

Self-Awareness & Assumption

Can Data be Cultured?





Presenter

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Agenda

Perception and Assumption

01

Social Identity

02

Self Awareness

03

Critical Consciousness

04

Use Case and Final Exercises

05

Learning Objectives

- Examine our own assumptions and perceptions as they relate to our role as a museum professional.
- Practice self-awareness and reflect on our own identity through a series of discussions and exercises.
- Explore tools for developing reflective practices to support continued growth in ourselves as a part of a museum community.

First an assumption...

If you take away only one thing? It's this.



It is presumed that all issues of copyright and access around the specimens, items and researcher's archives have been taken care of. You should know whether or not your institution has clear title to what it has in its possession and if there is doubt that should be investigated before sharing or making data/information available.

Perception and Assumption

Perception and Assumption

Things to consider

Perceptions and assumptions are tools that we all use everyday to make our decisions and actions efficient however, the way we create, interpret and use them are NOT obvious or simple.

- What is embedded in the way we **perceive** information?
- How do we **interpret** what we perceive?
- Why do we **change** our minds?
- How do you **interrogate** your own perspectives?
- What **assumptions** do you bring to the data and information that you encounter?
- **Consider:** How do these change over time?

Perceptions and Assumptions

What are they and why do they matter?

1. Perception and Assumption
2. Social Identity
3. Self Awareness
4. Critical Consciousness
5. Creating a Thoughtful Team
Pae

What is Perception?

- Perception is fundamentally individual to each person. While some people may share a largely common perception of an event, there will always be some subtle differences. Often, people will have divergent perceptions of what occurred based on their assumptions, expectations, experience and history.
- Perception is defined in the dictionary as “a way of regarding, understanding or interpreting something” (COD 10th Edition).
- “Perception is the process of selecting, organizing, and interpreting information. This process, includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences.”

Perceptions and Assumptions

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What is Assumption

- Assumption is defined in the dictionary as “a thing that is assumed to be true” (COD 10th Edition).
- It is normal to make assumptions in our daily lives. When we make assumptions about another’s intentions, reasons for action, or their understanding of the situation we may be laying a flawed foundation for our understanding...
- Identifying and checking out our assumptions and giving the other person an opportunity to identify and check out their own assumptions is crucial to developing a common understanding of a problem or situation.

Perception and Assumption



Assuming and Confirming

Exercise 1

In groups of three:

Person 1: you are the subject,
Person 2: you are the data gatherer,
Person 3: you need to find out the true answers

- *Does the person have any pets?*
- *Does the person have any siblings?*
- *What's their favorite color?*



Paul Austin: https://www.flickr.com/photos/rondls_pics/28338380949/in/album-72157690193876242/



Exercise 1: Discuss

Where to begin? Pathways for reflection

Questions to Ask Yourself

- What am I taking for granted?
- Am I assuming something I shouldn't?
- How can I determine whether this assumption is accurate?
- How do we distinguish between thoughts, beliefs, value, and “facts”? How do we value alternative perspectives?



IMLS Symposium: <https://mm.fieldmuseum.org/f1fe1735-3b2e-4917-a59b-b200479ba5ea>

