

BKO Module

Inclusive education



Universiteit
Leiden
ICLON

Program

- Learning outcomes
 - Diversity and inclusion?
 - Blame the student model
 - Exclusion/ inclusion created by
 - How to create an inclusive classroom
-
- Literature review
 - Discuss Checklist
 - Evaluation



Learning outcomes

- Reflect on your expectations towards your students;
- Check assumptions you have;
- Interpret students' diverse needs;
- React to students diversity;
- Create a safe learning environment.


Diversity and inclusion?

- What do you think of when hearing these terms?
- How are you already taking this into account in your teaching
- Which challenges do you meet in your teaching related to this topic?

Everyone, whether a student or a member of staff, should feel welcome and supported, as a member of the academic community, but also as a person, with all his or her unique characteristics and experiences. Only then can everyone fulfil his or her full potential.

It requires us to create equal opportunities, irrespective of sex, cultural background, sexual orientation or physical limitations, so that talent can flourish fully. For these ideals to be achieved, there has to be a climate in which everyone feels at home, is accepted as they are, and identifies with the university's values.



A black and white photograph of Vernā Myers, a Black woman with short, curly hair, smiling and pointing her right index finger towards the text. She is wearing a dark, textured top and a large, ornate necklace. The background is dark, and the text is white.

“Diversity is being invited to the party.
Inclusion is being asked to dance.”

Vernā Myers

Why do some students not succeed?



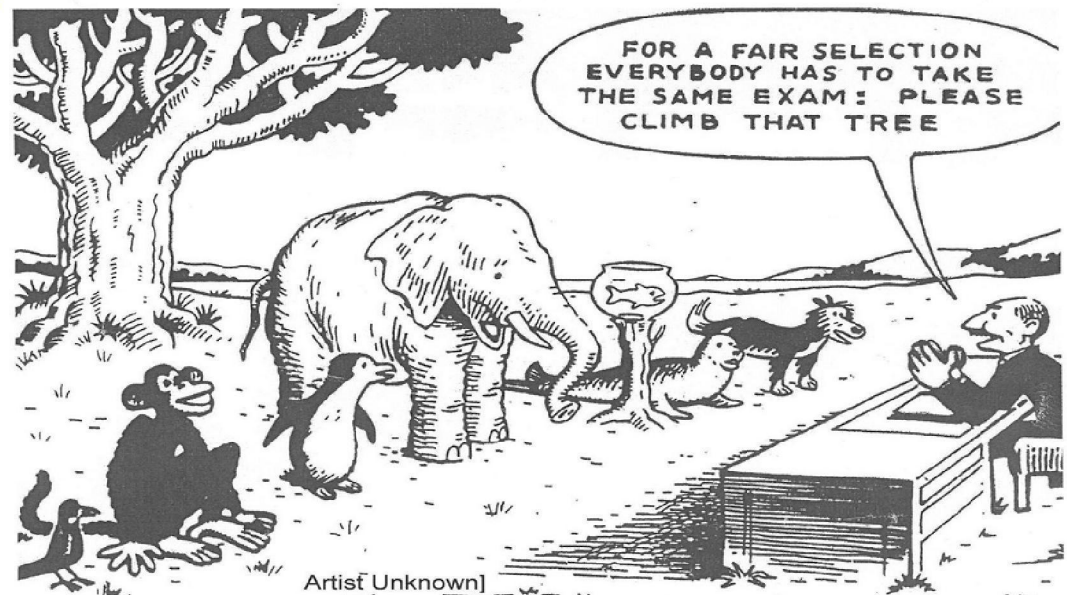
We blame their world – ‘us vs. them’

1. Culture/ language
2. Poverty
3. Environment
4. Dysfunctional families
5. Away from home

Deficiency model

And call them:

