



Inclusion and participation




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Workshop - Techniques of Scicomm

Discover

30 min

Play

45min

Discuss

30 min

Including
a break
at 12:00

Housekeeping and ground rules 1/2

- You can keep your camera on or leave it off
- Make sure you're muted at times when you aren't using your microphone
- Pets, children and delivery people are welcome to participate
- If your internet crash, join us back!

Housekeeping and ground rules 2/2

- Be aware of the space you occupy internally and externally.
- Critique with care - all comments and critiques are welcome including emotions
- Rename yourself to include pronouns, unless you are unable or do not feel comfortable doing so.



A LITTLE GAME TO
GET TO KNOW EACH
OTHER...



02

ONE STEP FORWARD



Rules of the game

1. You will receive a “role card” through the chat, please do not share it with anyone else.
2. Get into this role.
3. We will move to MURAL and play the game
4. Debriefing!



03

WHAT ARE WE
TALKING ABOUT?

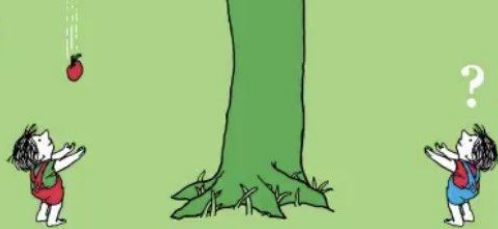


<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

#1

Inequality

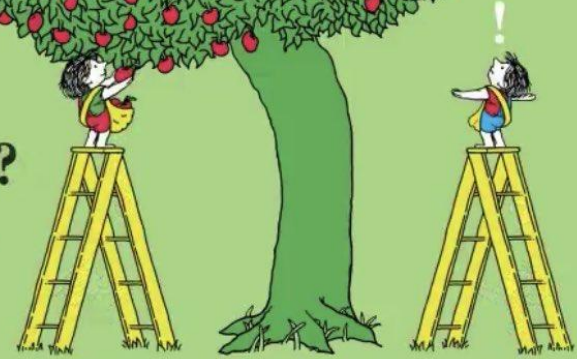
Unequal access to opportunities



#2

Equality?

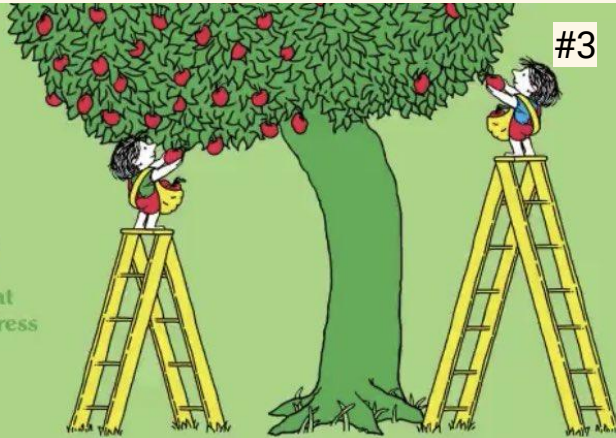
Evenly distributed tools and assistance



#3

Equity

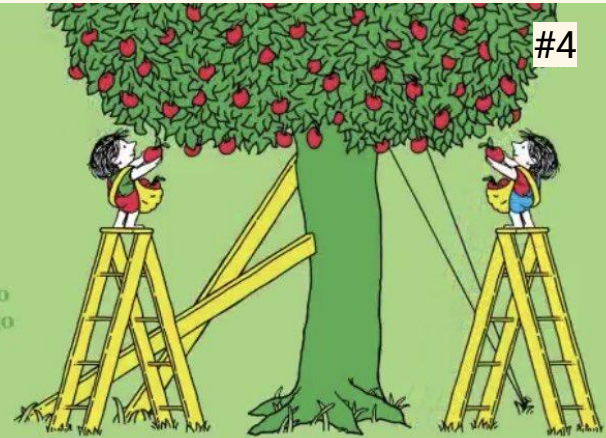
Custom tools that identify and address inequality



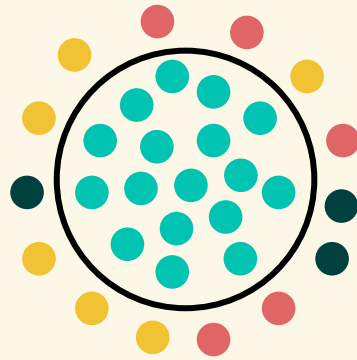
#4

Justice

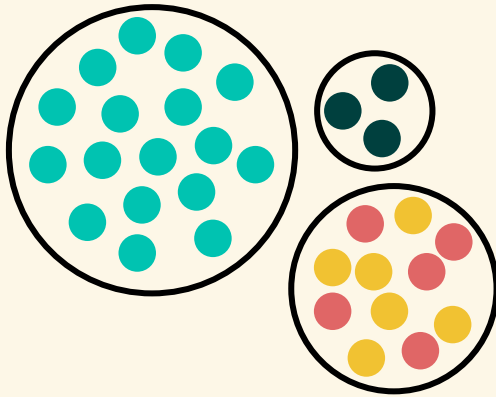
Fixing the system to offer equal access to both tools and opportunities



