

BIAS is an inclination or prejudice for or against something or someone (Harry et al., 1999).

Implicit or hidden biases are stereotypes held by all individuals without the need for formal recognition (Staats et al., 2015).

The notion that everyone holds biases is an important one, whether or not they recognize or admit to them. Even those whose job it is to remain unbiased or impartial (e.g., judges and teachers) have hidden biases that can unknowingly cloud their decisions and interactions.

This is important because practitioners' pedagogical practices can support biased or prejudiced ideologies in their instruction (Galman et al., 2010; Picower, 2009). There is a clear need for practitioners to understand their beliefs (Shim, 2018), and the implications those beliefs have on their students' education. Any internalized negative beliefs can hinder the potential of their students, and unless those beliefs are purposefully identified, analyzed, and challenged (Shulman, 1992), practitioners are unlikely to face their deeply held suppositions toward diverse students.

Biases can be detrimental to students' success (Warikoo et al., 2016).

Steps to minimizing bias in teaching:

1. Have confidence in your abilities to alter said biases through self-reflection and dialogue
2. Gain an understanding of biases and their impact on student learning
3. Make changes in the social and academic structures of the classroom crucial to supporting all students (Lamont & Black-Branch, 1996)