

Deconstructing Difference:

Discussions on Discourse, Equity and Inclusion



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In a strange way I think the term inclusion is a big obstacle for inclusion. When teachers come up to me and say,

'I don't have enough training to deal with kids with a disability,'

The way I usually answer that is by saying,

'How would you know if you have enough training?'

After thinking about that for a while, they usually say,

'When my fear goes away.'

When you first walk into that class, the disability is 9/10 of who that kid is. **When you get to know that kid, that disability shrinks down.** It's not the defining attribute of that kid. **And as the disability shrinks down, so does that fear.**

So I think training is important, but don't believe that training is going to take away that fear. (Kunc, 2009)

PiktoGraph

Record your “AHA” moments to prompt further reflection and consideration.

In the presentation:

- Activity
- Jason Case Study
- Application to teaching and learning

Please do not write in the bubble box.



Hook Debrief

Self Debrief and Reflection

- What were your thoughts while engaging in this activity?
- How do you relate to this activity?
- How does this activity connect to issues of equity and diversity?
- How does this activity connect to teaching and learning?

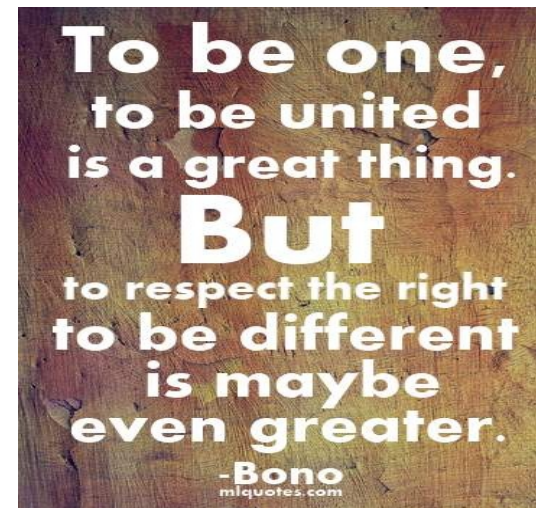
Group Debrief

- How do our experiences and ideologies shape our social lens?



Ideology?

- What is an ideology? Provide examples.
- Where do our ideologies come from?
- Is there a universal or shared ideology? Why or why not?
- How do ideologies shape our perceptions, views, actions, and behaviours?
- Discuss examples from your practice where ideologies influenced classroom dynamics or interactions that affected the learning experiences of student(s)/faculty?



Dominant Discourse

- Where does discourse come from?
- Who creates this discourse?
- What makes discourse dominant?
- Are there alternate perspectives/discourses?
 - Why are they silenced?
- How are dominant discourses legitimized?
- Why are dominant discourses maintained, normalized and reproduced? (Hegemony)

