

Inclusive Education

Reaching all you students

5.1.2e



Universiteit
Leiden

ICLON

Program

Morning – setting the stage

- Acquaintance game
- Mpanzu
- Students
- What is an inclusive classroom?

Afternoon – presentation & discussion

- Teachers' presumptions and influence on student learning
- Exclusion caused by
- Situation at Leiden
- Universal design for instruction
- What does this mean for your educational practice?
- Fish bowl debate

Learning outcomes

At the end of the training you are 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

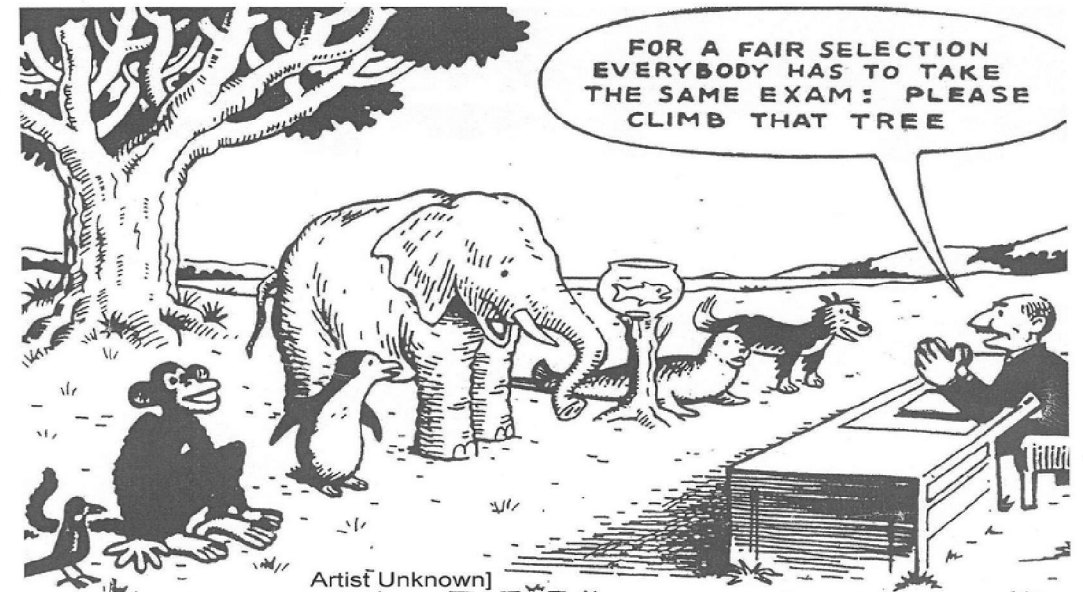
Inclusive classroom?

- Teacher responsibilities

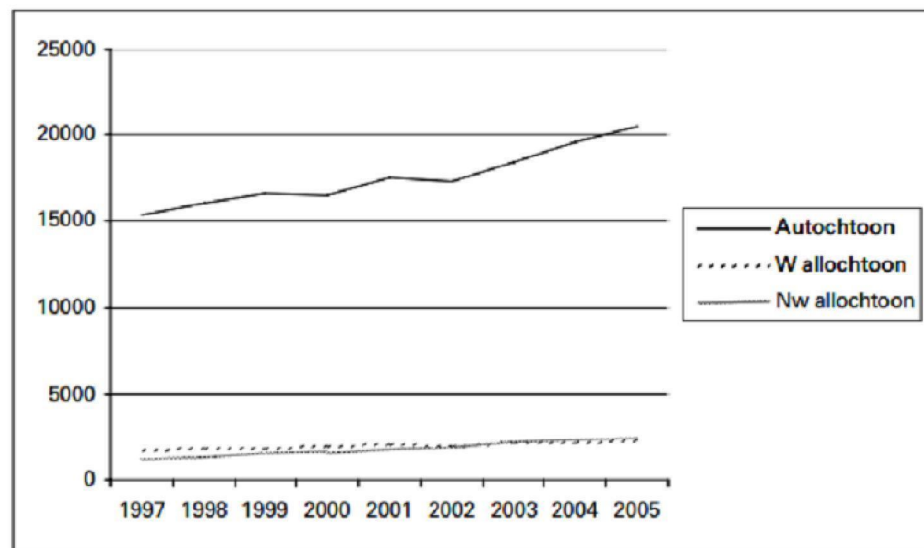
- Student responsibilities

We blame their world – ‘us vs. them’