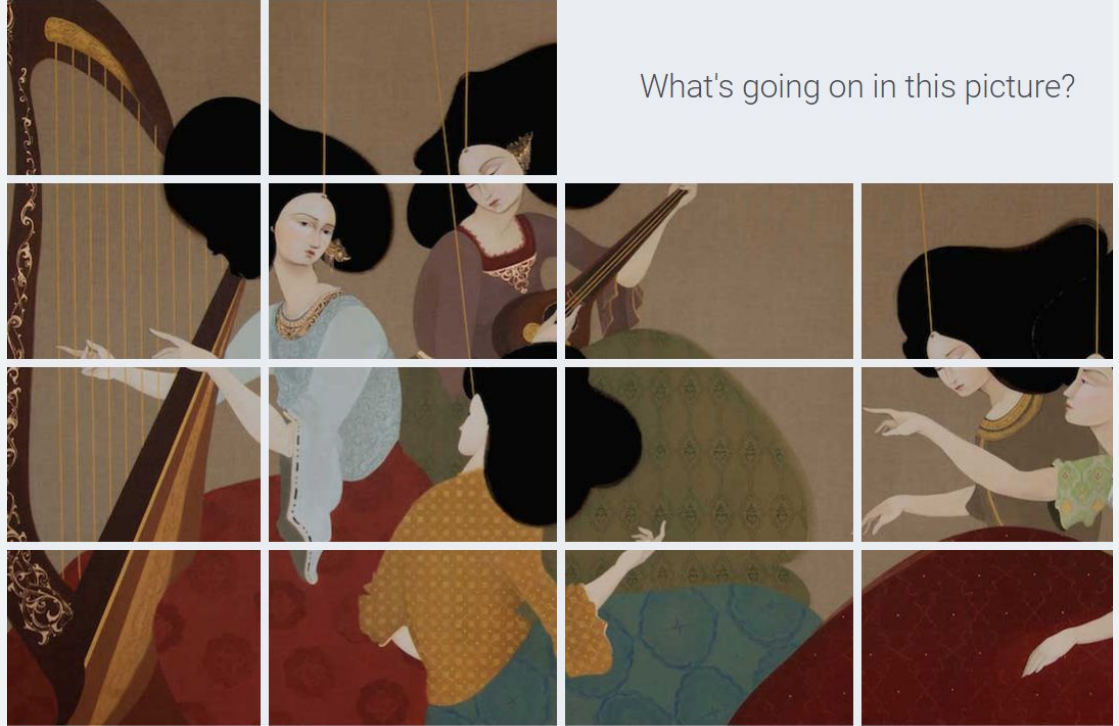


Example (perception)

What's going on in this picture?

Think of words or phrases that describe what you see.

Think about what you see that makes you say or think that.



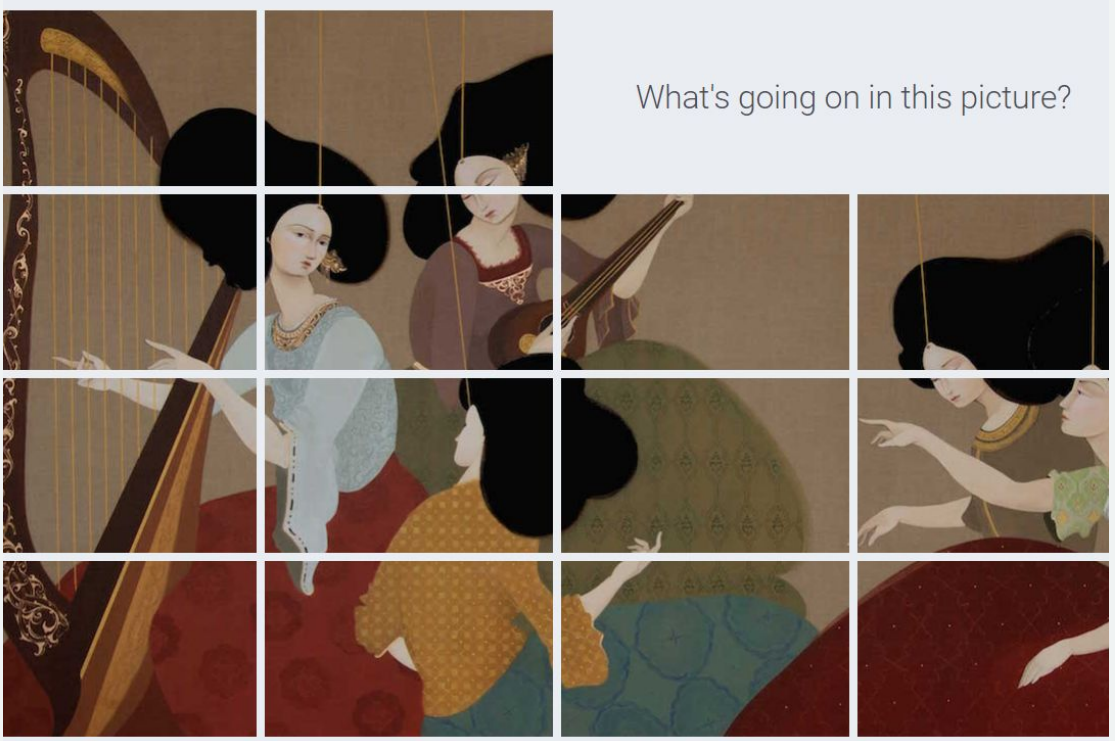
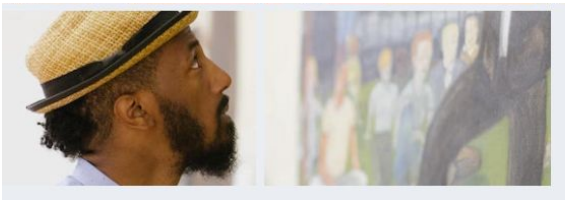
Online Exercise from Visual Thinking Strategies: <https://vtshome.org/>



Example (perception)

What's going on in this picture?

