DESIGNUL ACTIVITĂȚII
Didactica infuzării

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Titlu activitate: Cognitive biases (Prejudecăți)

Concepte cheie din domeniul educației media: gândire critică, analiza mesajelor, recunoașterea prejudecăților/cognitive biases

Relevant pentru (a se nota domeniul din Educație media și din disciplina studiată)
Educație media:
Competența generală B - Înțelegerea mass-media și analiza critic-reflexivă a informației și a conținuturilor media
2.2 Să utilizeze într-o manieră reflexivă instrumentele de cercetare a mesajelor (comparare surse, interpretarea situațiilor, autentificarea informațiilor, distincția dintre fapte și opinii, plasare în contexte spațio-temporale adecvate) pentru a verifica validitatea, credibilitatea și calitatea conținuturilor;
2.5 Să detecteze mesajele încărcate de stereotipari, prejudecați, discriminare, reprezentările șablonate ale lumii înconjurătoare
Reacțiile automate ale creierului la media: ”cognitive biases”

Limba engleză:
1.3 Analizarea unor situaţii descrise în texte audiate sau citite, în scopul unui studiu aprofundat sau al luării unor decizii
2.1 Expunerea, oral şi / sau în scris, a unor idei, opinii şi puncte de vedere proprii şi susţinerea lor cu argumente şi exemple
3.1 Oferirea de răspunsuri, oral sau în scris, la un chestionar pe teme de interes, în care sunt motivate opţiunile

CONȚINUT TEMATIC:
DOMENIUL PUBLIC - Aspecte din viaţa contemporană (socio-economice, ştiinţifice, tehnice, ecologice, strategii de utilizare a resurselor); Tinerii şi viaţa comunitară; Democraţie, civism şi drepturile omului; Mass-media.

Clasa a XI-a, a XII-a

Motivația (de ce?)
Obiective de învățare:
- Recunoașterea diverselor tipuri de bias-uri cognitive
- Dezvoltarea competențelor de analiză critică a unui text (prin „text” se înțelege conținut scris, audio, video, fotografic etc.)

Rezultate așteptate:
După parcurgerea secvenței, participanții vor fi capabili:
- Să conștientizeze propriile bias-uri cognitive
- Să analizeze critic texte și să descopere bias-uri cognitive
- Să definească bias-urile cognitive

Tema (ce?):

Bias-uri cognitive (Prejudecăți)

Descriere (cum?)

Evocare – 5 minute

Pornind de la un text/unitate tematică despre meserii, elevii sunt rugați să categorisească anumite meserii în meserii „de bărbați” și meserii „de femei”

Discuție facilitată:

- De ce ați făcut categorisirile respective? Există meserii „de bărbați” și meserii „de femei”? De ce cred unii oameni asta? Ce spune asta despre modul nostru de gândire?
- Ce este o prejudecată? Ce fel de prejudecăți credeți că aveți voi înșivă/însevă?

Realizarea/Constituirea sensului – 25 minute

Realizați, LA ALEGERE, 2 dintre următoarele exerciții:

1. Exercițiu de lucru pe grupe (4 persoane) - „ghicitori cognitive” – răspunsul corect implică renunțarea la anumite bias-uri cognitive – Anexa 1 – 10 minute

2. Exercițiu de potrivire – tipuri de biasuri definițiile lor – Anexa 2 – 5 minute

3. Exercițiu de lucru în perechi – chestionar privind bias-urile – Anexa 3 – 10 minute

Reflecție - 15 minute

1. Discuție facilitată:

De ce ați făcut alegerile respective? Cum ați judecat fiecare situație? S-a schimbat modul vostru de a interpreta situațiile? De ce e important să știm că bias-urile există? Cum veți reacționa în situații de viață în care vă întâlniți cu bias-uri?

1. Pregătire

Selectați un text aferent disciplinei, pe care îl veți parcurge cu elevii în ora de curs premergătoare acestei secvențe.

Identificați în avans MESERIILE care ar putea fi considerate de elevi și de multe persoane tipic bărbătești sau tipic femeiești.

2. Facilitare

În etapa de evocare puteți pune accent pe valorizarea cunoștințelor elevilor din perspectiva conceptelor disciplinei.

În etapa de reflecție, încheiați secvența prin reconectarea cu disciplina studiată.

Temă (opțional)

a) TedEd Lesson: https://ed.ted.com/lessons/the-psychology-behind-irrational-decisions-sara-garofalo

- Vizionare - 5 minute
- Rezolvarea sarcinilor – 10 minute

b) Găsiți și alte tipuri de bias-uri cognitive.

ANEXE

Anexa 1

A. A father is driving with his son when they have a terrible accident. An ambulance arrives at the scene and rushes them both to the hospital but the father dies. The son requires emergency surgery and is rushed into the operating room. Upon entering the operating room and seeing the boy, the head surgeon proclaims, "I can't operate on this boy. He's my son." How is this possible?
B. An accountant says: "That attorney is my brother", and that is true – they really do have the same parents. Yet that attorney denies having any brothers – and that is also true! How is that possible?
C. “I am the sister of two Olympic gymnasts. Yet these two gymnasts are not my sisters. How is that possible?”
D. ‘‘In Nevada, the town One Horse has one barber in the whole town. For some reason, one of the laws in the town is that every man in town must be clean-shaven. Further, every man either must shave himself or be shaven by the barber, and the barber may only shave those that don’t shave themselves. So, the question is: who shaves the barber?’’ (Adapted from Smullyan, 1997.)

Anexa 2
Match the cognitive bias to its definition:

1. Confirmation bias	a) combining real memories with the content of suggestions received from other sources. During the process, people may forget the source of the information. When a person first encounters falsified information, there is a good chance that they will retain it and be reluctant to change and correct it when they then encounter the correct information
2. Backfire effect	b) if it's easier to say or think something, it seems more valuable. For instance, an idea that's expressed in a rhyming phrase seems more convincing than the same idea paraphrased in a non-rhyming phrase. The more professionally presented, the more elegant, the more attractive an idea is, the more likely we are to consider it serious, even if it is not logical
3. False memories	c) the tendency to attribute greater accuracy to the opinion of an authority figure (unrelated to its content) and be more influenced by that opinion
4. Heuristic fluency	d) people's tendency to interpret information as being part of a larger story or pattern, regardless of whether the facts actually support the full narrative

5. Authority bias	e) If we have made our mind up about something, we later use anything we witness as evidence to support our belief, while discounting anything that might disprove our belief
6. Narrative fallacy/bias (Attraction for Stories)	f) when people encounter evidence that should cause them to doubt their beliefs, they often reject this evidence, and strengthen their support for their original stance

Answer key:
1-e; 2-f; 3-a; 4-b; 5-c; 6-d

Anexa 3
Unconscious Bias Handout Questions
Team's Name: [They enter their team name here]
Question 1
A group of researchers in America sent two fictional job applications to 127 professors for a position of laboratory manager. Both candidates were 22 years of age, had the same grades and the same references. The only difference was that one was called 'John' and the other one 'Jennifer'. Can you guess what happened?
a) 'Jennifer' was more likely to be hired than 'John', with a starting salary of $4,000 more
b) 'John' was more likely to be hired than 'Jennifer', with a starting salary of $4,000 more
c) Both 'John' and 'Jennifer' were as likely to be hired and with the same starting salary
Question 2
Economists have found that the best-looking people make, on average, during their lifetime, a lot more money than less attractive people. Is this statement:
a) True?
b) False?
Question 3
In America, only 14.5% of men are estimated to have this attribute. However, almost 60% of CEOs in Fortune 500 companies have it. What is it?
a) A college degree
b) A standing height of over six foot (1.80 meters)
c) IQ above 130
Question 4
A British study found that job applications with a British sounding name received a 24% positive response rate from employers. What positive response rate did candidates with the same CVs (resumes), but non-British sounding names receive?
a) 24%, the same as applicants with British sounding names.
b) 20%
c) 15%
Question 5
What percentage of hiring managers in the UK admit to a negative bias towards individuals with certain regional accents?
a) 10%
b) 80%
c) 30%
Question 6
Giving a job to a candidate you clicked with because you went to the same school, or are interested in the same hobbies, is not unconscious bias, especially if they are a different gender or ethnicity from you. Is this:

a) True?
b) False?

Question 7

If you perceive a colleague who is working flexible hours as lazy, it is not unconscious bias, if later they avoid some responsibilities. Is this:

a) True?
b) False?

