



NAPEEF

Creating an Equitable Learning and Working Environment

NextEd Workshop November 20, 2013

Micromessaging to Reach and Teach Every Student™

**Mimi Lufkin, CEO
National Alliance for Partnerships in Equity**



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Objectives

After completing this workshop, you will be able to:

- distinguish between an *equality* approach and an *equity* approach to creating inclusive classrooms and workplaces
- Understand the important impact micromessages have on developing self-efficacy in STEM
- identify plans and/or strategies to improve equity in STEM by utilizing two research-based social learning theories



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Activity: Inclusion/Exclusion

Begin by discussing briefly in pairs:

1. Describe the dynamics of a classroom/workplace where you felt either included or excluded.
2. Do you still feel any pain or frustration from your exclusion experience? Do you still feel any joy from your inclusion experience? If so, this represents the power of these dynamics.



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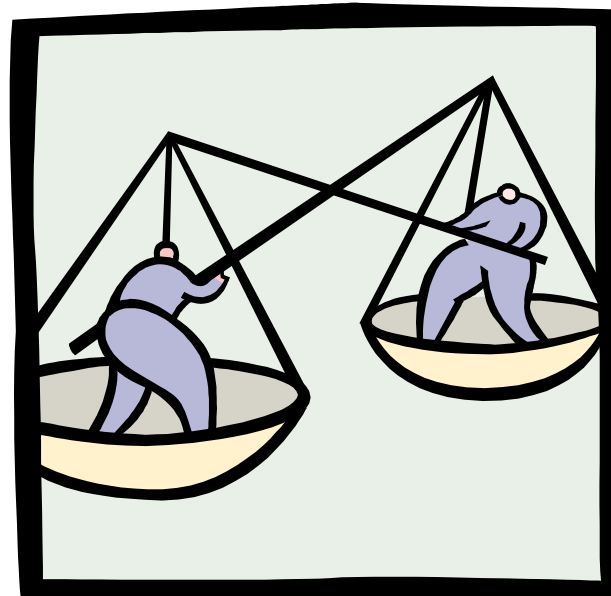
Equity



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Equality

Equality often means that everybody gets the *same thing*, that everybody hypothetically has access to the same classes or the same opportunities.





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The Trouble with Equality



The *trouble* with equality is that, if people are not starting on a level playing field, giving them the same thing maintains the inequality that already exists.



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An Equity Approach

An *equity* approach considers disparities that exist and gives individuals what they need to address those disparities.





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Starting Assumptions

Every individual deserves access to the inclusive, equitable educational and employment opportunity, regardless of gender, race, class, religion, (dis)ability, sexual orientation, and other factors.





An Illustration: Girls, Equality, and Electronics

- From an equality standpoint, young women have just as much access as young men to electronics classes.
- *However*, this standpoint ignores larger social and educational conditions that might point to the fact that women do not have the same access as men.



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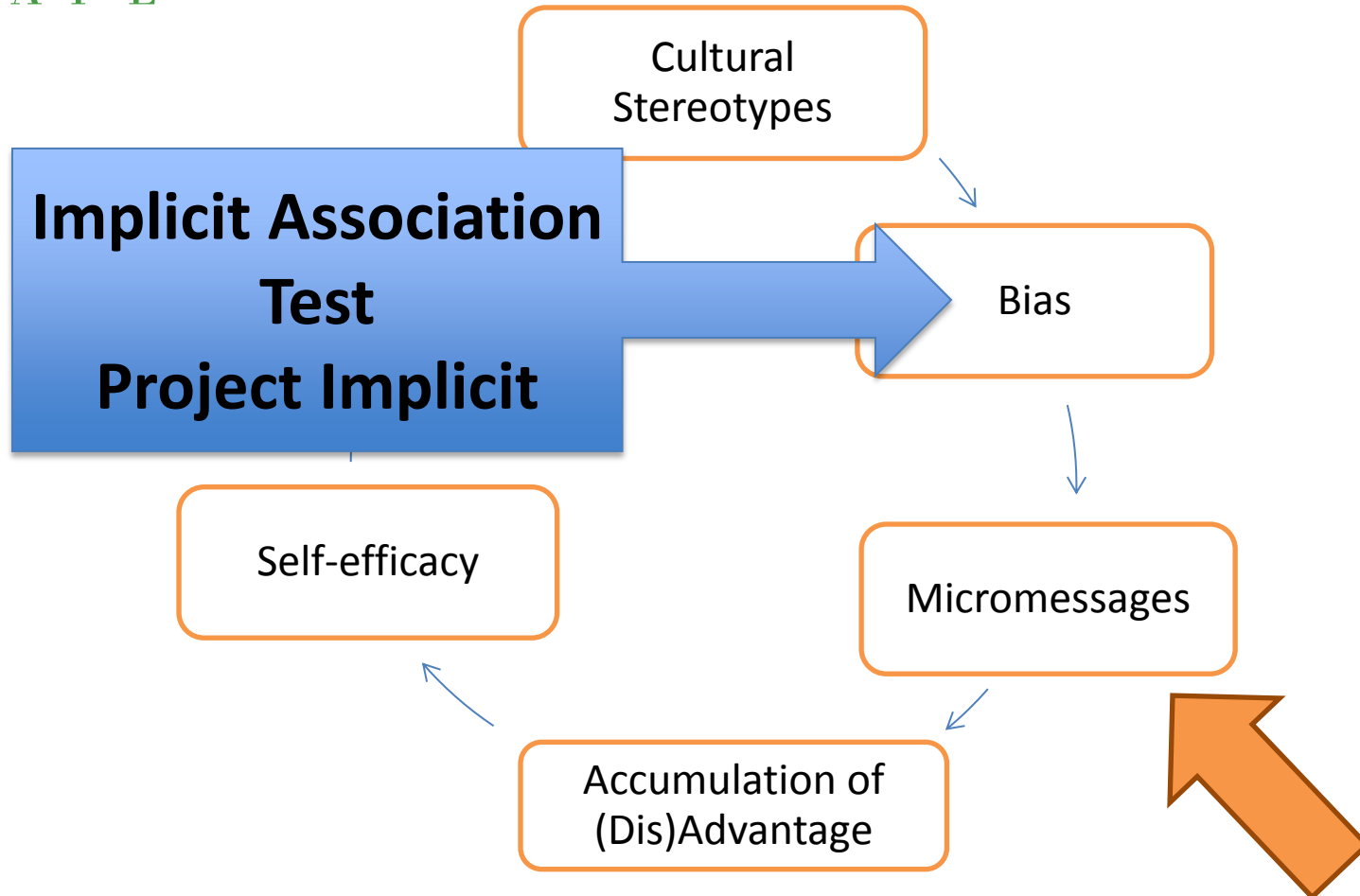
An Illustration: Girls, Equality, and Electronics (Cont'd.)