LOOKING



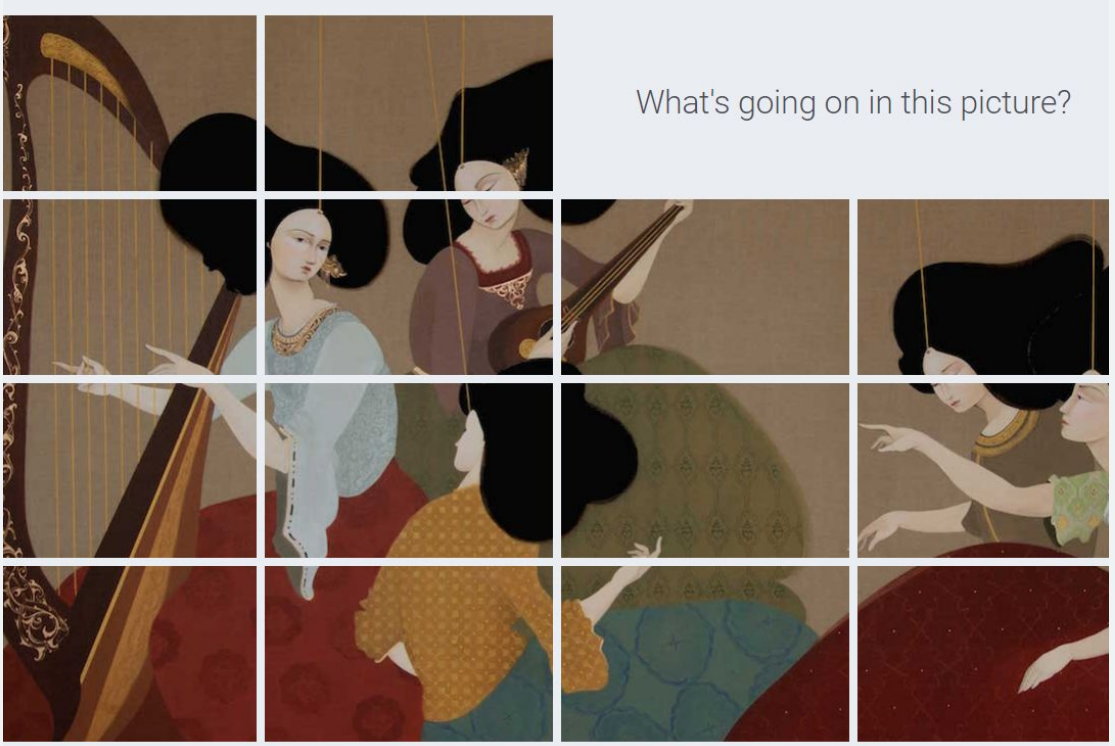
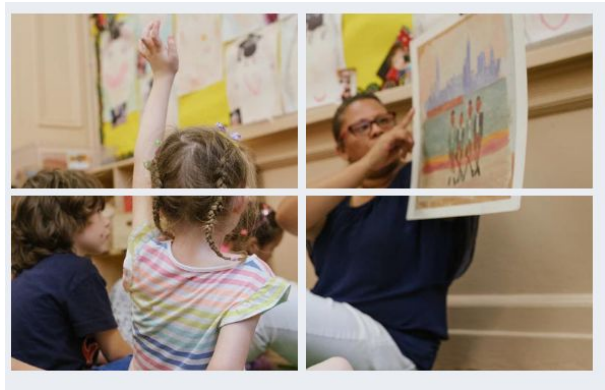
Online Exercise from Visual Thinking Strategies: <https://vtshome.org/>



Example (perception)

What's going on in this picture?

THINKING



What's going on in this picture?

