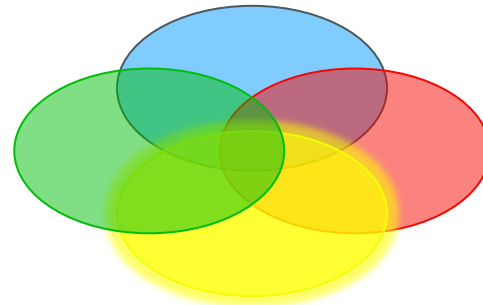


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Dimensions of Equitable Education

1. What our students bring to the classroom

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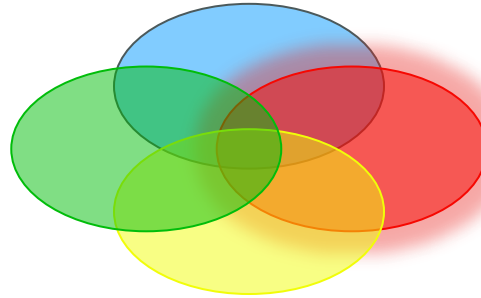
- Course materials: Who is represented in readings, examples, illustrations?
- Perspective and worldview: Whose voices are centered? Whose are “other”ed?
- Is content, whenever possible, made relevant to the lives of the students?
- What is the “hidden curriculum” (more later!)?



Dimensions of Equitable Education

1. What our students bring to the classroom

2. What we
bring to the
classroom



3. Curriculum content

4. Pedagogy

- Paying attention to inequity in classroom *processes*
- Attending to sociopolitical relationships (power and privilege) in the classroom
- Rejecting deficit ideology



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An Additional Dimension...

While it may not always be in our sphere of influence, there are administrative frameworks at our schools that may also impact equity:

- Class size
- Scheduling
- Classroom environment



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Critical Reflection

- The basis for any approach to equity is critical reflection.
- This means that we have to learn to imagine and ask these questions, often against our own socializations.



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Exercise

1. Step forward or backward if you feel the prompt relates to you.
2. Reflect on this question:

How do you feel about what you learned from the Dance of Structural Inequality? How can we represent that experience in an on-line environment?





Super Strategies



- Practice positive affirmations
- Work with peers to identify unintended biases to improve your instruction
- Help the student identify someone in their life who recognizes the student's potential, connects the student's strengths to characteristics of a profession, and teaches them how to enter that field.
- Intervene in students' conflicts and teach them to use inoculations and affirmations when communicating.
- Be diverse in the examples used in the classroom to illustrate concepts and ideas.



Pedagogy Points

A diversity of learners will benefit from the diversity of strategies for conveying information in the classroom. For instance, consider how you might deliver a lesson using the following:

- Direct instruction
- Inquiry training
- Non-directive (facilitative) teaching and self-esteem building
- Synectics or creative thought whereby students “break boundaries” in problem solving and writing
- Collaborative learning
- Group investigation
- Role playing





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Questions and Comments?

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