- So, young women might have *equal* access, but they certainly do not have *equitable* access.
- An *equity* approach takes these bigger social and educational conditions into account—it's about closing the gaps in access AND opportunity.





Micromessages: The Culture Wheel





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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





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details, p. 76



3. rich red
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Negative Implicit Bias = Micro-Inequities

Unconscious

Subtle

Unintentional

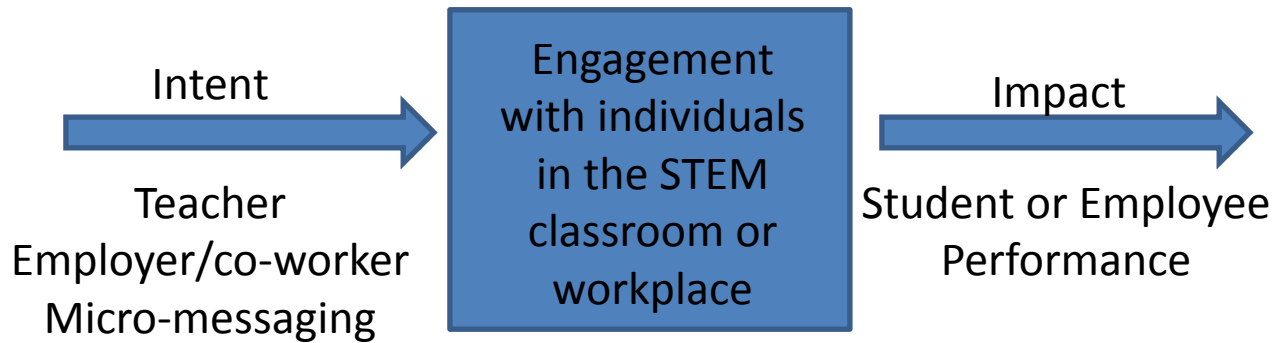
PERVASIVE

POWERFUL



Why Think About Micromessaging?

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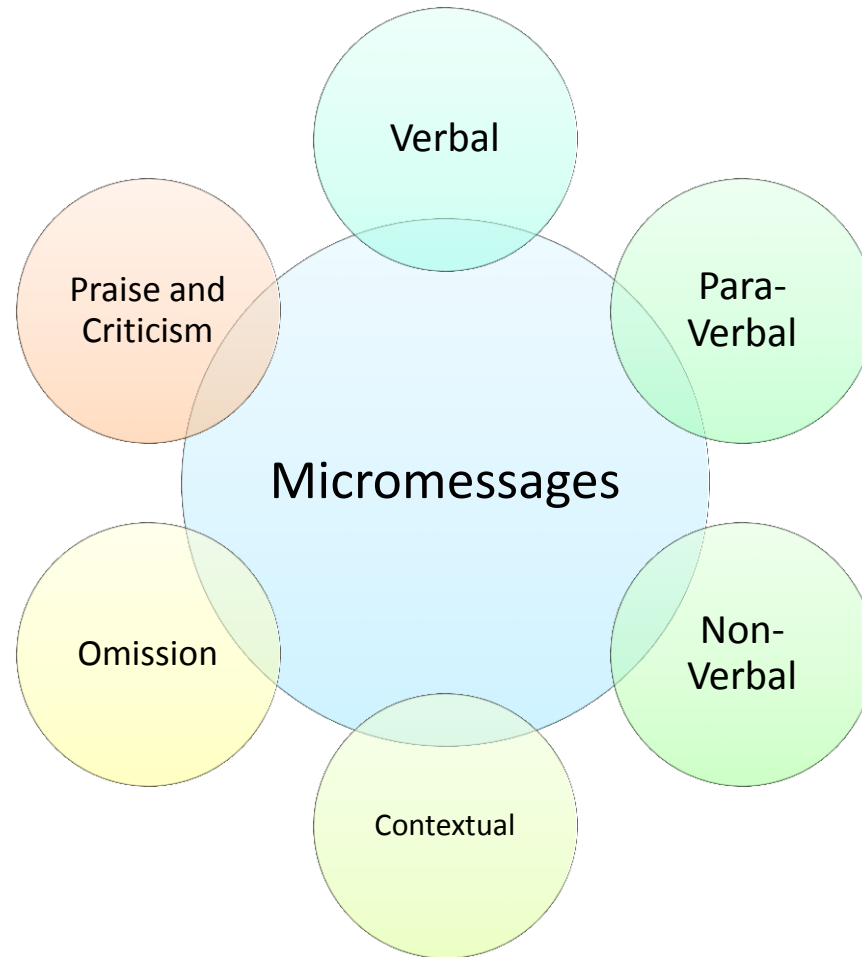
Small and seemingly insignificant behaviors may result in unfavorable outcomes.

Impact Is More Important Than Intent!