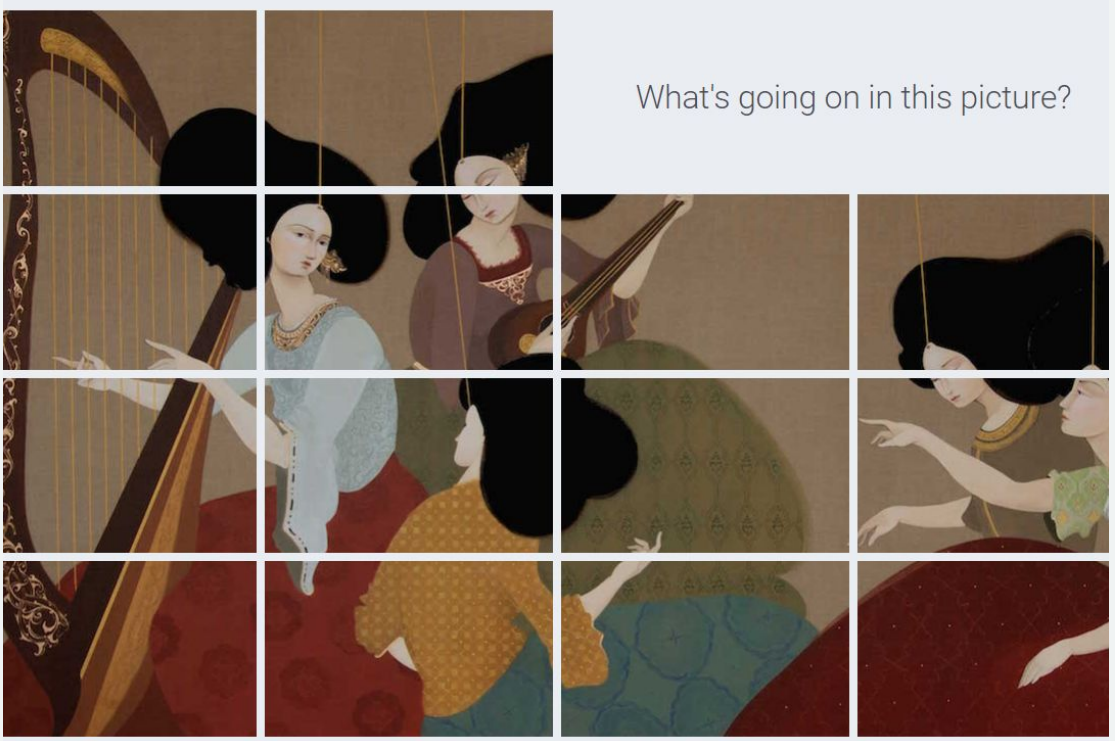
Online Exercise from Visual Thinking Strategies: <https://vtshome.org/>



Example (perception)

What's going on in this picture?

LISTENING



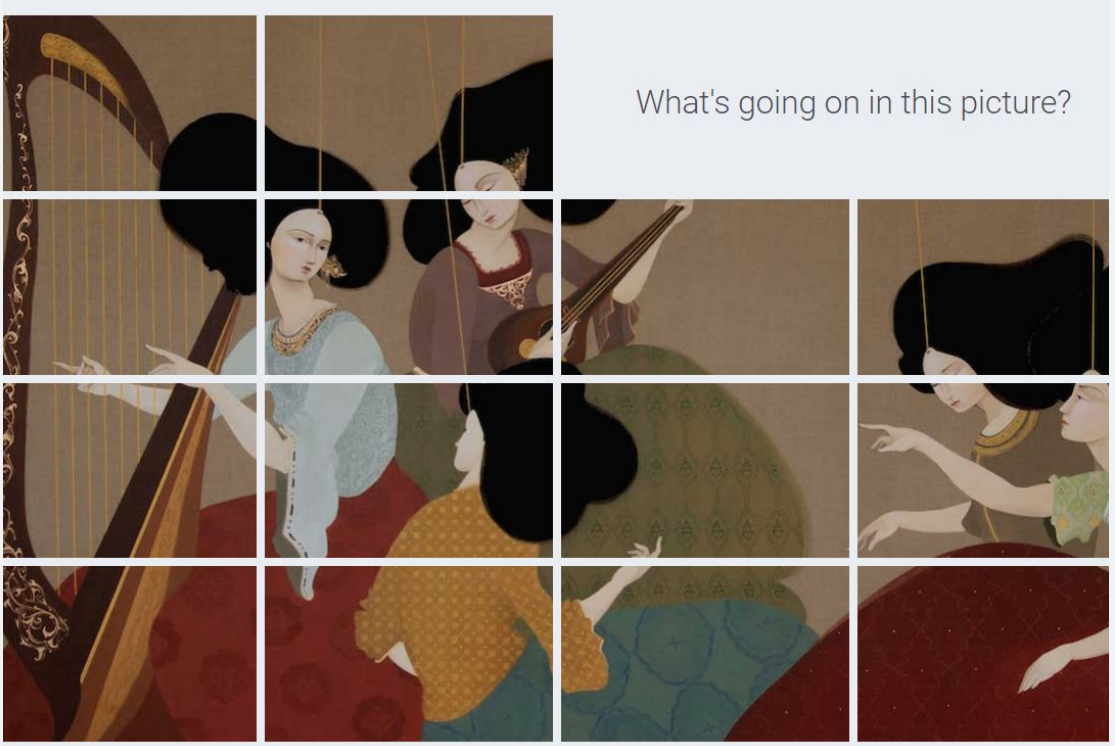
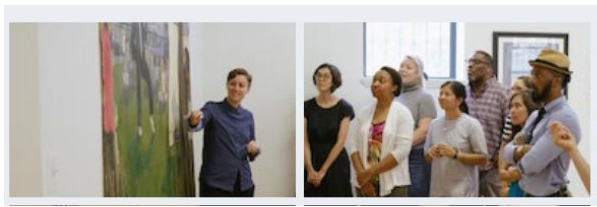
Online Exercise from Visual Thinking Strategies: <https://vtshome.org/>



Example (perception)

What's going on in this picture?

