



Inclusive Education Reaching all your students

5.1.2e

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Introduction

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;

Programme

This training consists of two meetings.

Day 1 – April 16th (09.30 – 17.00)

- A guest speaker will introduce the Diversity Office.
- Two students will share their experiences and challenges
- We will discuss the challenges students and higher education systems face
- Practical suggestions to implement in your teaching will be discussed

Day 2 – May 14th (13.00 – 17.00)

- We will discuss challenging situations you have encountered in your teaching practice, and how to deal with them
- Participants will give a short presentation about their course and how to ensure inclusion by working together with their colleagues

Learning objectives

At the end of the course 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



1 Assignment 1: Diversity and inclusiveness

1. Aim

The Leiden University diversity page

(<https://www.universiteitleiden.nl/en/dossiers/diversity>) includes the following information:

The University aims to be an open community in which all those who wish to contribute will feel at home and have equal opportunities. Here at our University, students, researchers and staff can be who they wish to be. We safeguard these and other freedoms. The aim of our Diversity Officer and our diversity policy is that the University will be an inclusive community, in which everyone is able to optimally develop his or her talents. Irrespective of gender, ethnicity, cultural background, sexual orientation or functional disability.

During the first meeting session we will discuss how you take account of the diversity within your group of students. To what extent are you aware of any assumptions that you might have, and how you could ensure that students are supported to develop optimally?

2. What to do

The theme of diversity and inclusiveness is broad, and much has been written about it. You are asked to visit the website below, read chapter 1 and write down three points you would like to work on in your educational practice.

Website:

<http://cte.virginia.edu/resources/420-2/teaching-a-diverse-student-body-handbook/>

You may of course read more!

3. Follow-up discussion

During the follow-up discussion we will consider your findings.

4. Time

30 minutes to read the website and write down your elaboration

30 minutes for follow-up discussion



2 Assignment 2: Syllabus review

1. Aim

Syllabus review is an opportunity for structured inquiry and reflection, providing a safe space to assess aspects of teaching as reflected in syllabi, for example, course goals, class norms and rules, expectations for and evaluations of student learning, and forms of assistance and support.

As artefacts of practice that capture how faculty see the course, what they assume students should be able to accomplish, and what they will do to advance student learning, inquiry into syllabi has the potential to reveal the assumptions, attitudes, values, and beliefs that shape teaching. In addition, examining the content and language of a syllabus can help make explicit who it is written for (e.g., students, faculty, institution), and thus, who it—and by extension, the faculty who created and uses it—serves.

(Excerpt taken from Center for Urban Education's Syllabus Review Guide)

2. What to do

Take a syllabus (course description) for one course you teach in and/ or are responsible for. Analyse the syllabus with the following questions:

- Who is the syllabus aimed at - faculty, students and/ or the department?
- How welcoming, supportive and encouraging does your syllabus come across?
- How clear is the information on expected prerequisites and how to complement a possible gap in knowledge and skills?
- Does the syllabus communicate the value of students' racial/ethnic backgrounds as sources of learning and knowledge?

3. Follow-up discussion

Your reflections will serve as input for a discussion on the relevance and impact of syllabi.

4. Time

1 hour to analyse and reflect on your syllabus and answer the questions

30 minutes to discuss during the meeting