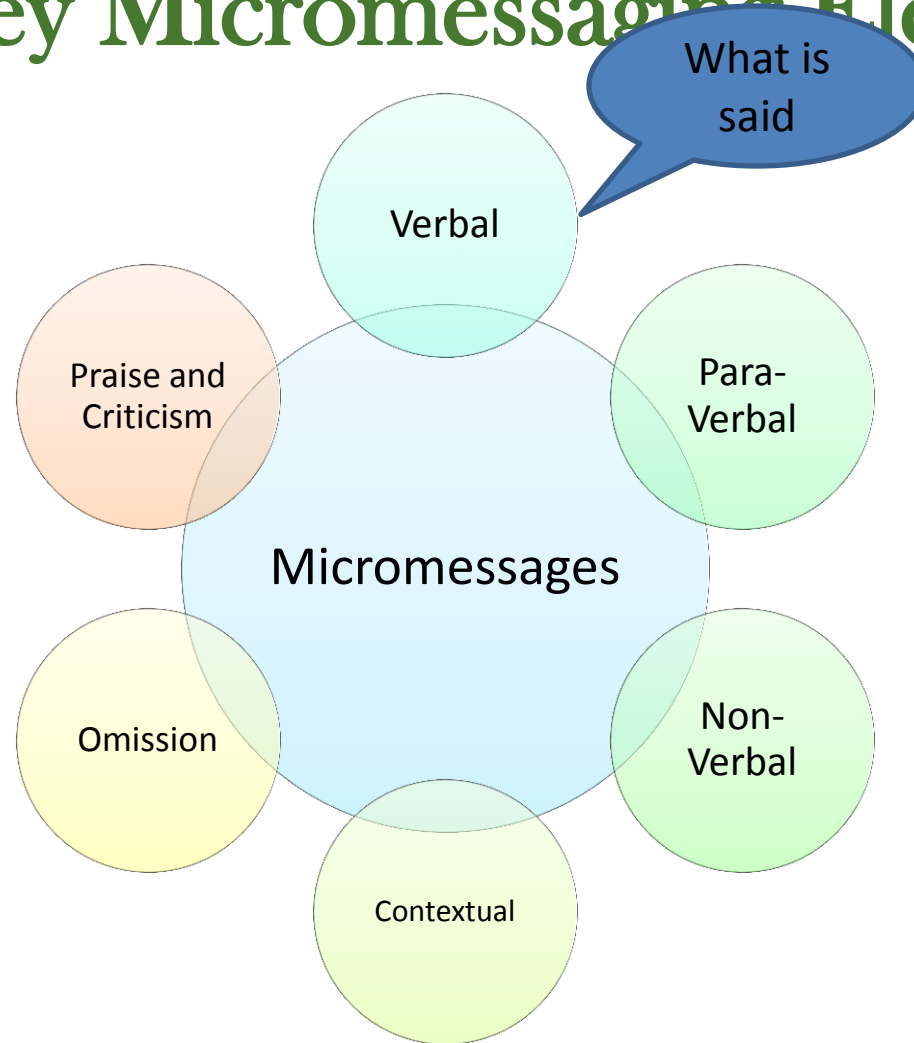


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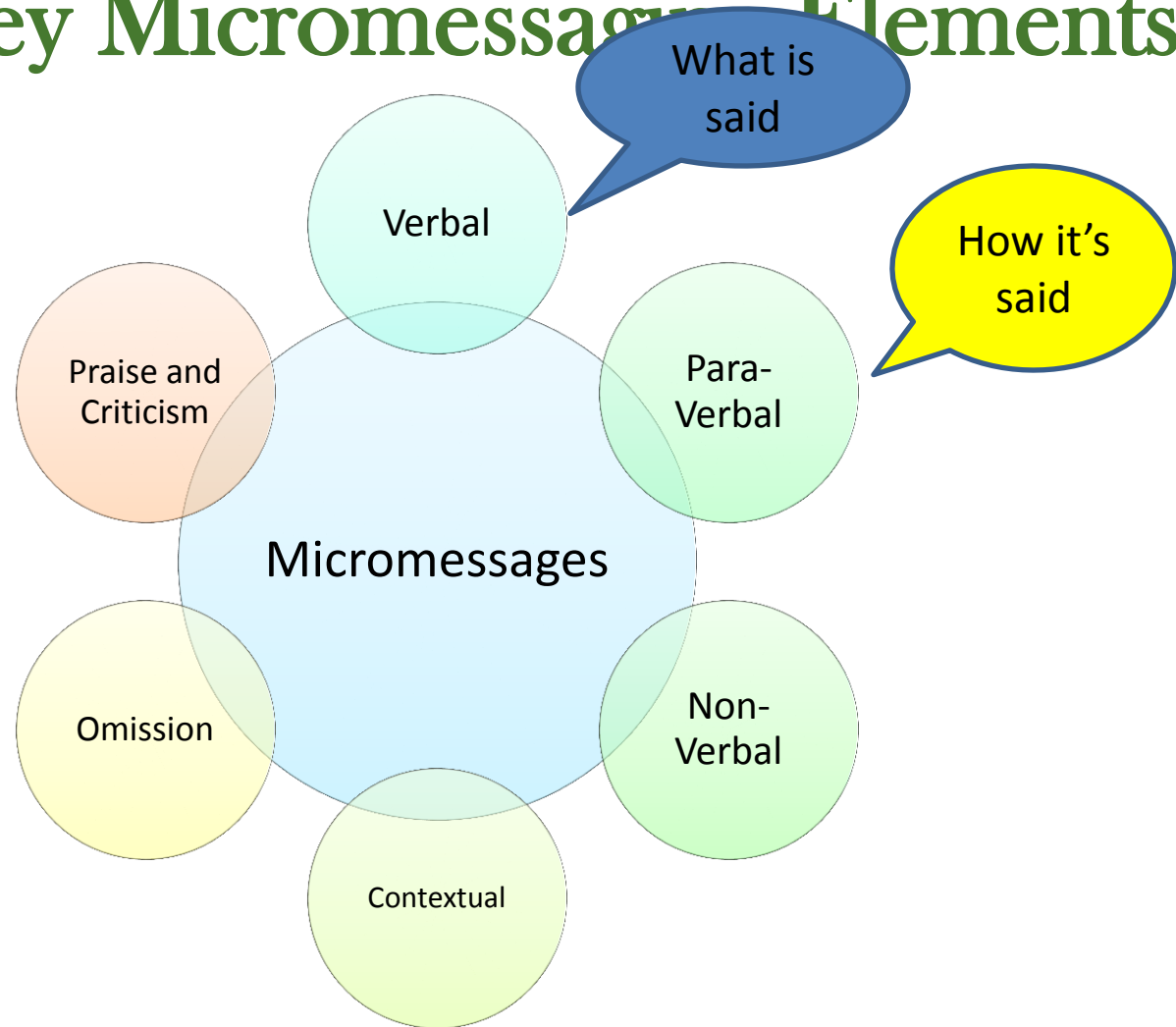
Key Micromessaging Elements