COLLABORATING



Online Exercise from Visual Thinking Strategies: <https://vtshome.org/>



Exercise 2

What's going on in this picture?

Add a words or phrases to the jamboard that describe what you see in the image.

- What do you specifically notice or focus on?



Full size: https://fm-digital-assets.fieldmuseum.org/2206/729/GN92435_048d.jpg



Discuss

Where to begin? Pathways for reflection

Questions to ask yourself

- What is embedded in the way we perceive?
- How do we interpret what we perceive?



IMLS Symposium: <https://mm.fieldmuseum.org/f1fe1735-3b2e-4917-a59b-b200479ba5ea>

Social Identity

Social Identities

Concepts to Consider

- Social identities are **dynamic**.
- Everyone has **multiple** social identities, and combinations matter.
- Social identities are shaped by **society**.
- Social identities can be more or less **salient**, depending on context.



4 THINGS TO REMEMBER ABOUT
Social Identities
Social Identities are...

1. Dynamic May be chosen or born into, visible or invisible, stable, or shifting.	2. Multiple Everyone has multiple social identities, & different combinations impact individuals' lived experience.	3. Sociological Society determines which identities are flagged, & which differences matter.	4. Salient Certain social identities feel more prominent in certain situations & contexts.
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Center for Creative Leadership

<https://www.ccl.org/>

Social Identity

What is it and why does it matter?

1. Perception and Assumption
- 2. Social Identity**
3. Self Awareness
4. Critical Consciousness
5. Creating a Thoughtful Team
Pae

What is Social Identity?

- Social identities are labels that people use to categorize or identify themselves and/or others as members of specific groups.
- Social identity is one of the aspects of your “self-concept” — how you see yourself as a person.
- [Hurtado and Gurin \(2004\)](#) define social identities as “one’s group memberships and the emotional attachment one has for these group memberships,”

Social Identity

What is it and why does it matter?

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Why does Social Identity Matter?

- Social identities are powerful because they're also often at the root of unequal power or privilege.
- Aspects of social identity affect how you lead and work with others. A social identity lens can help spot situations when people don't feel free to share their perspectives or are being unintentionally shut out, or when actions or decisions may be rooted in unconscious bias.



Exercise 3

List as many of your social identities as you can

Make a copy of the worksheet for yourself.

- Reflect on the social identities listed
- Consider categories such as age, sex, social class, ethnicity, religion, occupation, nationality, social or relational roles, (dis)ability, neurotypical status, etc.

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30s to 50s/early 60s	Age	Younger; Older
White	Race	People who identify as People of Color, Biracial, and/or Multiracial
Male	Sex	Female; Intersex
Cisgender	Gender and Gender Expression	Transgender; Gender nonconforming, Gender queer; Androgynous
President, Deans, Directors, Faculty, Supervisors	Hierarchical Level	Students; Graduate teaching assistants; Direct service staff
Heterosexual	Sexual Orientation	Gay; Lesbian; Bisexual Queer; Questioning
Upper class; Upper middle class; Middle class	Social Class	Working class, Living in poverty
Graduate or 4-year degree: Highly valued school; Private schooling	Education Level; Credential; Certificate	High school degree; 1 st generation to college; Less valued school; Public school
Christian (Protestant: Catholic)	Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan...
U.S. Born	National Origin	"Foreign born," Born in a country other than the U.S.
Non-disabled	Ableness/Disability	People with a physical, mental, emotional and/or learning disability:
"American;" Western European heritage	Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese, Iranian, Russian Brazilian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	English Literacy	Use of "non-standard" English dialects; have an accent
Legally married in a heterosexual relationship	Marital Status	Single; divorced; widowed, same-sex partnership in an unmarried heterosexual partnership...
Parents of children within a 2-parent heterosexual marriage	Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years in organization	Years of Experience	New, little experience in organization
U.S. citizen	Immigration Status	People who do not have U.S. citizenship; are undocumented
Suburban; valued region of U.S.	Geographic Location	Rural; urban...less valued regions of U.S.
Light skin; European/Caucasian features	Skin Color/Phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	Family Status	Blended family; Single-parent household; Grandparents raising grandchildren; Foster family...
Extroverted; task-oriented, analytical; linear thinker	Work Style	Introverted; process-oriented, creative, circular thinker





Discuss

Where to begin? Pathways for reflection

As members of the Museum community,

- Which of the identities are sources of power and privilege in your discipline, prior experience as a learner, or in higher education in general?
- Which of the identities are marginalized/not advantaged in your discipline or higher education in general?