- Culture/ language
- Poverty
- Environment
- Dysfunctional families
- Away from home

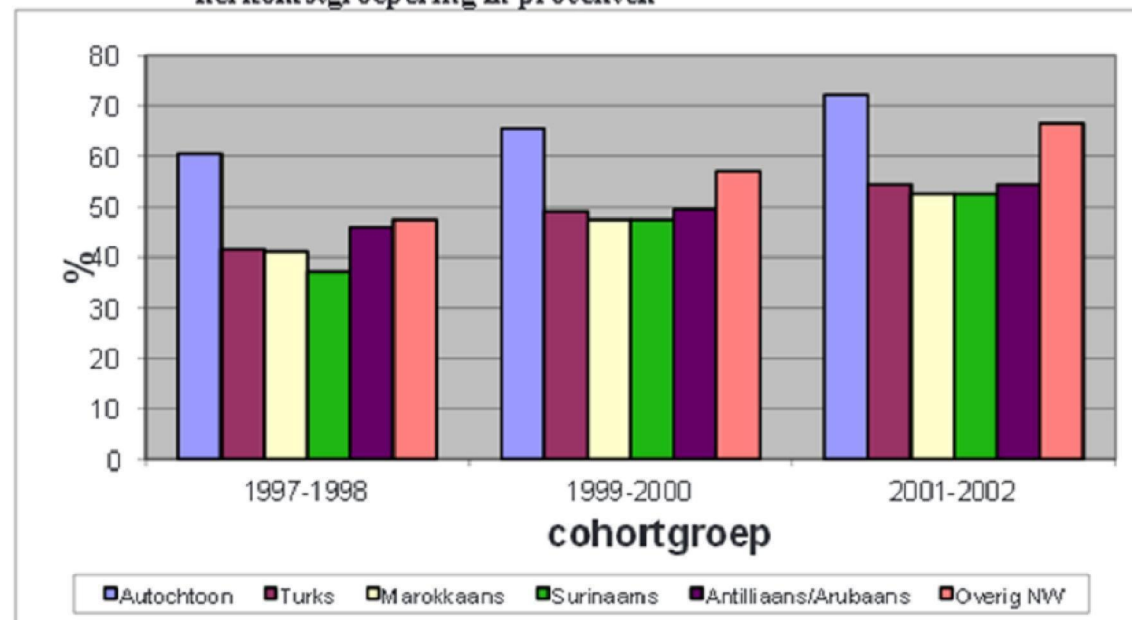


Grafiek 2.1b: wo-instroom naar herkomstsgroepering in absolute aantallen (voltijd)

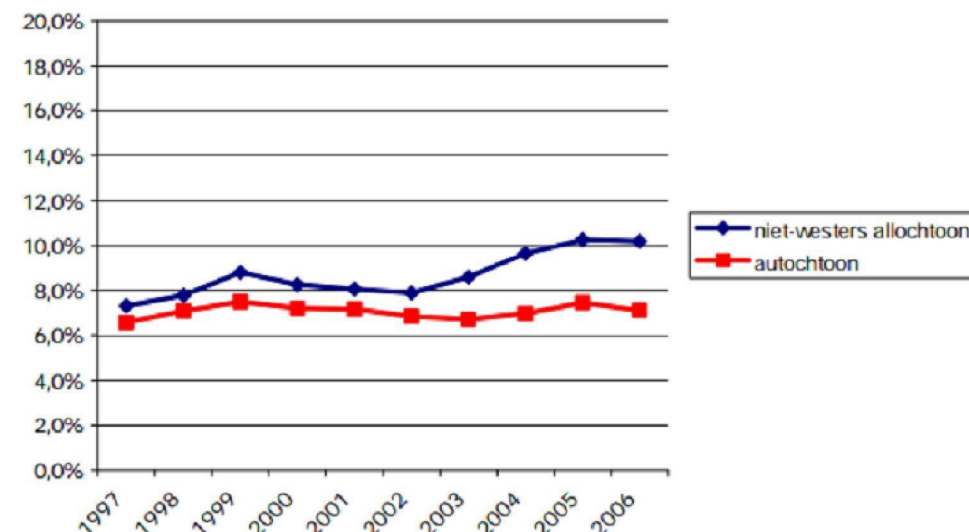


Bron: Wolff, 2007

Figuur 2.8 Studierendement na 7 jaar, wo-volijdstudenten naar cohort en herkomstsgroepering in procenten