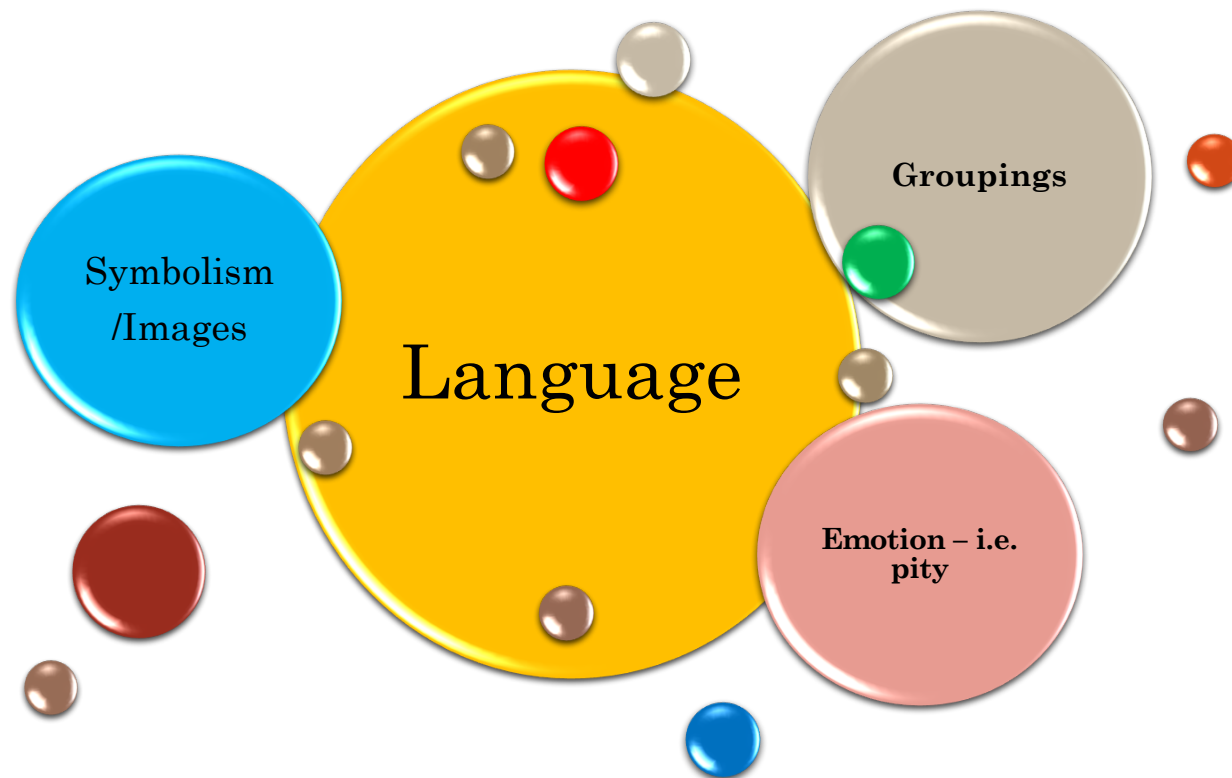
Impact of Discourse in the Classroom

- Whose voice is heard?
- Whose needs are met?
- Whose experiences are valued?
- Are there alternate perspectives/discourses?
 - Why are they silenced?

Dominant Discourse, and Hegemony

- Discuss ideologies and dominant discourses that contribute to the complexities presented in the news story?
- How do these ideologies and dominant discourses inform our conceptualizations of ability and disability?
- What other systems impact our ideologies and conceptualizations?

- Focus on the role of media in maintaining dominant discourses, their normalization, and legitimization? What other systems impact our ideologies and conceptualizations?



Dominant Discourses and Hegemony: A Case Study

- Consider the ways in which power and privilege intersect with dominant discourse and hegemony?
 - Whose voice is heard?
 - Who creates/tells the story?
 - Who are the main players?
 - Whose talents and contributions are valued?

Ideology, Dominant Discourse and Practice in Education

- How do such ideologies and discourses impact/affect practice?
 - Interactions with students/faculty?
 - Non-verbal interactions with students/faculty?
 - Selection of resources/materials?
 - Curriculum planning?
 - Pedagogies?
 - Assessment and evaluation?
- Should we apply equity or equality in practice? Why?
- How do equality and equity connect to inclusion?

**What does inclusion look like?
Feel like? Sound like?**

Moving Forward...

- Reflect on today's session...
- How can you build meaningful inclusion?
 - With students?
 - With faculty?
 - With colleagues?

Let's Share

- What inclusive practices are you using?
- What practices would you use?

PiktoGraph

Complete your PiktoGraph

In the bubble you left blank record your reflections on where you are starting the journey.

Consider your position on:

- Ideologies
- Dominant Discourses
- Equity
- Inclusion





WE all SHOULD Know That
DIVERSITY makes for a rich
tapestry, AND WE MUST
understand that all the
threads of the tapestry
are EQUAL in Value no
matter what their color.

- Maya Angelou