IMLS Symposium: <https://mm.fieldmuseum.org/f1fe1735-3b2e-4917-a59b-b200479ba5ea>

Self Awareness

Self Awareness

Concepts to Consider



Self awareness is an **ongoing process of reflection** about ourselves and our assumptions:

- how we see the world
- how we make meaning of our experiences and identities
- how we behave in the world

Self awareness **allows us to determine who we want to be** by helping us understand who we are now and what impact we have on others.

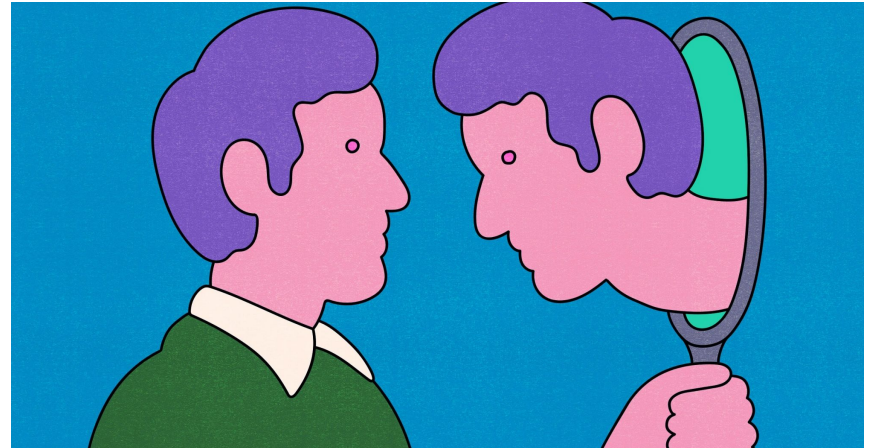


image:<https://www.nbcnews.com/better/amp/ncna1067721>

Self Awareness

What is it and why does it matter?

1. Perception and Assumption
2. Social Identity
- 3. Self Awareness**
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Pae

What is Self Awareness (Theory)?

- “Self-awareness is the ability to see yourself clearly and objectively through reflection and introspection.” ([Ackerman, 2020](#))
- “Self-awareness theory is based on the idea that you are not your thoughts, but the entity observing your thoughts; you are the thinker, separate and apart from your thoughts (Duval & Wicklund, 1972).”

Self Awareness

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Why is it important to be self aware?

- It can make us more proactive, boost our acceptance, and encourage positive self-development (Sutton, 2016).
- Self-awareness allows us to see things from the perspective of others, practice self-control, work creatively and productively, and experience pride in ourselves and our work as well as general self-esteem (Silvia & O'Brien, 2004).
- It leads to better decision making (Ridley, Schutz, Glanz, & Weinstein, 1992).
- It can make us better at our jobs, better communicators in the workplace, and enhance our self-confidence and job-related wellbeing (Sutton, Williams, & Allinson, 2015).



Exercise 4

What do you see?

Using the jamboard try to describe the picture without making assumptions.

- What do you notice or focus on?
- Think about what it is that you see that makes you say/think that?



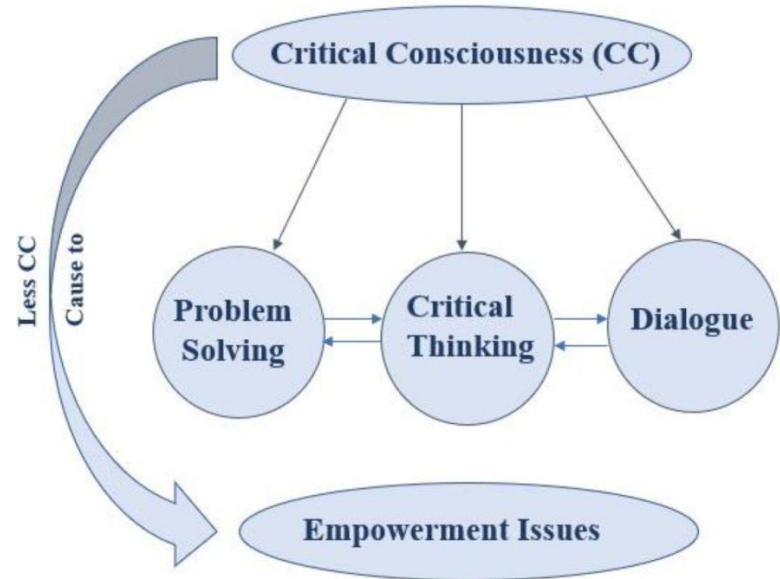
Full size: <https://mm.fieldmuseum.org/98cb6d58-f5f1-45ce-bc9a-1d58bb33f2dd>

