

Haley Pryor

IDS4934

11/16/2025

Service Learning: Verification of Hours and Final Report

Part 1: Organization & Impact

For my service learning, I worked with **Project Implicit**, an online research initiative originally founded by social psychologists at Harvard University. Their mission is to help people understand how unconscious attitudes and stereotypes shape behavior, while also generating large-scale data that advances research on prejudice, discrimination, and social cognition. Their main stakeholders include researchers, educators, students, and members of the general public who either take the tests for self-knowledge or contribute as formal research participants. Indirectly, their work also serves communities that are harmed by bias by pushing institutions to recognize and address hidden attitudes.

My role was as a formal online research participant, logged in through Project Implicit's research portal. Over the course of the semester, I completed 15 hours and 11 minutes of studies. These included:

- Implicit Association Tests (IATs) on health and social issue–related subjects that paired words and images to measure automatic evaluations.
- Surveys on race, social class, mental health, and other social categories.
- A number of evaluative priming tasks using AI-generated photos, which seemed to help the researchers test and refine new methods and stimuli.

Haley Pryor

IDS4934

11/16/2025

For each session, I carefully documented my start and end times, the topic of each study, the test results, and my honest reactions and reflections. This service connects directly to both my IDS Impact Project (on family influence and implicit racial bias) as well as my Psychology of Prejudice course I also took this semester. In my Impact Project, I studied how families shape implicit bias across generations; through Project Implicit, I got to see how those biases show up in real time, in myself, on screen. It was like stepping into the tools we were reading about in Psychology of Prejudice and turning my own mind into part of the data set.

Part 2: Learning & Growth

Overall, this experience was more intense and thought-provoking than I expected. I went in thinking, “I’m not a very biased person,” but my results were often surprising. At one point I showed a preference for middle-class over upper-class people, which made me think about how the current political and economic climate might be shaping my feelings about wealth and privilege. Earlier in the semester, I also saw a slight preference for East Asian faces over European American faces, even though I am White myself. These results didn’t make me feel “bad,” but they did push me to see bias as a kind of psychological habit— something absorbed from the world around me rather than a conscious decision.

The work itself was done entirely online. I used:

- Project Implicit’s secure web portal and test interfaces.
- My laptop for all participation.

Haley Pryor

IDS4934

11/16/2025

- Google Docs for logging times, copying test feedback, and writing immediate reflections.
- Screenshots (PrtScn and snipping tools) to capture visual evidence of each session.

None of the basic tools were brand-new to me, but using them in this very structured, research-oriented way was different. I wasn't just casually clicking through a website; I had to think like both a participant and a student researcher— tracking my hours, noticing patterns in the tasks, and treating my own reactions as data.

I also leaned heavily on IDS cognitive toolkit skills.

- **Perspective-taking** helped me step back and look at my own results without defensiveness, asking, “What might this say about the messages I’ve absorbed from my family, media, and culture?”
- **Critical thinking** came in when interpreting my scores: I had to remember that an IAT is one measure, not a moral verdict, and connect it to what I’ve learned about how implicit bias works.
- **Integration** allowed me to connect psychology (implicit cognition), sociology (systems and inequality), and my own family and life experiences.

There were challenges. Some of the AI image tasks felt repetitive and disconnected from the social issues I was most interested in. It was also mentally tiring to focus intensely on fast categorization tasks for long stretches. I navigated this by pacing myself, doing studies in shorter sessions, and reminding myself that even the “boring” filler tasks were part of building better

Haley Pryor

IDS4934

11/16/2025

research tools. Emotionally, it was also challenging to see bias in my own results, but over time I reframed that discomfort as part of the learning process instead of something to avoid.

Part 3: Evidence & Artifacts

For documentation, as discussed, I will upload:

- **My comprehensive Service Learning log**, which includes:
 - Email correspondence with Project Implicit and a screenshot of my registration confirming my status as a formal research participant.
 - Screenshots from every session showing dates, start and end times, and confirmation screens.
 - A running record of each study's topic, results, and my personal reflections immediately after taking the tests.

This document shows clear evidence of my 15 hours and 11 minutes of service, as well as my engagement in the experience. It also demonstrates how I used this experience to think critically about implicit bias, connect it to my coursework, and lay the foundation for my IDS Impact Project on family influence and racial implicit bias.