Question 8

If one of your employees returns from maternity leave, it is unconscious bias to spare her the trouble of going on business trips or taking on extra responsibilities. Is this:

a) True?
b) False?

Question 9

Everybody has unconscious biases. Is this:

a) True?
b) False?

Question 10

We can only have unconscious bias towards people who are different from us. Is this:

a) True?
b) False?

Unconscious Bias Handout Answers

Answer 1

'John' vs 'Jennifer'.

According to a 2012 Yale University study, male applicants were more likely to be hired and with a higher salary than female applicants. This in spite of having otherwise identical characteristics.

Answer 2

Good looking people make more money, on average, than less attractive individuals.

A – True. The economist Daniel Hamermesh, in the book *Beauty Pays: Why Attractive People Are More Successful*, claims that beautiful people make, on average, during their lifetime, $250,000 more than less attractive people.

Answer 3

In America, only 14.5% of men are estimated to have this attribute. However, almost 60% of CEOs in Fortune 500 companies have it. What is it?

B – A standing height of over six foot (1.80 meters).

In his book, *Blink: The Power of Thinking Without Thinking*, Malcolm Gladwell writes 'In the US population, about 14.5% of all men are six feet or over. Among CEOs of Fortune 500 companies, that number is 58%.

Answer 4

British vs non-British names in CVs positive response rate.

C – 15%

A 2017 study by Anthony Heath and Valentina Di Stasio found that, on average, nearly one in four applicants from the majority group, i.e. with British sounding names (24%), received a positive response* from employers.

As for people with non-British sounding names, only 15% of them received a positive response despite having identical resumes and cover letters.

(*By 'positive response', the researchers meant any reply suggesting a genuine interest in the applicant, such as invitations to job interviews, requests to provide additional information on skills or previous experience, to complete a test or to schedule a phone appointment with the employer.)

Answer 5

What percentage of hiring managers in the UK admit to negative bias towards individuals with certain regional accents?

B – 80%
The law firm Peninsula, in 2015, run a survey in which 80% of UK managers admitted discriminating against people based on regional accents. In particular, accents from London, Liverpool, Birmingham Newcastle and Glasgow were the most discriminated against. This is just one of several studies worldwide about accent discrimination.

Answer 6

Giving a job to a candidate you clicked with because you went to the same school, or are interested in the same hobbies, is not unconscious bias.
B – False
This is an example of affinity bias, which means favoring someone because they share something in common with you, such as similar interests or educational background.

Answer 7

If you perceive a colleague who is working flexible hours as lazy, it is not unconscious bias, if later they avoid some responsibilities.
B – False
This is an example of confirmation bias. If we have an ingrained belief about something, we later seek evidence to confirm this belief.
So, for example, if you think that people who work flexible hours are lazy, you will look for any pattern in their behavior that confirms this. Conversely, if somebody who works normal hours adopts the same behavior, you might justify it, thinking it is just a one-off and finding a plausible explanation for it.

Answer 8

If one of your employees returns from maternity leave, it is unconscious bias to spare her the trouble of going on business trips or taking on extra responsibilities.
A – True
This is an example of so-called benevolence bias. You might think you are doing a new mum a favour by sparing her extra stress. However, this is for her to decide so you should at least ask her what she thinks.
Assuming that, because somebody just had a baby, she may not want extra responsibilities, implies unconscious assumptions on motherhood. Instead, everybody is different and assuming that someone wants to take it easy after having a baby might just harm her career.

Answer 9

Everybody has unconscious biases.
A – True
We can all have biases. Being biased does not mean being a bad person. Our brains have to constantly make decisions and they often rely on previous experiences or preconceptions, to speed up the decision process.
This is sometimes a good thing, especially when you need to make a quick life or death decision, as our ancestors would have had to do (for example, deciding if to run away from something that might be a predator). However, when these shortcuts lead to a biased decision at work and unwanted discrimination, this is a problem.

Answer 10

We can only have an unconscious bias towards people who are different from us.
B – False
We can be biased against people who belong to our same group.
For example, it is not uncommon to hear that some women are unconsciously biased towards other women, as they perceive them to be less professional than men. Likewise, it can happen that male executives see other males as less trustworthy or less hard-working than women.