Introduction
Although implicit bias is a well-studied topic, little research has examined people’s reactions to learning about implicit bias. Thus, it remains unclear how to successfully raise awareness about implicit bias in the classroom. We report two studies that examined the effects of education about implicit bias and develop recommendations based on this research.

Study 1 examined student responses to completing the Race Implicit Association Test (IAT) as well as whether completing the IAT increased understanding of implicit bias. Study 2 examined the personal, implicit gender associations of faculty who attended a diversity training presentation.

Study 1: IAT in the Classroom
Method. We manipulated the explanation of the IAT results (more vs. less confrontational) and examined student (N = 172) affect and belief in bias after completing the Race IAT.
Results. Students had more positive than negative affect after the IAT, but students had more negative affect when their implicit preference for Whites was stronger.
As shown below, participants with stronger implicit preference for Whites believed in bias more when they were given a less (vs. more) confrontational explanation of IAT scores.
Compared to students not completing the IAT, participants reported finding the discussion more useful and learning more.

Study 2: Faculty Diversity Training
Method. Faculty (N = 150) participated either in a diversity training (developed based on best practices below) or a regular faculty meeting. Using a personalized Go/No-Go Association Task, we examined implicit associations about women in science before and after the meeting.
Results. Faculty participating in diversity training had a significant reduction in implicit stereotyping (i.e., fewer negative associations) toward women scientists from pre- to post-test, whereas faculty participating in a regular faculty meeting had no significant change.

Evidence-based Recommendations
1. Consider your audience.
Tailor the information presented for the audience, which may result in greater acceptance of the information. In Study 2, the content focused on the results of experimental research findings and studies pertinent to hiring and advancing women in academia.

2. Use a less confrontational message.
Confrontational messages lead to more negative evaluations of the messenger but not necessarily a greater reduction in prejudice (Czopp, Monteith, & Mark, 2006). As shown in Study 1, a less confrontational message can increase beliefs in bias. Thus, a less confrontational message about implicit bias may be as effective while avoiding negative teaching evaluations. Maintaining a research focus may minimize threat; using reaction time technologies as an activity (see Morris, Ashburn-Nardo, & Padgett, 2011) may assist this focus on research.

3. Challenge stereotypes but appreciate differences.
Provide information that disconfirms negative stereotypes (vs. emotional or moral appeals alone; Hewstone, Johnston, & Aird, 1992). Where differences exist, use a multicultural approach that recognizes and appreciates difference (vs. colorblindness; Wolsko, Park, Judd, & Wittenbrink, 2000). Note that diversity contributes to groups; for example, diversity increases innovation, creativity, and problem solving (National Academy of Science, 2007).

4. Acknowledge your bias: Use inclusive language.
Be comfortable discussing diversity issues with others (Wiley & Ebata, 2004). Address your own biases and use inclusive language in presentations (e.g., we, our, men AND women). Acknowledging that “we all have implicit biases” reduces threat. In addition, inclusive language is related to strong group identity and increased group cohesion (Morton & Rosse, 2011; Tausczik & Pennebaker, 2010).

5. Discuss remedies.
Without highlighting remedies for implicit bias, bias may seem impossible to avoid and be more threatening. Discuss the importance of awareness of implicit bias as a first step to avoid bias (Devine, 1989). Awareness of the potential mismatch between one’s egalitarian values and behaviors is the first step toward developing cues for control, which are necessary to replace the unwanted behaviors with egalitarian behaviors (Monteith, Mark, & Ashburn-Nardo, 2010). Another remedy for bias that could be discussed is perspective taking (Todd et al, in press).

Conclusion
A summary of the available research offers suggestions for a successful discussion of implicit bias in the classroom, including specific methods to reduce threat, increase interest, and increase efficacy. Our studies suggest that presenting research on implicit bias and incorporating reaction time technologies can increase learning while also reducing stereotyping in a variety of audiences.

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