Stereotypes can be described as shortcuts our brain uses to make decisions in absence of accurate information, providing shortcuts that incorporate a range of expectations of how someone else will behave (Jussim et al, 2015, Kahnemann, 2011 Schenider, 2004). As the biases form unconsciously, they are hard to mitigate. Gender is one important dimension along which stereotypes are formed (and interacts of course with other dimensions intersectionally), affecting expectations and actual behaviors (Rippon, 2019). Gender stereotypes emerge in early childhood (Bian et al, 2017) and exposure to bias toward one’s group affects effort, self-confidence, productivity and pupils’ performance (Carlana, 2018; Atewologun et al, 2018; Perry, 2017; Gilliam et al, 2016; Campbell, 2015; Devine et al, 2013; Schmader, 2010; Johns et al. 2005).

Suggested topics include but are not limited to:

- discuss ways to measure gender bias in quantitative and non-quantitative dimensions (e.g. language)
- discuss ways in which outcomes are affected by bias
- discuss the role of institutional design in mitigating the effects of bias
- discuss the role of training or revealing bias in mitigating the effects of bias

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Submission details
In the first instance a 300 word abstract is required, to be received by 11th September 2019. Please read the guidelines at http://www.academic-conferences.org/policies/abstract-guidelines-for-papers/

Submissions must be made using the online submission form at: https://www.academic-conferences.org/conferences/icgr/icgr-abstract-submission/

If you have any questions about this track please email the mini track chair: m.dellagiusta@reading.ac.uk or karen.jones@reading.ac.uk

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