

## Inclusive education - reaching all your students

The training will focus on pedagogy for a diverse student population. During your teaching you will encounter a wide variety of students, all with their own history, personality and challenges. In order to enable all your students to benefit from your teaching, you will need to deal with these student differences purposefully; But how do you do that? How do you reach all your students?

*During this training we will among others discuss these topics:*

- Awareness of your (implicit) assumptions and associations;
- How these assumptions and associations influence your students' learning;
- How to reach all your students;
- knowledge about differentiation in class;
- input from a guest speaker

### Programme

This training consist of two meetings. During the first full day meeting a guest speaker will provide input on a specific topic. During the next half day meeting we will discuss a re-design of your own course or lessons within your course.

#### *First session*

We will discuss the teaching and learning process and how lecturers and students are prepared and supported for the diverse needs of all students. Theory (e.g. Stereotype threat, Pygmalion effect, Acculturation theory) will be presented and linked to your practice, to give you specific ideas on how to deal with issues such as; Cultural diversity, Equity issues, Group dynamics, Differentiation in class and Creating an inclusive learning environment.

We will discuss your experiences and questions in a peer consultancy round in which you can advise and share thoughts with fellow participants.

#### *Second session*

In the second session your course design or lesson plan will be discussed. We will discuss how you can proactively differentiate between students readiness, interest, and learning profile in assignments and discussions. The aim of this second session it to provide you with helpful insight and tools to re-design your teaching.

### Learning objectives

At the end of the training the participant is able to:

- reflect on your expectations towards your students
- check assumptions you have
- interpret students' diverse needs
- add value to the teaching and learning process
- Use differentiation techniques to include all students
- create a safe learning environment
- adjust learning objectives and activities if appropriate

### Dates time and location

Dates 2016	Time	Location
Tuesday 10 May	9.00 - 12.30	Wassenaarseweg 62A room A.203
Tuesday 17 May	9.00 - 17.00	Wassenaarseweg 62A room A.203
<b>The presentation of the certificates</b>		
Monday 20 June 2016	16.00 - 18.00	Wassenaarseweg 62A

### Costs and registration

The costs of the training:

- Leiden University staff (Leiden University and LUMC): no charge
- Teaching staff outside Leiden University: 5.1.2b

Employees of Leiden University can register via [Self Service](#). Others can register by returning the completed [registration form](#) and signed to us (by [email](#) or by post).

If the date of the course is no longer in the overview in Self Service, this means that the course is full. In that case you can register for the same course on another date. If there isn't another date, please send us an e-mail. As soon as there are enough people interested in the course, we will plan a new date and we will notify you.

See also: [Registration, cancellation and certificate](#)

### More information

5.1.2e

## **Pedagogical Course *Inclusive education - reaching all your students***

**Leiden University (ICLON)**

**Work plan session 1, Tuesday 10<sup>th</sup> of May 2016**

1. Goals: At the end of this session you will be able to ...
  - reflect on your expectations towards your students
  - check assumptions you have
  - your role as a teacher in creating inclusiveness
  - can describe personal 'points learned' regarding inclusive education
2. Preparation for this session: Before this session ...
  - browse through the guidelines for inclusive education
  - find/make an image, drawing or picture of an inclusive classroom; bring this to our meeting