Critical Consciousness

Critical Consciousness

Concepts to Consider

- The key components of CC are **dialogue, critical thinking and problem solving**.
- “Critical consciousness helps you to be able to see beyond your own personal experience and understand the diverse experiences that other people in the country have,”



Zayna Jamil, Contributor. June 9, 2022

Critical Consciousness

What is it and why does it matter?

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2. Social Identity
3. Self Awareness
- 4. Critical Consciousness**
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Pae

What is Critical Consciousness (CC)?

- CC is a theory founded by the Brazilian educator, Paulo [Freire \(1973, 1968/2000\)](#), that focuses on achieving in-depth knowledge of social, political and economic structures in society to solve real world problems.
- “CC [is] the dynamic interplay of three components. *Critical reflection* describes awareness and analysis of inequitable social conditions, *critical motivation* includes a commitment to creating positive social change that results in more equitable and just systems and outcomes, and *critical action* describes behaviors that support such change along with actions that directly address social inequities”([Luke J. Rapa and G. John Geldhof 2020](#))

Critical Consciousness

What is it and why does it matter?

1. Perception and Assumption
2. Social Identity
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What is the importance of Critical Consciousness (CC)?

- “Critical consciousness helps you to be able to see beyond your own personal experience and understand the diverse experiences that other people in the country have,” said Faiza Jamil, a Human Development Professor at Clemson University.
- “Critical consciousness – the degree to which individuals are able to “read” social conditions critically and feel empowered to act to change those conditions” ([Godfrey & Rarick 2016](#))

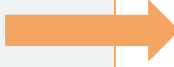


Exercise 5

Search for “Colobus guereza” on mm.fieldmuseum.org

Thinking about the concepts we have reviewed. Add a thoughts about what you find from the search to the jamboard.

- What do you notice or focus on?
- How do the results make you feel?
- Think about what it is that you see that makes you say/think that?



Public Multimedia | The Field Museum

A companion site to the [Occurrence GUID redirector](#)

About | Search

Please consider the Field Museum data norms when accessing and reusing Media served here.

Links to Field Museum data

- Anthropology Collections
- Botany Collections
- EMU Data
- IPT
- LinEpiG
- Philippines
- Plant ID Tools
- Projects
- Silurian Reef
- Zoology Collections

Search multimedia

Keyword(s) Colobus guereza

[Search](#) [Reset](#)

Monthly count of Multimedia records

Count	Action	Table	From	To
20	delete	emultimedia		
3466	insert	emultimedia	2020-11-01	2020-11-30
56552	update	emultimedia	2020-11-01	2020-11-30

Monthly sum of new Multimedia filesizes (GB)

MainSumGB	SuppSumGB
7.610701	46.37191

Monthly count of Catalog records

Count	Action	Table	From	To
23	delete	ecatalogue	2020-11-01	2020-11-30
12305	insert	ecatalogue	2020-11-01	2020-11-30
49819	update	ecatalogue	2020-11-01	2020-11-30

<https://mm.fieldmuseum.org/search/Colobus+guereza?start=0>



Use Case and Homework



Use Case Exercise

The use case requires the website to include a section about the team and includes individual team member pages.

Assuming the role of the projects principal investigator:

- Draft the introduction to the project team
- Draft your personal statement as a member of the team.

What do you think is important for visitors to the site to understand about the team and your role in the project?

Meet the Team

We understand that the Unseen Oceans exhibition can be overwhelming for some and if your visit would be better accommodated with the use of a sensory bag, feel free to visit our Visitor Center on the ground floor. These include various fidgets, sunglasses, headphones, and emotion cards we hope may better the Museum experience.



JP Brown
Regenstein Conservator
Gantz Family Collections
Center



Cristina Friberg
Assistant Curator of North
American Anthropology
Negaunee Integrative
Research Center



Lawrence Chen
Grants and Funding
Specialist
Gantz Family Collections
Center



Ken Angeielczyk
MacArthur Curator of
Paleomammalogy and
Section Head
Negaunee Integrative
Research Center

Thank you!

