“John” and “Jennifer” applied for a lab manager job.

Male engineering students less likely to see bias.


Male students seen by peers to master subject matter

- Male students significantly more likely to nominate other males (controlled for performance and outspokenness)

Female EPFL students more likely to work on non-technical aspects of projects

- Non-technical work (preparing slides, writing reports, organising meetings, documenting progress...)
- Technical work (coding, proofs, statistics...)

Grunspan, et.al., (2016). *PLOS ONE*, [https://doi.org/10.1371/journal.pone.0148405](https://doi.org/10.1371/journal.pone.0148405)


Photo by Naassom Azevedo on Unsplash

How can we reduce unintentional bias?
How can we invoke system 2 when making decisions?

- Alone: Thinking back to the 3 stories I have told, what are 1-2 common features of the conditions which reduced bias?
  - Pain medication
  - Auditioning for the orchestra
  - Meeting a student

- Plenum: List together on the board
Strategies for collaborative work jigsaw activity

You have been assigned one of the following topics

- *Diverse Teams I*
- *Diverse Teams II*
- *Tasks & Teammates*
- *Communication & Meetings*

1. Read your pages.
2. **Thinking about teamwork**, write down the key points that you would share with someone who hasn’t read the document.
3. Discuss your answers with your neighbors.
Team Project Jigsaw

1. Each of you have read one of the following topics – take turns giving your new team mates a 2-3’ summary

- *Diverse Teams I*
- *Diverse Teams II*
- *Tasks & Teammates*
- *Communication & Meetings*
Marble Maze

Activity
Marble Maze

In your teams, use the box of Gravitrax on the table to build the fastest marble run that crosses at least 16 white tiles and uses no more than 16 (black or gray) lifts.

You are competing against the other teams.
You have 12’ to complete your construction.
Team debriefing

Activity
Meta moment - 3T approach to teaching transversal skills

- focused on SKILLS
- mini experiential learning
- iterative, short feedback loops
- low-stakes, fail-forward

3T approach to teaching transversal skills


 KNOWING
models + strategies

Definitions, relevance, associated tools + strategies

 LEARNING by DOING

Experiential learning that showcases skills’ importance and how to apply strategies (low risk, rapid feedback, iterations, reduced cognitive load)

 LEARNING from DOING

Meta-moment reflection that promotes transfer of skills to next project, situation.
Final reflection

1. Assign a function to each activity of today’s workshop.

2. What was most relevant for you? What did they enable you to learn or clarify?
Book of activity guides in Fall 2024

*but we love beta testers 😊

KNOWING concepts & tools

DOING applying, feeling

LEARNING from DOING reflecting on - for action

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