### **3. Activity schedule**

<b>Time</b>	<b>Content</b>	<b>Method</b>
9.30 - 10.00	Introduction	<ul style="list-style-type: none"><li>• Welcome and intro of educator</li><li>• Acquaintance game</li><li>• A short round of the participants: name, discipline, experience in teaching and answer a question from the 'Cultural awareness game'</li><li>• Very brief overview of the program for today and next week</li></ul>
10.00 - 10.45	Inclusive classrooms and your role as teacher	<ul style="list-style-type: none"><li>• What is an inclusive classroom? Show pictures as appetizer and snowball with post-its for categorization</li><li>• Describe teacher and teaching characteristics and central point of cultural sensitivity: each student counts</li><li>• Watch comedy: <a href="https://www.youtube.com/watch?v=m5S13pt6uCo">https://www.youtube.com/watch?v=m5S13pt6uCo</a> or <a href="https://www.youtube.com/watch?v=yfl6Lu3xQW0">https://www.youtube.com/watch?v=yfl6Lu3xQW0</a></li></ul>
	<i>break</i>	
11.00 – 11.45	Stereotype threat, Pygmalion effect & Aversive racism	<ul style="list-style-type: none"><li>• Explanation about what we know of inclusiveness and teachers' presumptions influence on student learning</li><li>• Group discussion about teachers' framing in practice of participants</li></ul>
11.45 – 12.30	Group discussion: Inclusiveness in practice	<ul style="list-style-type: none"><li>• Watch video clip 1 (<a href="http://vidivers.hr.nl/?page_id=83">http://vidivers.hr.nl/?page_id=83</a>) of classroom practice</li><li>• Watch video clip 2 (<a href="http://vidivers.hr.nl/?page_id=83">http://vidivers.hr.nl/?page_id=83</a>) of classroom practice</li><li>• Watch video clip 3 (<a href="http://vidivers.hr.nl/?page_id=83">http://vidivers.hr.nl/?page_id=83</a>) of classroom practice</li><li>• What are the important factors in these learning environments?</li></ul>

**Pedagogical Course *Inclusive education - reaching all your students***



1. Goals: At the end of this session you will be able to ...
  - interpret students' diverse needs
  - create a safe learning environment
  - can describe personal 'points learned' regarding inclusive education
2. Preparation for this session: Before this session:
  - describe briefly (< 500 words) a critical incident in which inclusiveness was under threat (this might be an experience from your own courses, or an experience in another educational context)

3. Activity schedule

Time	Content	Method
13.30 – 14.00	Intercultural dimensions (Hofstede)	<ul style="list-style-type: none"><li>• Explanation about intercultural dimensions of Hofstede</li><li>• Plenary exercise of critical incident method</li></ul>
14.00 - 14.45	Critical incidents	<ul style="list-style-type: none"><li>• Present your critical incident</li><li>• Find commonalities and differences</li><li>• Relate to previous theories (Pygmalion effect, stereotype threat, aversive racism, and Hofstede)</li><li>• <i>Through which lens (theory) can you understand or describe the incident best?</i></li></ul>
	Break	
15.00 - 15.45	Critical incidents	<ul style="list-style-type: none"><li>• Present your critical incident</li><li>• Find commonalities and differences</li><li>• Relate to previous theories (Pygmalion effect, stereotype threat, aversive racism, and Hofstede)</li><li>• <i>Through which lens (theory) can you understand or describe the incident best?</i></li></ul>
15.45 – 16.00	Final remarks	<ul style="list-style-type: none"><li>• Final remarks/ suggestions from participants for next weeks' session</li></ul>

## Pedagogical Course *Inclusive education - reaching all your students*

Leiden University (ICLON)

Work plan session 3, Tuesday 17<sup>th</sup> of May 2016

1. Goals. At the end of this session you will:
  - use differentiation techniques to include all students
  - add value to the teaching and learning process
  - adjust learning objectives and activities if appropriate
2. Preparation for this session: Before this session:
  - bring a course description and 1 or 2 final assignments for students in your course

### 3. Activity schedule

Time	Content	Method
13.00 - 13.05	Introduction	<ul style="list-style-type: none"><li>• Very brief introduction of Guest speaker and how we are going to work with this.</li></ul>
13.05 - 14.30	Guest Speaker <b>5.1.2e</b> <b>5.1.2e</b> (Leiden university): <b>Whole task first</b>	<ul style="list-style-type: none"><li>• Lecture about differentiation and whole task first.</li><li>• Q&amp;A</li><li>• Group discussion about the content</li></ul>
	<i>break</i>	
14.45 – 16.00	Group work: Your whole task	<ul style="list-style-type: none"><li>• In groups of three or four (in three or four rounds) explain your course and draft/sketch a whole task which you potentially could use.</li><li>• Group members give creative and critical feedback and ideas.</li></ul>
16.00 – 16.30	Brief plenary presentation	<ul style="list-style-type: none"><li>• All draft whole tasks are presented and group discussion is initiated.</li></ul>
16.30 – 17.00	Final remarks and evaluation of the course	<ul style="list-style-type: none"><li>• Final remarks</li><li>• Complete the evaluation forms</li></ul>