Key Micromessaging Elements



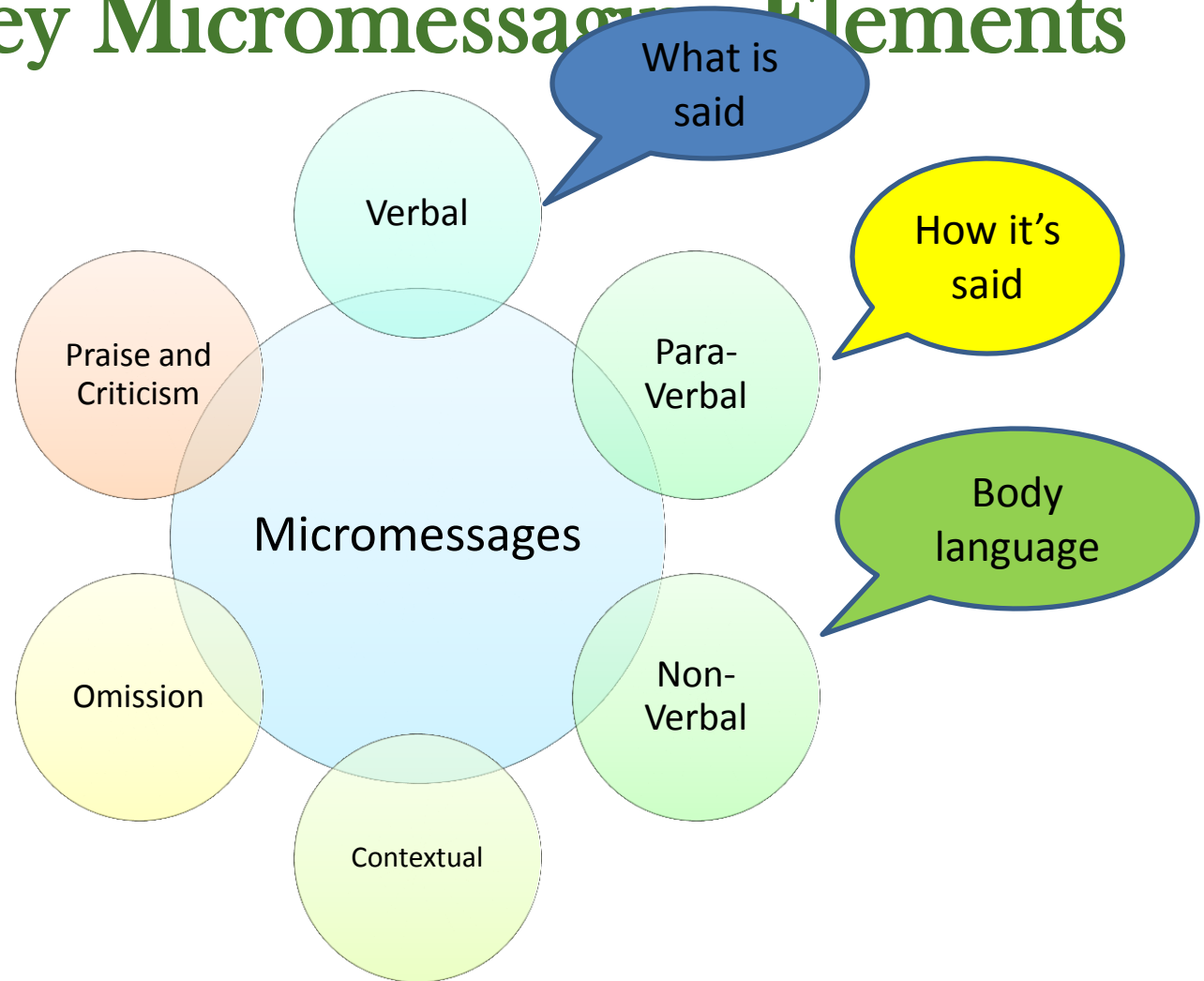
Key Micromessaging Elements





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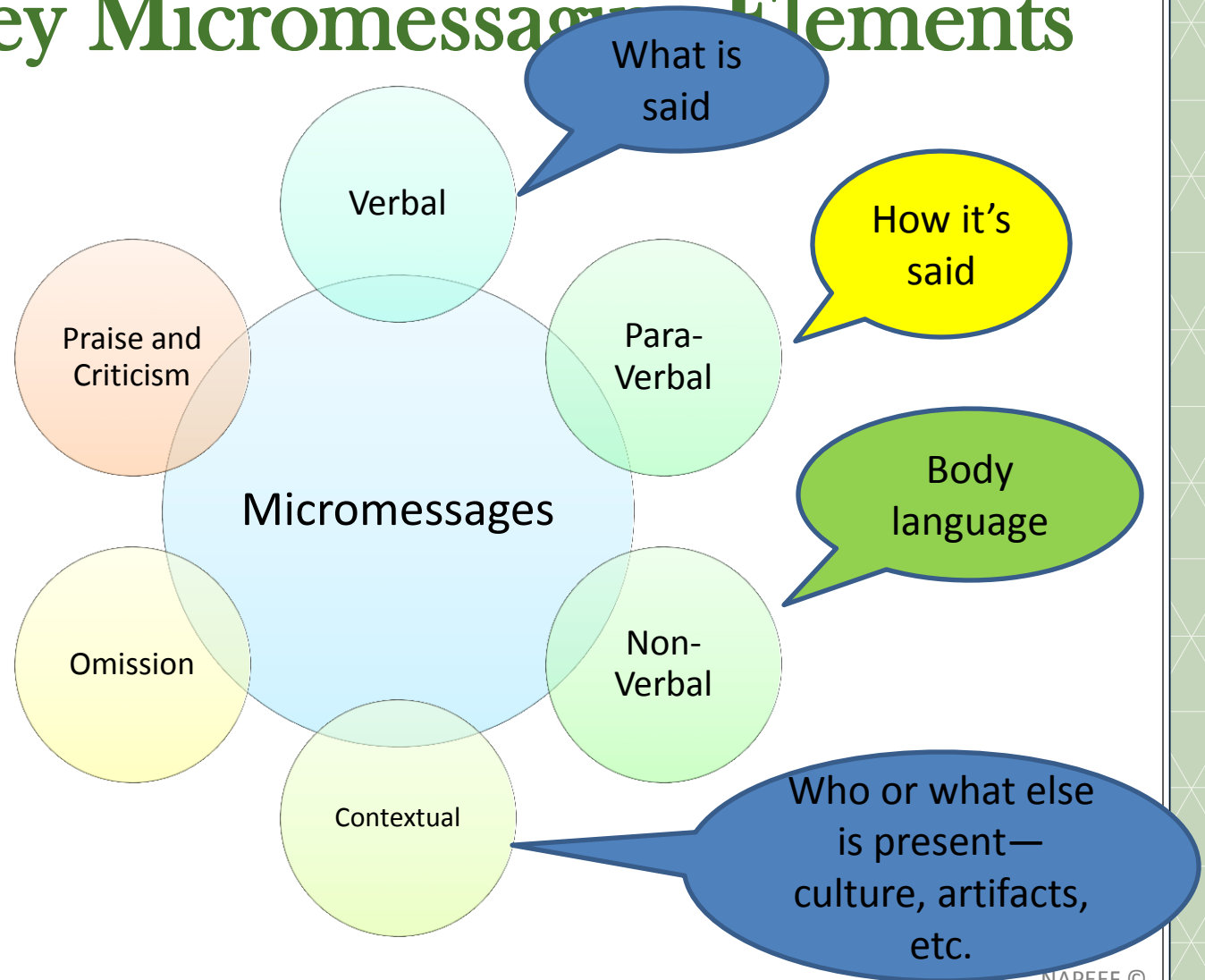
Key Micromessaging Elements