Sara Furr

www.fieldmuseum.org

Sharon Grant

www.fieldmuseum.org

Janeen Jones

www.fieldmuseum.org

Helen Robbins

www.fieldmuseum.org

Kate Webbink

www.fieldmuseum.org

Exercises

- Homework



Name: Critical Consciousness

Duration: [~25 min]

Platform: [Virtual/In Person]

Data: Neutral/Conceptual

Description:

Use the [Critical Consciousness Self Reflection worksheet](#) to begin understanding where you are currently in self awareness, positionality, and action.

Notes:

1. Assumption & Perception
2. Self Awareness
3. Social Location & Identity
4. Critical Consciousness
5. Creating a Thoughtful Team Page

- Creation of a positionality statements
 - Talking about my views of ed - how i understand it + who i am / how i collect data
 - e.g. I ascribe to this theory + who i am as a researcher
 - How attach theory / framework of a discipline to you as a person
 - Integrated conceptual framework
 - Some is forward-looking and/but some seems inclined to destroying the discipline; can get tangled with authority/taking an [overly] authoritative voice
- Worksheets using real museum data (may have to remove some things for privacy etc.)

Exercises

- Homework



Name: Identity and Social Location

Duration: [~20 min &/or ongoing?]

Platform: [Virtual/In Person]

Data: Neutral/Conceptual

Description:

- [Identity pie](#)
- [Identity Saliency and Social Location Handout](#)
- Notes: *Privilege & marginalization in 2020s, in communities in [Chicago/IL/Midwest...]*
 - *Not intended as a tool for categorizing/labeling/pigeonholing; meant to help notice/become aware of patterns [in assumptions/behavior/experiences]*
 - *What is given value from a societal level [vs systemic / individual level]?*
 - *What do we as individuals care about / get to care about vs ...others/society care about?*
 - *What roles these can play in systemic vs/and/or interpersonal interactions*
 - *How dynamic are these?*

1. Assumption & Perception
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Learning Objectives:

- Goals: **[2023-jan-kw]**
 - To explore concepts of privilege & marginalization
 - To consider individual experiences (one's own, one's peers...) of privilege/marginalization

Self-Awareness / Underlying assumptions:

- Intellectual / examining your thoughts/experiences
 - e.g. academia is about re-examining / methods of measuring world
- Hearing what you sound like from another perspective
- Trying to hear what someone else hears you say
 - your intention isn't necessarily their interpretation/understanding
- Reflects past experiences & how we remember them
 - (like language, underlies how we convey & see information / direction / feelings / thoughts)

Self-awareness...

is an ongoing process of reflection about ourselves and our assumptions:

- how we see the world
- **how we make meaning of our experiences and identities**
- how we behave in the world

allows us to determine who we want to be by helping us understand who we are now and what impact we have on others.

1. Assumption & Perception
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Page

Self Awareness

Questions to consider throughout the module:

- What is embedded in the way something is expressed or presented?
- How do we **interpret** or make **meaning** of what we experience?
- How do you **interrogate** your own interpretations?

- What do we value?
- **Why?** What assumptions do you bring to data that you see?
 - Remember! Personal and communal values, assumptions, and biases change over time.

Self-Awareness



Questions about **self-awareness & identity** to consider throughout the module:

- What is embedded in the way we **express ideas**?
- How do you **interrogate** your own perspectives?
- How do you want to sound or look?
- How do people see or understand you?

- **How do we define our identities?**
- **How does that affect your views of the world?**

Self-Awareness

1. Assumption & Perception
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3. Social Location & Identity
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Page

How do we define our identities?

- By experiences and values?
- By how others define us?
- In different contexts?

How does that affect your views of the world?

- Throughout life?
- Within the museum [data]?
- In different communities/contexts (society, science)

Exercise



How can **identity** affect the way we look at the world?

- Specifically within the museum [data]?
- &
- Broadly throughout life?



Assumptions

“Perspective”

1. Assumption & Perception
2. Self Awareness
3. Social Location & Identity
4. Critical Consciousness
5. Creating a Thoughtful Team
Page

How do you examine your own perspective?

...And perspectives of people around you?

What are your assumptions?

- How do you change or reinforce them?
- Do you notice them or does someone or something else bring them to your attention?



Assumptions

“Objectivity”

1. Assumption & Perception
2. Self Awareness
3. Social Location & Identity
4. Critical Consciousness
5. Creating a Thoughtful Team
Page

Is an “objective” point of view possible?

- How can you examine your assumptions?
- Or your confidence?

What is “neutrality”?

- What can be embedded in ‘how’ something is expressed?
- When or Why do we trust something as true?

Is there objectivity or neutrality in science?

- What assumptions do individuals bring to the data they see?



Exercise

What or Who do you see?

Why do you think that?

PLACEHOLDER

Full size: