

Topical lunch

Diversity, not Deficiency! Embracing Cognitive Variations in Research and Education

When: Dec-5, 2022, 12:00 - 1:00 PM

Where: IDE-Norbert Roozenburg, 32.C-1-030

Until recently, 'conditions' such as autism, ADHD, Tourette, and dyslexia were typically understood as disorders marked by (cognitive, affective, and/or behavioural) deficiencies. In recent years, a different perspective has started to frame the way many of us understand such conditions. This perspective promotes neurodiversity as a value and highlights that while autism, ADHD and other neurocognitive 'disorders' come with genuine challenges, they also constitute intrinsically valuable ways of experiencing and understanding the world. Like many other universities across the globe, TU Delft has signed the United Nations Convention on the Rights of Persons with Disabilities, thereby committing itself to actively valuing neurodiversity and promoting inclusive research and learning environment. This underscores the responsibility that we have as researchers and educators to reflect on how our research and teaching succeeds and/or fails to be responsive to neurodivergent people and neurodiverse ways of understanding the world. In this meeting I will discuss the idea of neurodiversity and how it has informed my own research and teaching. I hope that this will set up a lively discussion about the meaning and importance of neurodiversity and the special responsibility we may have as researchers and educators with respect to this value.

Speaker:



Dr. Janna van Grunsven

Assistant Professor

Faculty of Technology, Policy and Management, TU Delft

Janna van Grunsven is an assistant professor in TU Delft's ethics and philosophy of technology section and the university-wide coordinator of TU Delft's ethics and philosophy education. She is also the recipient of an NWO Veni personal grant, a research fellow in the NWO-Gravitation research programme "The Ethics of Socially Disruptive Technologies" and a researcher on COMET, a four-year project on engineering ethics education funded by the 4TU.Centre for Engineering Education. Van Grunsven focuses primarily on issues in ethics and philosophy of technology by using insights from the field of embodied, embedded, extended and enactive cognition [4E cognition]. She is particularly interested in how different theoretical accounts of human cognition and different technological developments aimed at supporting human cognition and health can have decisive ethical implications for how persons with disabilities are brought in view in a moral sense. Her work has appeared in journals such as *Topoi*, *Social Epistemology*, *Ethics and Information Technology*, *Techné: Research in Philosophy and Technology*, *Phenomenology and the Cognitive Sciences*, and the *Journal of Consciousness Studies*.

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For questions, please contact at dya@tudelft.nl