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Key Micromessaging Elements



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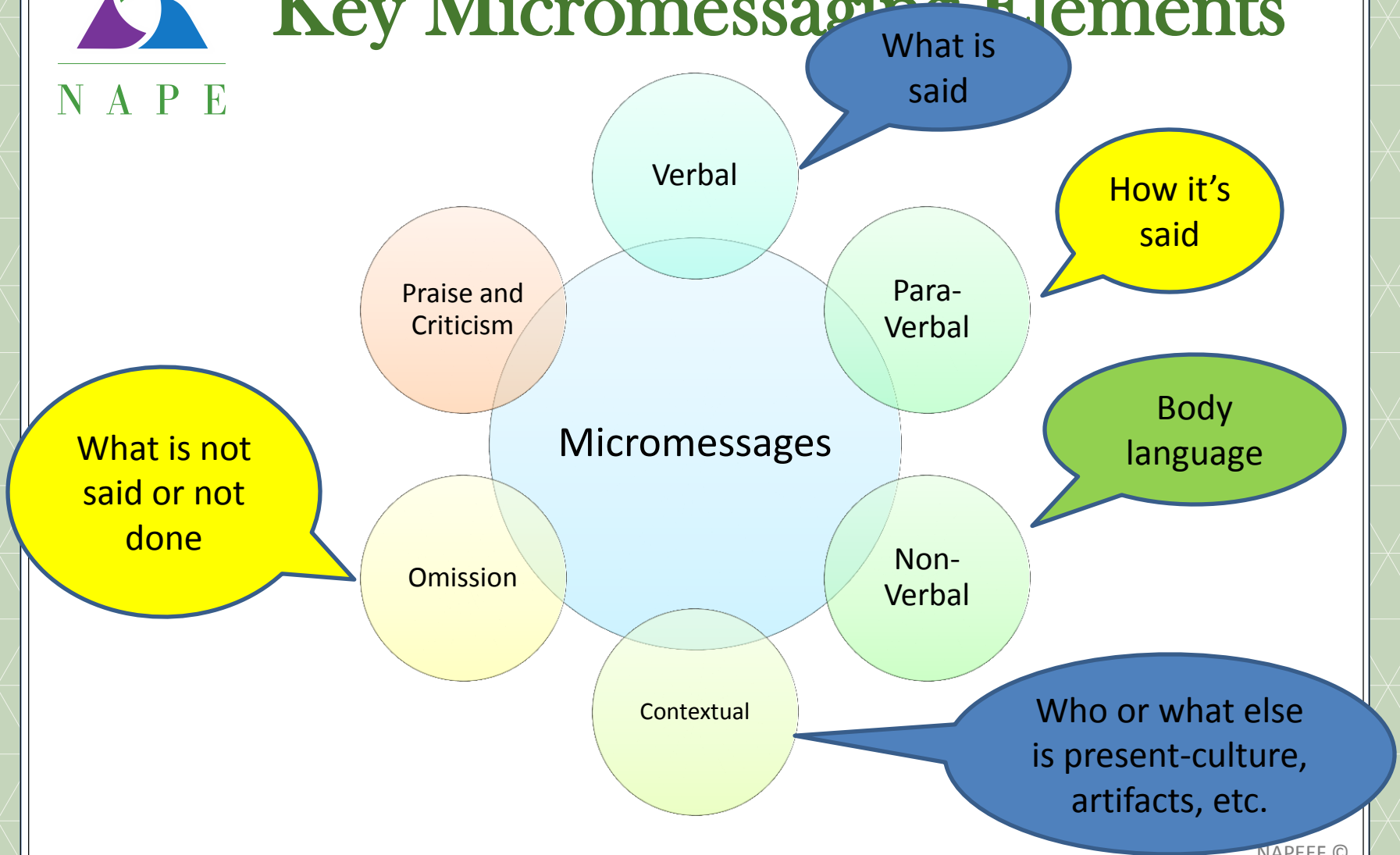


