

Laura Lohman, Sample Story Template for Elearning Lesson

Course: Faculty Search Training

Module 3: Search Committee Deliberations

Lesson: Responding to Implicit Bias and Cognitive Errors

Page	Script	Initial Ideas on Visual and Functional Treatment
1	Narrator introduces lesson topic and states learning objective aligned with the lesson	Slide includes lesson title and search committee characters seated around a table. They are talking, attentive, and smiling, suggesting effective use of techniques in the lesson.
2	Narrator names 1-2 types of implicit bias or cognitive error from previous lesson and stresses importance of an effective response to such bias for a quality selection process.	Search committee characters are seated at the table. A speech bubble for one contains a comment illustrating a type of bias mentioned by the narrator. Next/prev
3	Narrator introduces the group of 6 response techniques. User click plays an audio example of each response technique in the voices of search committee characters.	3 techniques are listed on the left side of the screen. Icons appear near 3 other search committee members. When each icon is clicked (in any order), the audio example illustrating the response plays and the corresponding technique in the list changes color. A button downloads a job aid containing names, examples, and “when to use” for each of the 6 response techniques. Next/prev
4	Narrator briefly transitions into the second group of 3 techniques.	The other 3 techniques are listed on the left side of the screen. Icons appear near 3 other search committee members. When each icon is clicked (in any order), the audio example illustrating the response plays and the corresponding technique in the list changes color. A button downloads a job aid containing names, examples, and “when to use” for each of the 6 response techniques. Next/prev
5	Narrator introduces quiz as a comprehension check before seeing how the techniques can be applied in an interaction	Slide contains a quiz to check learner’s comprehension of which response techniques are effective for addressing implicit bias and cognitive errors. Slide shows a list of descriptions of appropriate and inappropriate responses. Text prompts the learner to check those that are appropriate to use. Learner can retake quiz until achieving a score of 90% or higher. Next/prev
6	Narrator explains the purpose of the 2 mini-scenarios as opportunities to apply the response techniques and see the consequences of various choices.	2 blocks are linked to 2 mini-scenarios provided for learner to apply the response techniques. 1 or both of these will function as interactive, repeatable quizzes. Learner clicks one to choose the order of the mini-scenarios. Each block has a nickname and/or image to engage the learner and signal the content. Prev
7	After the learner clicks the Score button, narrator summarizes the contrasting consequences of the inappropriate and appropriate responses.	Slide illustrates a mini-scenario of ways to respond to negative stereotyping and what the consequence of each response option is. Search committee member characters are seated at table. A speech bubble over one character shows negative stereotyping. Text prompts learner to click on other characters in any order to see or hear possible responses. Both appropriate and inappropriate responses are illustrated. Learner must check a check box (or similar icon) next to 90% or more of the characters with appropriate responses in order to achieve a passing score and complete the lesson. After checking a

		checkbox, the learner sees another speech bubble and a change in gesture or facial expression indicating the reaction of another character (this shows the consequence and functions as intrinsic feedback). Learner can uncheck boxes. Score button or similar will clarify whether or not the learner successfully completed the mini-scenario. Learner can uncheck boxes and rescore until achieving a passing score. Next/prev. Next links to other mini-scenario.
8	After the learner clicks the Score button, narrator summarizes the contrasting consequences of the inappropriate and appropriate responses.	As above, for mini-scenario of ways to respond to euphemized bias and what the consequence of each response option is. Roles are reassigned to different characters to illustrate that bias is not specific to committee members of any one gender or ethnicity. If the lesson exceeds the duration guidelines for this assignment, only one mini-scenario will be included. Next/prev
9	Narrator reiterates the importance of effective responses to bias for a quality selection process and prompts learner to download job aid for future reference.	Slide show congratulations/completion of lesson, job aid button, and the opening image of search committee characters seated around a table. Members are talking, attentive, and smiling, suggesting effective use of techniques in the lesson.

Original design

- I. Techniques and when to use them
 - a. Use calm, non-accusatory language and tone
 - b. Ask open-ended questions to prompt clarification
 - c. Redirect committee to qualifications and job-related criteria
 - d. Invite quiet members to share thoughts
 - e. Ask the committee for evidence for the opposite conclusion
 - f. Encourage building consensus rather than majority rule or voting
- II. Practice choosing an appropriate technique for the situation
 - a. Mini-scenario of negative stereotyping
 - b. Mini-scenario of euphemized bias
- III. Interactive quiz

Modified design

- I. State learning objective
- II. Recall prior knowledge and address learner motivation
- III. Response techniques and when to use them
 - a. Use calm, non-accusatory language and tone
 - b. Ask open-ended questions to prompt clarification
 - c. Redirect committee to qualifications and job-related criteria
 - d. Invite quiet members to share thoughts
 - e. Ask the committee for evidence for the opposite conclusion
 - f. Encourage building consensus rather than majority rule or voting
- IV. Comprehension quiz
- V. Apply appropriate techniques for the situation (1-2 quizzes)
 - a. Mini-scenario of negative stereotyping
 - b. Mini-scenario of euphemized bias