**Reducing Bias in the Classroom**

Thinking about Bias in Course Content

* Whose voices do you include in your syllabus? Whose voices do you leave out? What factors impact this decision for you? How does your course content and the reasons for what you choose to include reflect or perpetuate a view or ideology about what “matters”?
* When you think about “diversifying” your course content, what does that mean and what does that look like? Representational diversity (e.g., sex, race, nationality, sexual orientation, ability, religion, etc.)? Viewpoint diversity? Paradigm diversity?

Thinking about Bias in Course Dynamics

* Who do you call on in class? Who don’t you call on in class? How does that break down in terms of sex, race, ability, nationality, socioeconomic background, first-generation status, sexual orientation, gender identity/expression, religion, etc.?
* Whose ideas do you affirm? Whose ideas do you push back on? How do you “frame” your challenge to student ideas? How do different students interpret/respond to that challenge?
* Which students “take up space” during class discussions? Which students never speak in class? How do you work to de-center dominant student voices? How do you work to bring forward students on the margins?
* Which students interrupt or talk over others? Which students get interrupted or spoken over? Which students have their ideas/contributions rephrased, co-opted, or dismissed? How do you facilitate class discussions to teach students how to engage equitably and respectfully with others?
* Which students get chosen right away for group projects? Which students get chosen last for group projects? What are the intragroup dynamics for group projects? How do you mitigate the impact of bias on the dynamics within student groups?

Thinking about Bias in Course Pedagogy

* How do you deliver course content (e.g., lecture, slideshow, large-group discussions, small-group activities, etc.)? What barriers do the methods you use for content delivery pose for different types of learners? How often do you vary your method? What strategies do you use to mitigate the impact of the barriers posed by each of these methods? How often do you solicit feedback from students about the effectiveness of your teaching methods? How capable do you feel to adapt your teaching methods?
* What types of materials do you give students (PPTs, handouts, textbooks, online articles, videos, etc.)? How often do you think about the accessibility of the materials you give students? What strategies do you use to ensure your course materials are accessible to all students?
* How do you assess student learning (e.g., exams, essays, presentations, projects, labs, etc.)? What barriers do the methods you use for assessment pose for different students? How often do you vary your assessment method? What strategies do you use to mitigate the impact of the barriers posed by each of these assessment methods? How often do you allow students to choose between different options for assessment? How often do you solicit feedback from students about the effectiveness of your assessment methods? How capable do you feel to adapt your assessment methods?