- Culturally disadvantaged
- Underprepared
- Unmotivated
- At risk



Equality



Equity

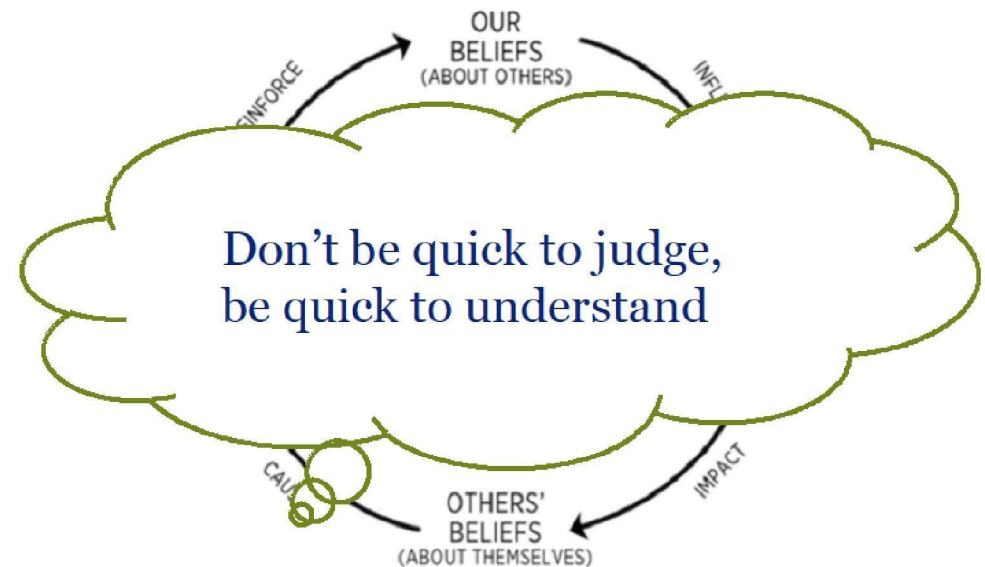


Phenomena we are responsible for:

- Implicit bias
- Nurture

Can lead to:

- Pygmalion effect
- Stereotype threat
- Impulsive behaviour
- Micro-aggressions
- White privilege
- Stereotyping



Exclusion created by

1. One size fits all approach
2. Terminology and examples used
3. Little time for getting to know students
4. Assumption/ implicit expectations
5. Uncertainty about responsibility
6. Lack of information & knowledge
7. Loan system
8. Pressure on students
9. Stacking
- 10.(hidden) curriculum
- 11.Image of program

Reflect and share

- Which behaviour or attitude do we expect from students?
 - In preparing for classes
 - During classes
 - In dealing with lecturers and fellow students
- What do we mean with these terms?
- How (well) do we explain these terms?



Practical tips

- Be explicit: explain what, why and how
- Check your assumptions
- Analyse your literature and sources
- Ensure structure and clarity in teaching
- Take time to get (students) to know your students
- Beware of context specific examples
- Greet your students
- Be available during classes/ walk around
- Set ground rules
- Give space for different opinions and experiences

Literature & questions



Discuss checklist

- Discuss your checklist with a colleague
- Explain the current situation, what's already happening and where there is room for additional actions
- Discuss how to deal with possible hurdles
- 15 minutes
- 10 minutes to discuss with the group

Learning outcomes

How well can you now:

1. Reflect on your expectations towards your students;
2. Check assumptions you have;
3. Interpret students' diverse needs;
4. React to students diversity;
5. Create a safe learning environment.

Write down for yourself:

What are you going to do, when, and how, after this module?

Need more information?

- <https://www.universiteitleiden.nl/en/news/2017/04/accessibility-alone-is-not-enough>

Diversity sensitive instructional design (VU)

- http://www.handbookdiversity.nl/story_html5.html

Universal design for learning (UDL)

- http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

- [About Universal Design for Learning](#)
- [Inclusive Teaching Resources and Strategies](#)

Profile of an inclusive teacher?

- Valuing learner diversity – learner difference is considered as a resource and an asset to education;
- Supporting all learners – teachers have high expectations for all learners' achievements;
- Working with others – collaboration and teamwork are essential approaches for all teachers;
- Continuing personal professional development – teaching is a learning activity and teachers take responsibility for their own lifelong learning.

More information

https://www.european-agency.org/sites/default/files/te4i-profile-of-inclusive-teachers_Profile-of-Inclusive-Teachers-EN.pdf

- Attitudes
- Knowledge
- Skills