Figuur 3.4b Uitval na één jaar, wo-studenten



(Bron: Inspectie van het Onderwijs)

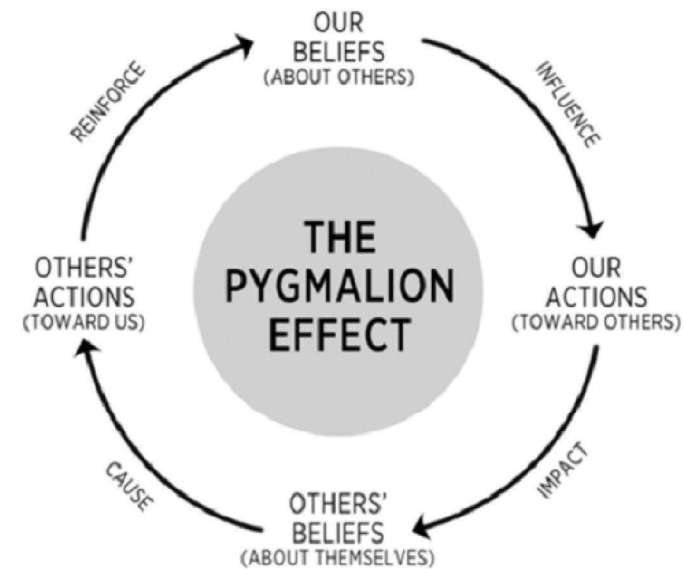
Randstad Universiteiten	Herkomst	Bachelor diploma binnen 4 jaar	
UvA	Nederlandse afkomst	74%	
	Niet Westers Allochtoon	64%	10% Gap
VU	Nederlandse afkomst	77%	
	Niet Westers Allochtoon	63%	14% Gap
EUR	Nederlandse afkomst	76%	
	Niet Westers Allochtoon	69%	7% Gap
UU	Nederlandse afkomst	80%	
	Niet Westers Allochtoon	69%	11% Gap
LEI	Nederlandse afkomst	74%	
	Niet Westers Allochtoon	58%	16% Gap

...and develop a language to define them as

- Culturally disadvantaged
- Underprepared
- Unmotivated
- At risk

Phenomena we are responsible for:

- Stereotype threat



Caused by

- Time pressure
- Implicit/ tacit knowledge

- This can lead to:

- Impulsive behavior
- White privilege
- Generalisation

Exclusion caused by

- One size fits all approach
- Terminology and examples
- Little time for getting to know students
- Assumption/ implicit expectations
- Uncertainty about responsibility
- Lack of information & knowledge
- Loan system
- Stacking
- Image of program
- Language

Situation Leiden University

- April 2015

- 186 students with A.S.D. registered at Fenestra
- Humanities 40%
- Maths & Sciences 32%
- Law 11%
- Social Sciences 8%
- Cohort 2006-2011 : more than 1/3rd drop out and 25% delay (more than 5 years for Ba)

- Humanities - dedicated study advisor

- Buddy system

- Common problems: difficult to distinguish major/ minor issues; difficult to concentrate; talking to students/ teachers; shame to mention A.S.D.; presenting; working together

Universal Design for Instruction

- Equitable use
- Flexibility in use
- Simple and intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and space for approach and use

What does this mean for you?

- Discuss in pairs

- What have you experienced yourself?
- Where are your blind spots as a lecturer?
- What are you going to do specifically?
 - > preparation for next session!

Fish bowl

Statements

- It is not my responsibility to take into account the differences between the students, they signed up for a program and should follow that
- There is no time to change my teaching or preparation because of 1 or 2 students with different needs
- International students should adjust to our way of teaching, they signed up for a Dutch university so it's their responsibility
- If a student doesn't mention a disability or problem I won't change my teaching style
- Students can ask me anything and I will help them as long as it is related to the content of the course or the discipline
- I focus on excellent students because they have more potential
- Diversity and inclusiveness is just another hype, next year something else will be on the agenda