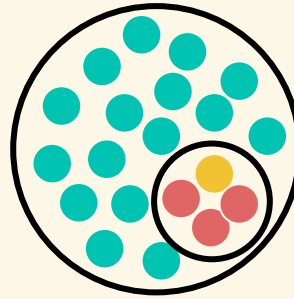
Source: "Addressing Imbalance," by Tony Ruth



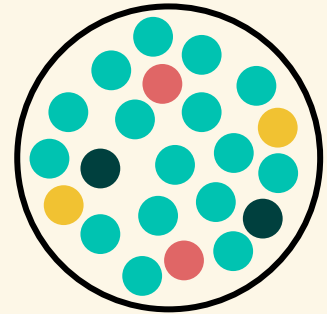
Exclusion



Segregation



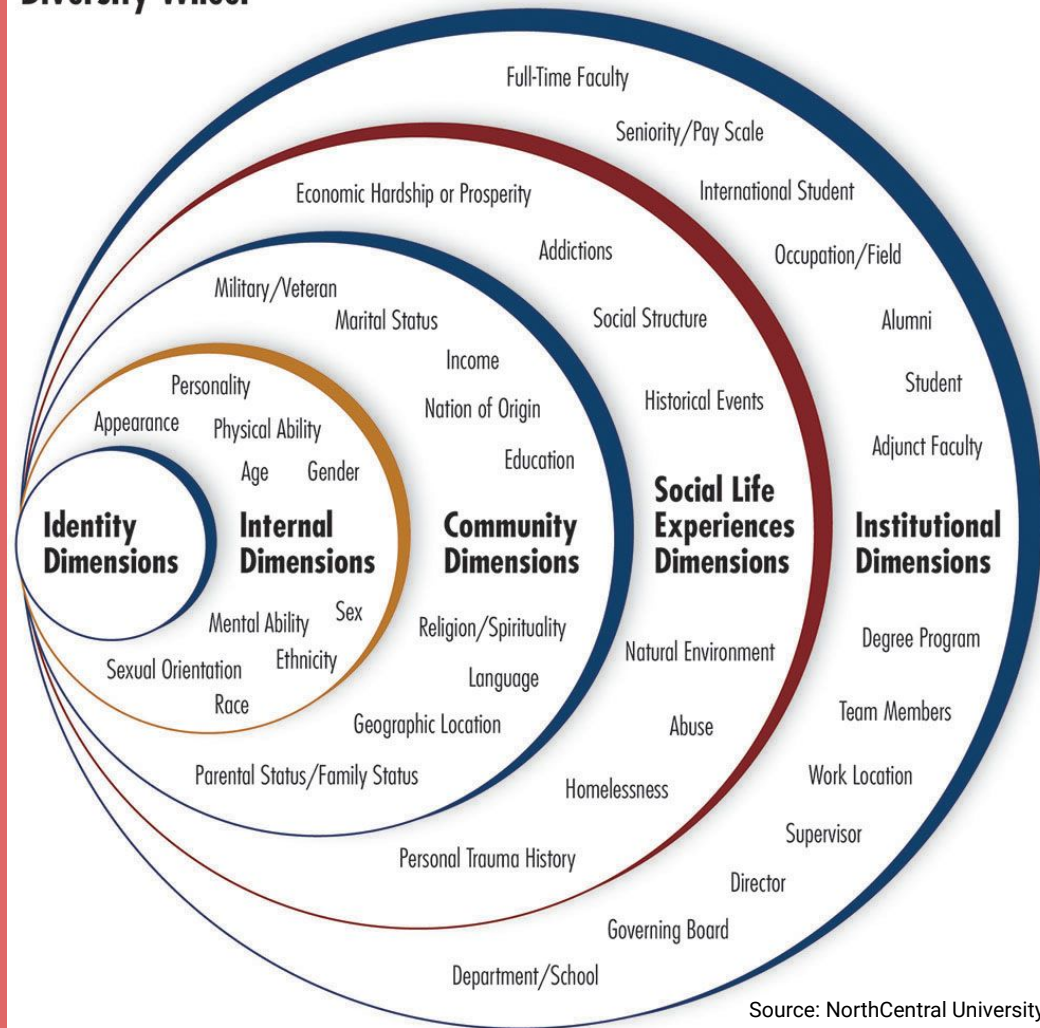
Integration



Inclusion

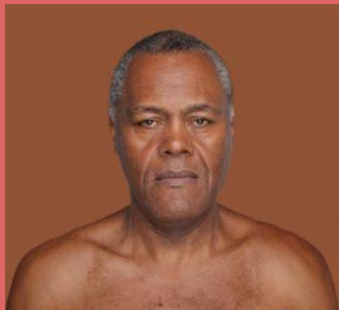
Diversity

Diversity Wheel



Source: NorthCentral University

Race as a social construct



PANTONE. 317-5 C



PANTONE. 97-7 C



PANTONE. 58-6 C



PANTONE. 92-9 C



PANTONE. 59-4 C



PANTONE. 322-1 C



PANTONE. 58-6 C



PANTONE. 58-8 C



PANTONE. 65-7 C

Intersectionality



Kimberlé Crenshaw

Layer, advocate, intersectional
feminist

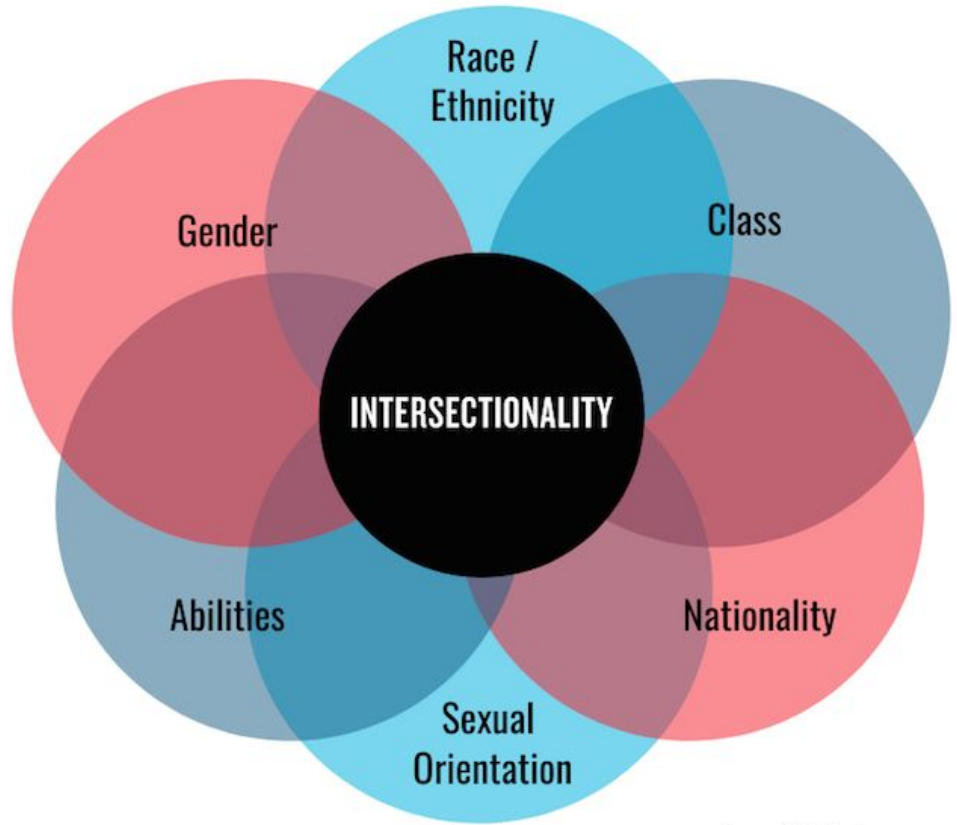


Image: First Book

We need to
understand
how exclusion
works to be
better at
inclusion



The "ideal" learner?

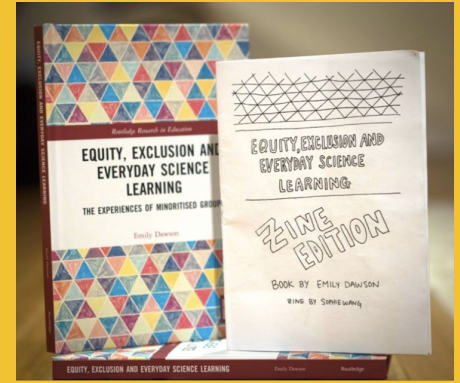
- > They know how to read
- > They are have "basic" skills
- > They have no social handicap
- > They are motivated....

What happens if they are not "ideal"?





Dr. Emily Dawson
University College London



Reimagining practices far from
deficit models and crusades!

Respect

Representation

Recognition

THANKS !



Don't hesitate to email me contact@vanessamignan.org

or contact me on twitter  [@Vanesssmall](https://twitter.com/Vanesssmall)

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.

My video recommendations

- Deborah Frances-White on inclusion:
<https://www.youtube.com/watch?v=FYW9IsFL-Pw>
- Le persone disabili viste con gli occhi dei bambini :
<https://m.youtube.com/watch?v=WB9UvjnYO90>
- Donne e uomini : <https://www.youtube.com/watch?v=VmQPh0z1gdo>
- KIMBERLE CRENSHAW:
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Small part of BBC documentary on boys and girls:
<https://www.youtube.com/watch?v=nWu44AqF0il>

My reading recommendations

- Everything [Emily Dawson](#), her zine is really easy to read:<https://equityandeverydayscience.wordpress.com/zine/>
- Everything [Angela Saini](#) (especially Superior - The return of race science) available in Italian
- Everything [Sarah Ahmed](#)
- Article from Sissa revue for example '[From the margins to the mainstream: deconstructing science communication as a white, Western paradigm](#)'.
Finlay, S. M., Raman, S., Rasekoala, E., Mignan, V., Dawson, E., Neeley, L. and Orthia, L. A. (2021). JCOM 20 (01), C02.

And if you want more visit the [InclusiveScicom resources](#) who is really complete.