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Exercise

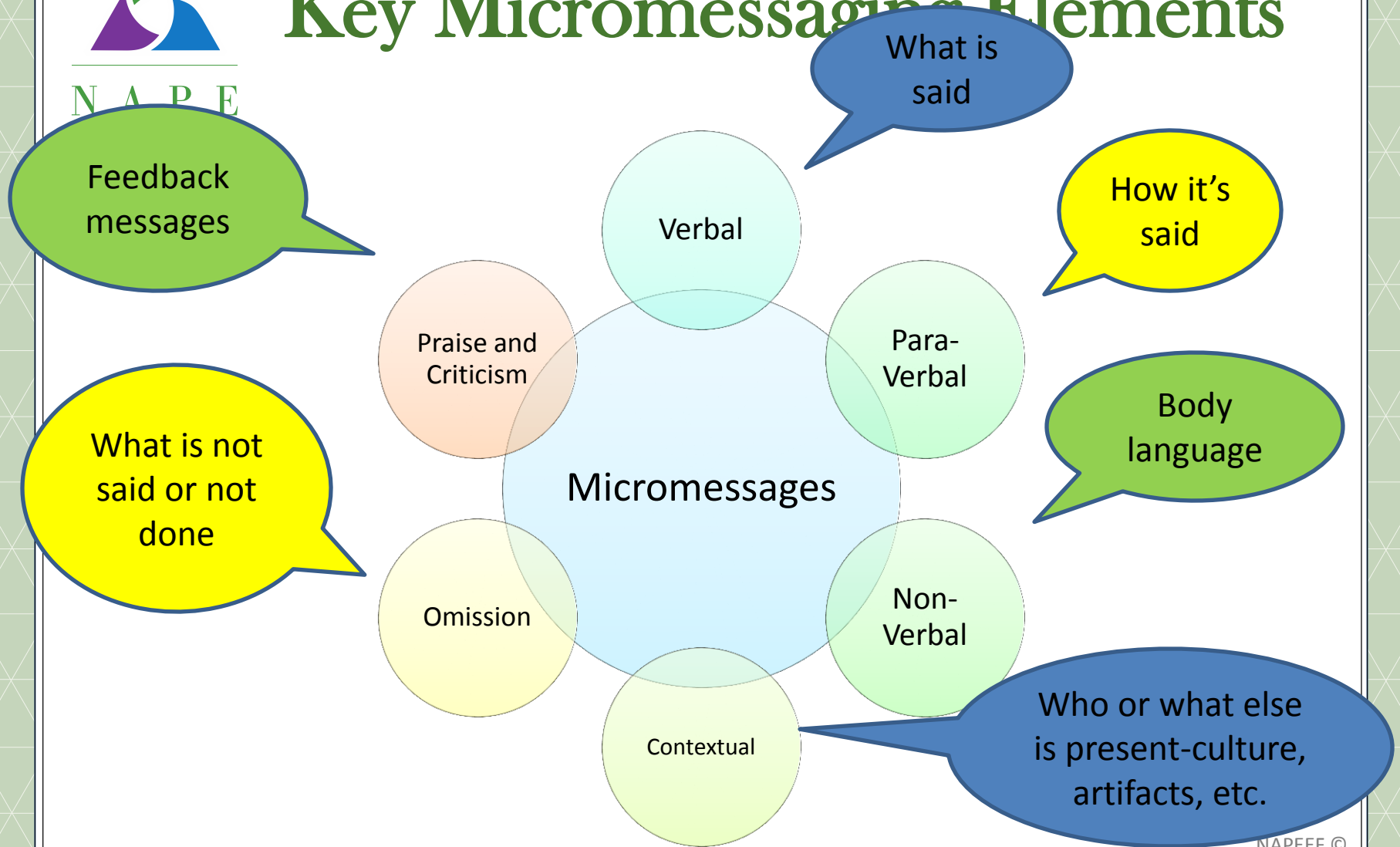
Techno Bag

Key Micromessaging Elements





Key Micromessaging Elements





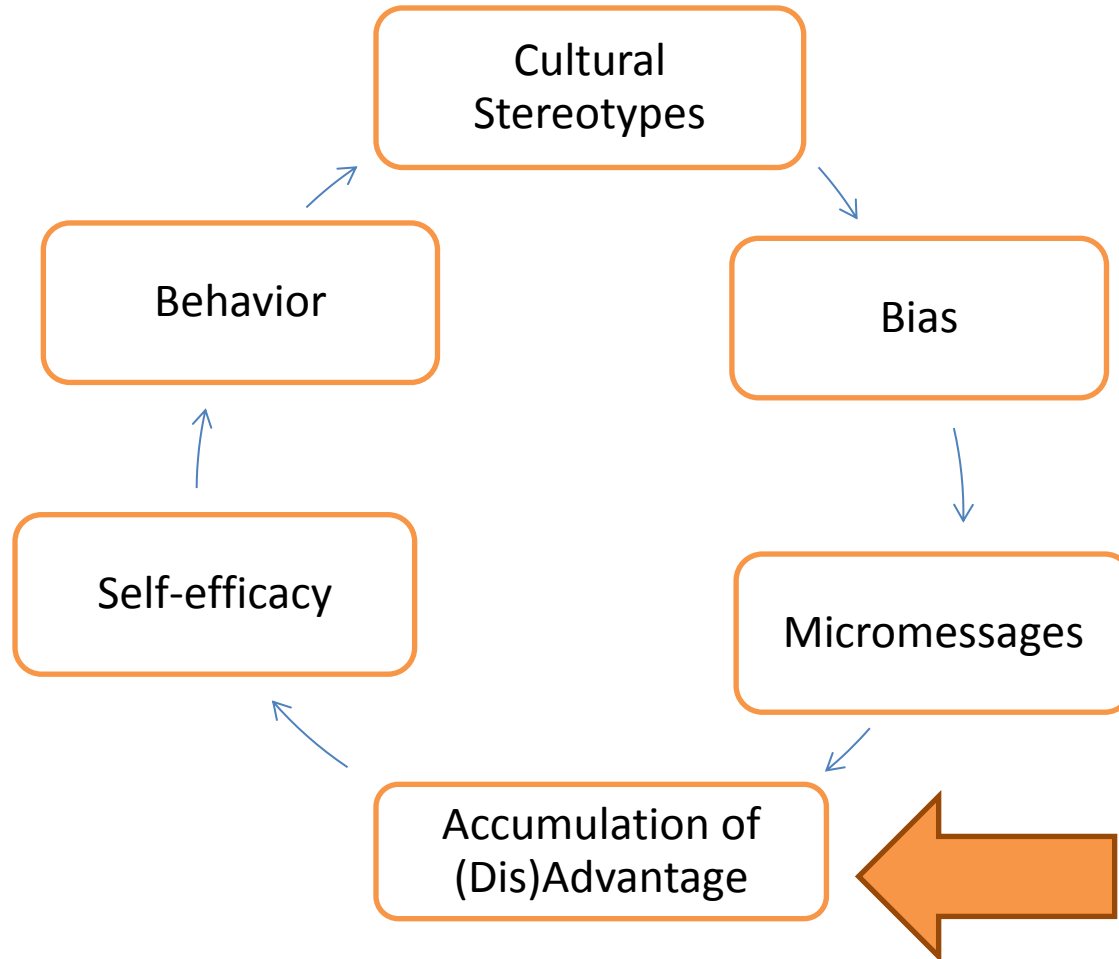
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Micromessages Accumulate





Micromessages: The Missing Link Between Bias and Behavior





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Exercise

Labels



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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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Persistence

Any inequities in schools or workplaces are connected to bigger inequities in the larger society, so remember that, when we are trying to challenge gender bias in education and careers, we are, in some ways, pushing against most other socializing forces in our lives.

- We must be patient but persistent!



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Your Own Sphere of Influence

However, it is not the responsibility of a single person to transform the world or even a school district or workplace. But it is our responsibility to define our own spheres of influence and make sure we do whatever we can to make those spheres equitable and just.



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Two Research-Based Social Learning Theories and Their Application



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Fixed Versus Growth Mindset



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How Do You View Intelligence?





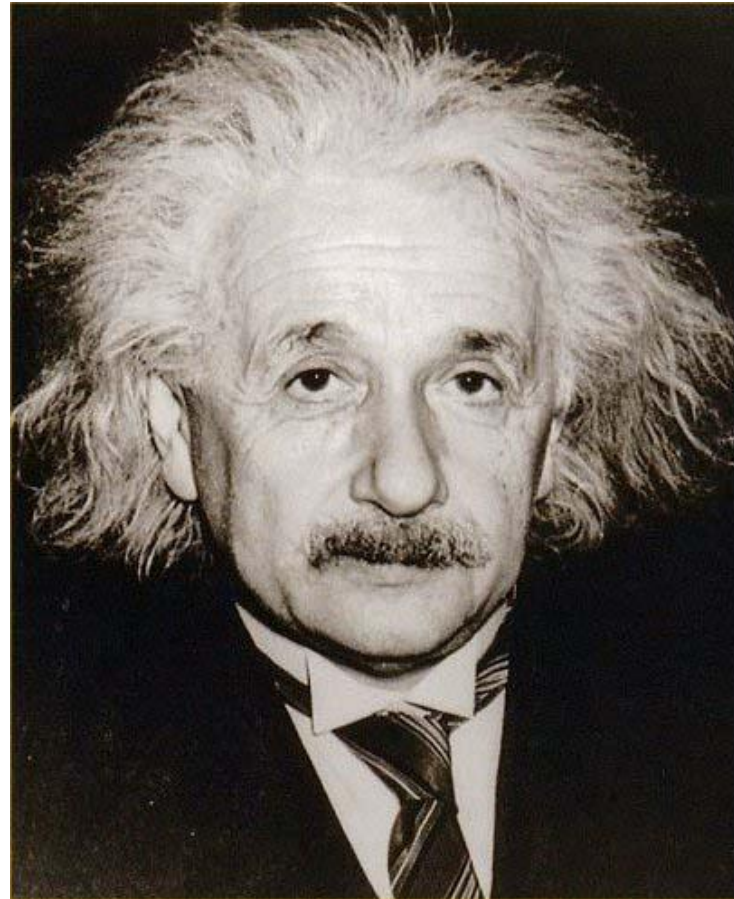
Growth Mindset Benefits

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism
<ul style="list-style-type: none">• be threatened by others' success	<ul style="list-style-type: none">• be inspired by others' success

- Teach and model that intellectual skills can be acquired.
- Praise individuals for effort.
- Highlight the struggle.
- Create a school and workplace culture that sends the message that you value growth and learning.



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“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.” **Albert Einstein**



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The Impact of Praise

- **Neutral Praise**

- “That’s a really high score”

No Improvement

- **Intelligence Praise**

- “That’s a really high score, you must be very smart at these problems”

Solved 30% fewer

- **Effort Praise**

- “That’s a really high score, you must have worked hard at these problems”

Improvement



Struggles

Challenges

Mistakes

Hard Work

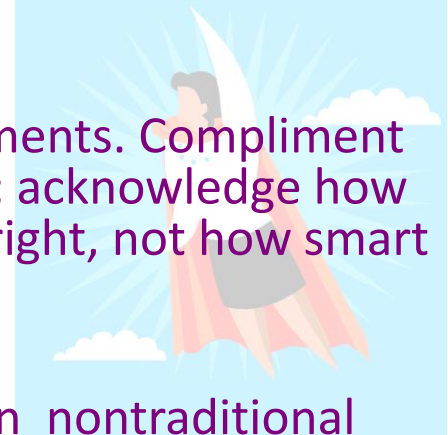
Overcome Obstacles



Super Strategies



- Consistently emphasize to others that, with the right frame of mind, they can learn nearly anything. Dweck explains, “With the right mindset and the right teaching, people are capable of a lot more than we think.”
- Be conscious about how you praise accomplishments. Compliment others’ abilities using a growth mindset strategy; acknowledge how hard they worked at something until they got it right, not how smart they are for getting it right.
- Remind females that they are as good as males in nontraditional career fields
- Teach and model that failure, when treated as a temporary setback, leads to greater productivity and treat failure as an opportunity to improve upon your skills.





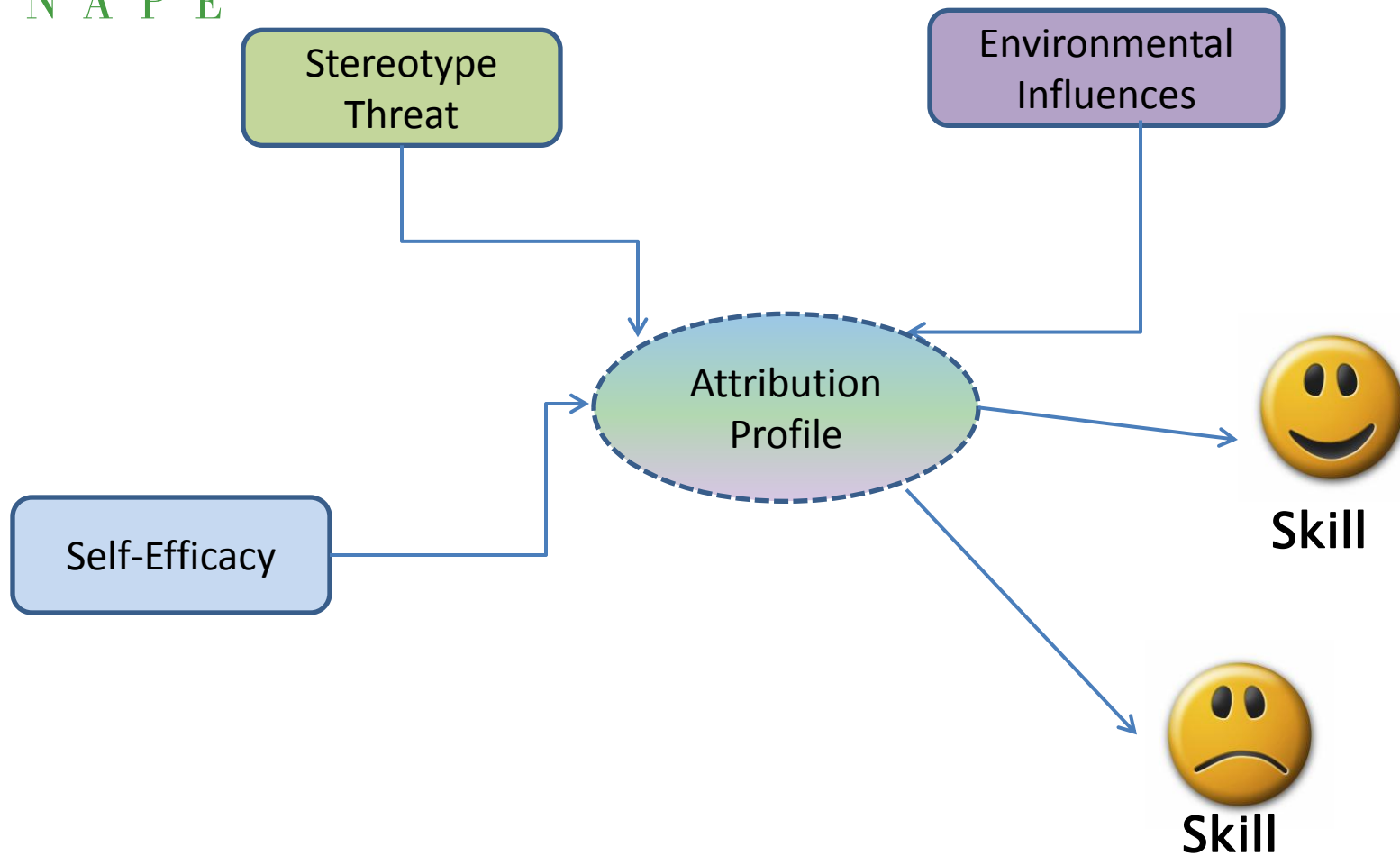
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Attribution Theory



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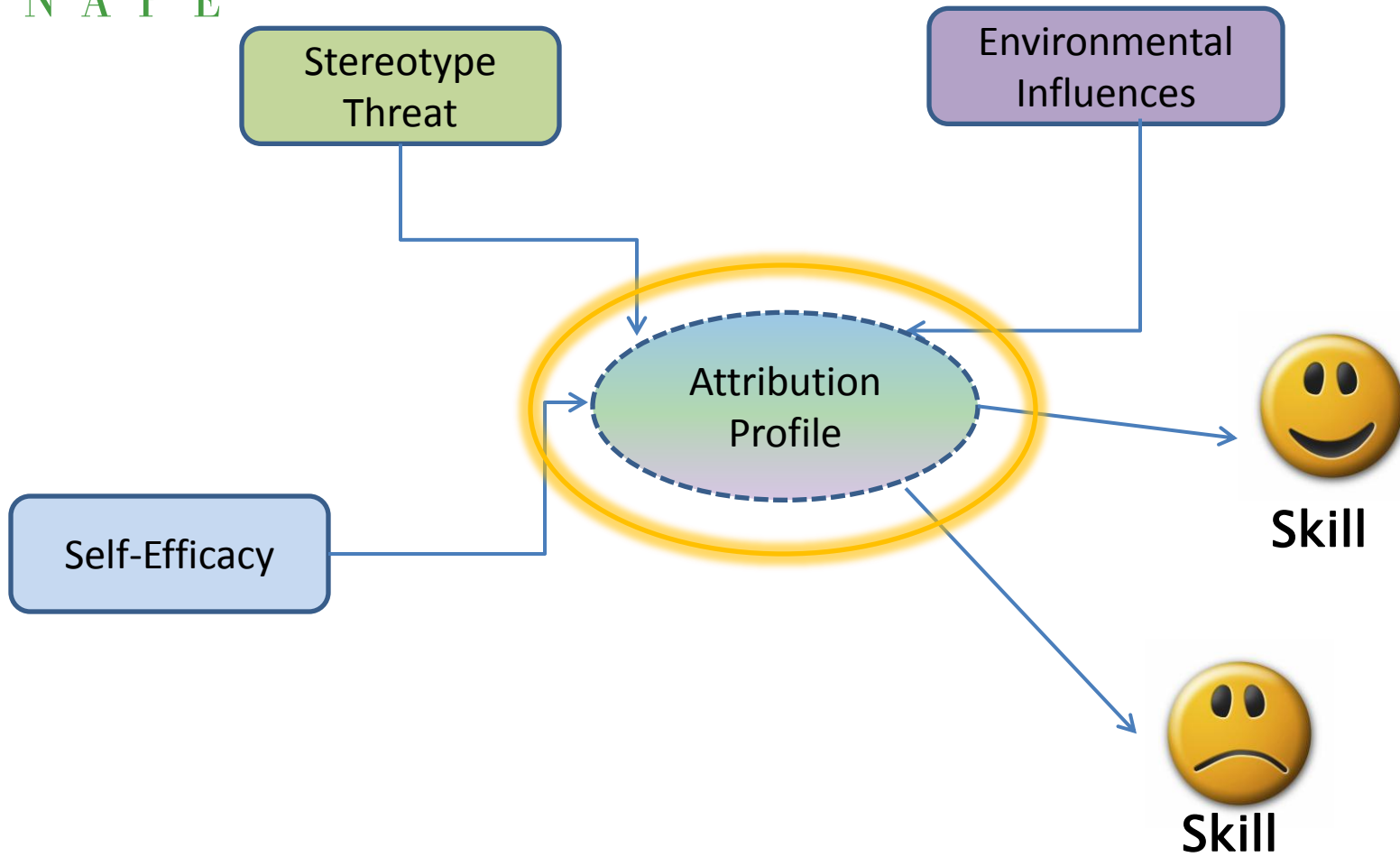
The Big Picture





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The Big Picture





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What is Attribution?

Attribution refers to how we explain causes of behavior and events.

- Rationale used to attribute causes to things that happen in our lives.
- How we make sense about our own and others' behavior.
- Used to make predictions about future outcomes of similar actions.



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How Does Attribution Affect Performance?

How we attribute performance is influenced by our perceptions of:

1. Effort
2. Ability
3. Task difficulty
4. Situational factors
5. Luck



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Attribution Motivation Patterns

- Created when an individual repeatedly fails and attributes failure to stable, and uncontrollable causes.
- Once the person believes she is going to fail, she won't put forth any effort.
- Individual will often resort to ineffective strategies for completing the task or withdraw completely.
- Individual will often exhibit pessimistic explanatory style when describing success or failures.
- Mastery-oriented individuals see unsolved problems as challenges and their optimistic efforts guide them to success.
- Individual believes she has or can gain control over outcomes.
- Individual remains task focused and determined regardless of task difficulties.
- Often exhibits an optimistic explanatory style when describing success or failures.

Learned Helplessness

Mastery Belief



Gendered Attribution Trends (Female)

Luck or chance played a role.



I'm not smart enough or I'm not good enough.

Failure is taken personally.

Both fear of failure AND fear of success.

Internalization detrimental to self-confidence.

Decreased in risk-taking behavior.

Success =
Externally Attributed

Failure =
Internally Attributed



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Gendered Attribution Trends (Male)

I'm inherently smart and therefore successful.



Success =
Internally Attributed

This was out of my control.

I had bad luck.

Others were jealous of me.

That teacher grades really hard. My supervisor has unrealistic expectations.

Failure =
Externally Attributed



Super Strategies



- Assess and retrain attribution style.
- Encourage individuals toward internal / stable Attribution Profile.
- Provide feedback that is most useful to each person.
- Remind others to believe they are as good as their peers in fields nontraditional for their gender.



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Share when others have
exhibited characteristics of these
social learning theories

How would you respond to them now?



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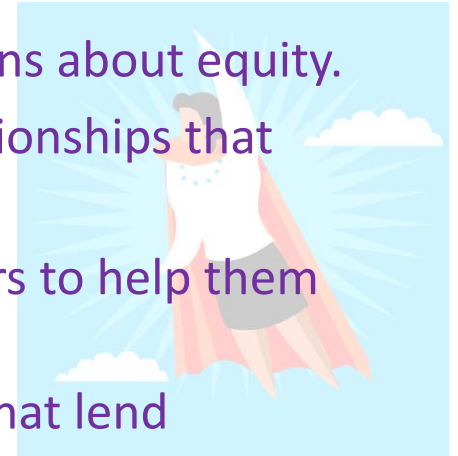
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Super Strategies Challenge



- Review your campus, your building, your classroom , your workplace climate with one or two peers from other discipline areas and engage in honest conversations using an equity lens.
- Ask your students' or colleagues for their perceptions about equity.
- Watch for and challenge others' behaviors and relationships that reflect stereotypical roles.
- Be thoughtful about how you give feedback to others to help them build a growth mindset and positive attribution.
- Help others un-learn the ways of being and seeing that lend themselves to prejudice.
- Identify and work to eliminate your biases, prejudices, and assumptions (yes, you do have them)





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“Never doubt
that a small group of
thoughtful committed
people can change
the world.

Indeed,
it is the only thing
that ever has.”

Margaret Mead





Questions?

Mimi Lufkin

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