



SOCIAL SCIENCES WITH DR CHRISTINA H. PAGUYO AND DR VALENTINA ITURBE-LAGRAVE

TALKING POINTS

KNOWLEDGE

1. What is inclusive teaching?
2. What is academic assessment?

COMPREHENSION

3. What are intersecting social identities? If you are happy to, give examples of what yours are.
4. Why do you think watching videos of themselves helped professors improve their teaching to be more inclusive?

APPLICATION

5. Valentina mentions that universities need to create conditions where professors can also learn, not just students. What characteristics of universities might inhibit this process? How could they be addressed?

ANALYSIS

6. Why do you think even non-marginalised groups benefit from more inclusive disciplines? Give some examples.

SYNTHESIS

7. Christina noted how a 'neutral' discipline, even computer science, might unintentionally marginalise certain populations. Can you think of other examples from 'neutral' disciplines in STEM that might perpetuate discrimination?

EVALUATION

8. Do you think there will ever be a point when society is 'sufficiently' inclusive? Why or why not?
9. What evidence would you use to measure whether society is 'sufficiently' inclusive? Think of both qualitative and quantitative data.

MORE RESOURCES

- The IRISE website explores the work the programme is doing to encourage inclusivity within the University of Denver and beyond. <https://operations.du.edu/irise>
- This video covers 'what you need to know' about diversity and inclusion.
<https://www.youtube.com/watch?v=LqP6iU3g2eE>
- This TEDx talk by Ilene Schwartz introduces the power of inclusive education.
<https://www.youtube.com/watch?v=ZIPsPRaZP6M>

ACTIVITIES YOU CAN DO AT HOME OR IN THE CLASSROOM

DESIGN an anonymised survey to investigate your classmates' perception of DEI at your school:

- Think about how you can make sure your survey is anonymous.
- You will need to make it clear that people should not mention anyone (e.g. classmates, teachers) by name, or give any identifying characteristics in their answers.
- You will need to make sure participants know how the answers they give will be used.
- Use a mix of quantitative (e.g. 'How inclusive do you find the school, for a scale of 1-5, where 1 is not at all inclusive and 5 is extremely inclusive?') and qualitative (e.g. 'In your own words, give suggestions how inclusivity in the school could be improved') questions.
- Think about how to make the survey engaging, so people are likely to want to take part.

IMPLEMENTATION

Think about how you will:

- collect the survey results
- make sure your survey is inclusive of a diverse range of people.

ANALYSIS

- Use your collected data to find some conclusions.
- Quantitative data can be used to create graphs.
- Qualitative data can be used to provide specific insights, or possibly avenues for further investigation.
- Present your findings to your class.

IMPACT

- Could your conclusions be useful for your school? Could you share them with the school council?