**Title:** Gender Bias at Conferences Activity

**Type of Activity:** Video/Small group discussion

**Time Required:** 15-20 mins.

**Learning Outcome Applied:** Describe how gender stereotypes are activated automatically and unintentionally. Recognize and identify real-life examples of overt and subtle gender bias in STEM. Practice how to respond to and reduce instances of gender bias.

**Overview:** This learning activity uses an original video from Dr. Eva Pietri’s research article titled, *Using Video to Increase Gender Bias Literacy Toward Women in Science* (2016), that displays how gender stereotyping affects how female grad students are treated during conference presentations. It asks students to identify the gender bias present within the video, asks them to reflect on their own experiences, and then asks them strategies they would use to respond to the situation. All questions within this activity are suggestions so feel free to skip around or add any questions of your own that come up during your discussion.

**Citation:** Pietri, E. S., Moss-Racusin, C. A., Dovidio, J. F., Guha, D., Roussos, G., Brescoll, V. L., & Handelsman, J. (2016). Using video to increase gender bias literacy toward women in science. Psychology of Women Quarterly, 41(2), 175–196. https://doi.org/10.1177/0361684316674721

**Step 1:** Open up the link to [Narrative Video 6](https://www.youtube.com/watch?v=-2UAxD2mRsU&list=PLuA42xbR-FAzgkaPyGbjD5dlqLUpnQiyj&index=6) to show to students

**Step 2:** Prior to the video - ask students to jot down each time something is said (or not said) that suggests subtle, unintentional gender bias toward the female grad student.

**Step 3:** After the video, have them pair up or form groups of 3-4. Have one person read off their list, other students should put a check next to examples that they also put. Then have them all add any that were not already noted.

**Step 4:** Take a moment to reiterate the critical concept that these stereotypes were activated automatically, without intention, and effortlessly.

**Step 5:** Ask for some more of these examples as a class and jot them all on the board.

**Step 6:** Once all examples are on the board ask students the following questions

1. Ask the students if they have experienced or witnessed similar dynamics as a student or at their jobs?
2. Looking at the list, what are some stereotypes about women in STEM that are reflected in them? What about men?

**Step 7:** Ask students again to form groups of 3-4 and ask them as a group to reflect upon the following scenario/question. Have them elect one person in their group to share their strategies to the class. Then go ask each group to share.

1. Ask the students to imagine that they are another professor in the room who sees gender bias happening. What are some things that they could say to re-redirect the conversation and support the female grad student?

**Step 8:** After the discussion - what gems emerged from the discussion? Jot down any insights that the students brought.

**For Canvas (or other LMS) here is a video description to add for students:**

This video depicts two graduate students Kee-Youn (male graduate student) and Chen (female graduate student) practicing a talk they will give at the American Society for Cell Biology Conference in front of professors and students in their program. In the video a male professor watching their talk the first time they present it gives comments to Chen to be more confident and is seen critiquing her lack of comprehension. Taking these comments into account, when the pair present two weeks later Chen answerings the professor’s questions with more confidence and answers them all. The same professor then tells Chen’s fellow presenter Kee-Youn that he thought she was too aggressive in the presentation and prefers that he present the material at the conference.