

Fast Thinking types: think about how these might play out in the classroom to improve/hurt classroom culture.

Fast Thinking/Bias Type	Example	General Description
IKEA Bias	Ex. Betty Crocker doesn't use process powdered egg, they have customers engage in the process by cracking an egg.	Description: The more involved people are in creating something the more they value the end product.
Endowment Bias	Ex. A baseball card is worth \$0.40, but the owner of the card won't sell the card for anything less than \$1.00.	Description: This bias occurs when we overvalue something that we own, regardless of its objective market value
Social Desirability Bias	Ex. You ask a student, "Have you ever cheated." They say "no." Because they know that is what they should say.	Description: Tendency of survey respondents to answer questions in a manner that will be viewed favorably by others.
Implicit Bias	Ex. By the age of 9, girls , to exhibit the unconscious beliefs that females have a preference for language over that of math.	Description: Cause us to have subconscious feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance.

Confirmation Bias	<p>Ex. Imagine that you have tried to reach a <u>friend</u> with whom you have an ambivalent relationship by phone or email, leaving messages, yet receiving no call in return. In a situation like this, it is easy to jump to conclusions in an intuitive manner that your friend wants to avoid you.</p>	<p>Description: We don't perceive circumstances objectively. We pick out those bits of data that make us feel good because they support our prejudices.</p>
In group bias	<p>Ex. A board putting one who is perceived as its own, in a managerial position, despite not being qualified for the job.</p>	<p>Description: We automatically favor those who are most like us</p>
Stereotype Threat	<p>Ex. Woman may fail to reach her career goal of being a scientist because of how she changes her behavior in response to perceptions about her own gender.</p>	<p>Description: In response to their fear, they participate in disengaging and self-defeating behaviors that ironically cause them to live up to the feared stereotype.</p>
Anchoring effect	<p>Ex. What's the better deal? Original Price: \$149.95...on sale for \$100.00 Original Price: \$40...not on sale.</p> <p>If your same-sex parent died at age 52, living to 82 will feel like a real bonus to you. But if your parent died at 82 and you're diagnosed with a fatal disease at 52, boy, will you feel let</p>	<p>Description: Cognitive bias that influences you to rely too heavily on the first piece of information you receive.</p>
Optimism bias	<p>Ex. We underrate our chances of getting divorced, being in a car accident, or suffering from cancer.</p>	<p>Description: We overestimate the likelihood of positive events, and underestimate the likelihood of negative events.</p>

Goal: describe, identify, and recognize examples of “fast thinking” situations. Use this understanding to recognize weaknesses and strengths better decision making processes.

Ivy Tech Objectives: 1, 2, 3, 16

Big Question: What are some of the causes of our quick decisions? How do we ensure our decisions are slower, better for us, more deliberate, decisions?

Time: 2, 86 Minute Blocks

Slides:

https://docs.google.com/presentation/d/1jOqJlAg6rp-bqtJ1tW8ULO7LvYtPIWFEu63jwEQYTSU/edit#slide=id.g7b55c09220f0016_0

1. Engage: Have you ever had to make a quick decision? What did you base your decision on?
2. Match the cards into “triples.” Hint: match the examples to the general descriptions first, then make a best guess of the fast thinking type.

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3. Read over the different fast thinking types.
4. Complete a whiteboard quick presentation following the format of https://docs.google.com/presentation/d/1jOqJlAg6rp-bqtJ1tW8ULO7LvYtPIWFEu63jwEQYTSU/edit#slide=id.g7b55c09220f0016_0
5. Groups share their quick slides, students record in notebooks.
6. Student led discussion and action...What do we do from here? How do we slow people’s thinking? Making of plan/posters/messages/campaign to influence others in slowing their thinking. Inform other students? Teachers? Why, How, where, when?

7. Artificial intelligence and machine learning is often equated to “Fast Thinking”.
When artificial intelligence systems are trusted with our data and decision making

Cut out these on yellow cardstock, put into envelopes:

Try to understand the situations as best as possible and make connections		
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Sources:

Social Desirability Bias <http://www.psychologyconcepts.com/social-desirability-bias/>

IKEA Bias <https://medium.com/@michaelgearon/cognitive-biases-the-ikea-effect-d994ea6a28ad>

Optimism Bias <https://www.sciencedirect.com/science/article/pii/S0960982211011912>

Stereotype Threat <https://www.learning-theories.com/stereotype-threat-steele-aranson.html>

Endowment Effect/Bias

<https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/endowment-effect/>

In group bias <https://yourbias.is/in-group-bias>, <https://psychologenie.com/ingroup-bias-meaning-examples>

Implicit Bias <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

<https://ethicsunwrapped.utexas.edu/social-media-blog> ,

<https://psycnet.apa.org/doiLanding?doi=10.1037/a0019920>

Rubric for whiteboard and action: