

Week 6 Lesson Plan: Is Reality Subjective?

Objectives

- Students will be able to recognize bias in themselves and in others in order to address it when they engage with the news

ACRL Frames Addressed (Implicitly and Explicitly)

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value

Instructional Content

- A. Looking Back/Moving Forward
 - a. Come see me about your final project
- B. Defining Bias
 - a. Journal: What does bias mean to you?
 - b. Share with 2 other people in class
 - c. Whole class discussion:
 - i. Probably different answers.
 - ii. Can bias be good?
 - iii. Why do people have biases?
 - iv. Look at the UM Library Diversity Officer's definition of bias (see slide 5)
 - d. Watch the CNN Anderson Cooper video from 6:10 on
 - i. How does a person's "Lived Experience" inform bias?
 - ii. How about your own experiences?
 - iii. Did you have an emotional/physical response to the video? What was it?
 - e. Moving through spaces
 - i. How can we engage with people who have different biases than we do?
 - ii. Note the 3 "spaces" in slide 7
 - iii. Sometimes we have to be in each of these spaces. Figure out how and when is the best time to be in each of them
- C. Break
- D. The Believing Game
 - a. From Part II of Assignment Five
 - b. Was that hard for you?
 - i. If not, why not?

- ii. If so, why?
 - c. Now, in your journal, do the same topic, but how you feel about it
 - i. Was that hard for you?
 - ii. Why or why not?
- E. Examples of biased fake news
 - a. In journal, When I see biased information/reporting, what emotional, psychological, biological, physiological response do I have? React to this prompt in your journal after seeing each of the following images.
 - b. Trigger warning: Some of these are very controversial. Also some adult language.
 - c. See notes on each slide for the real story behind each example
 - d. Conclusion to this activity: Look at your journal responses: When you are feeling this way and thinking this way, your own bias may be engaged. Consider how those reactions are influencing your response to the news.
- F. Conclusion
 - a. Everyone has bias (see slide 5 again)
 - b. There are many cognitive distortions that we have where bias plays a part: Introduce these only ...
 - c. UT Austin video: Research about how bias influences what we choose to read/see
 - d. Use padlet to brainstorm some ideas about how we might address bias in ourselves and in others

Assessment/Preparing for Next Week

- A. Final Project due next week