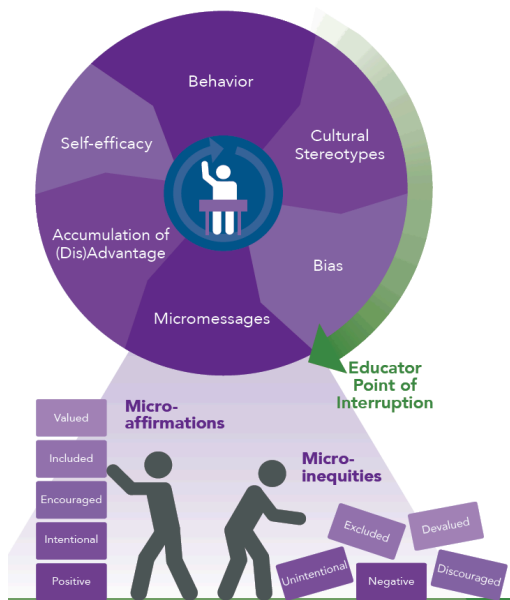


Micromessaging to Reach and Teach Every Student™



Culture shapes our biases and beliefs about people based on their age, gender, race, language, (dis)ability, or income level, often without our realization. We communicate our biases in our world, often unknowingly, through micromessages. The accumulation of micromessages over time impacts a person's belief in his or her own ability to be successful in a course, class, college, and career. This session will equip educators with strategies to support students in STEM with positive micromessages.

In this interactive workshop, participants will explore ways micromessages can help achieve equity in the classroom, and improve student outcomes. Micromessages are small, subtle, often semi-conscious messages we send while communicating with others, whether by voice, action, or body language. These messages which can be either positive or negative, stem from our implicit biases, and affect relationships. Through an interactive scenario based activity, participants will be able to identify micromessages and recommend positive micro-affirmations to improve equity in the classroom scenarios.

During the workshop, participants will learn about and be able to define micromessages, including the types of communication cues in which they most often manifest, and identify how these messages can enhance student engagement. We will discuss the various types of micromessages and how those micromessages impact student decisions when considering and/or selecting to enroll in courses and programs where they are underrepresented, how to encourage persistence through the use of micro-affirmations, and how to inoculate students from internalizing micro-inequities that, over time, deter students from fully realizing their potential. Through interactive and reflective activities on the power of culture on our interactions with students, this session will equip educators with specific strategies to support student participation, persistence, engagement and success.