

Inclusive Education

ICLON Higher Education
Leiden University

Program and assignments

March 2020

5.1.2e



Universiteit
Leiden
ICLON

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Introduction

ICLON department of Higher Education offers lecturers (who are or are not obliged to get a BKO- certificate) from Leiden University and other higher education institutes, different types of training programs and advice.

We consider the five BKO modules to be a coherent program. Because we offer the possibility to attend the modules separately, the content of each module forms an independent unit. This means that a few didactic basic concepts are discussed in several modules. For each module, the trainer will adjust to the knowledge level of the group.

This module

How to take into account and deal with a wide variety of students, all with their own history, personality and challenges? What is diversity and inclusivity and how can you work on this in your teaching?

The training will focus on pedagogy for a diverse student population. In your teaching practice 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?

If you need specific support to join in or engage during this module we invite you to inform us about this as soon as possible so we can do our best to take this into account.

Learning outcomes

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

Program

During this module the following topics will be discussed:

- What is diversity and inclusion?;
- Discussion educational resources;
- 'Blame the student' model;
- How is exclusion caused;
- Discussing difficult cases.



Assignment 1: Preparation

1. Purpose

The diversity page on Leiden University's website includes the following:

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 **5.1.2e** 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.

During the meeting we discuss how you take account of the diversity within your group of students and how you create an inclusive learning environment. 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

Please read:

- Creating a safe and inclusive learning space: <https://www.teachingandleiden.nl/wp-content/uploads/2018/10/Creating-a-safe-and-inclusive-learning-space.pdf>
- Also see the tips in the Teaching and Learning Guide: <https://www.teachingandleiden.nl/index.php/practical-tips/>

Prior to the meeting you are asked to reflect on your thoughts about the terms diversity and inclusion.

- What do you think of hearing these terms?
- In which way do you take these concepts in consideration in your teaching practice?

Additional literature:

- Autism&Uni - Best Practice for HE lecturers and tutors: https://www.plymouth.ac.uk/uploads/production/document/path/10/10864/Best_Practice_Guide_02_screen.pdf
- Inclusivity in Large and Small Group Teaching: <https://www.lboro.ac.uk/media/wwwlboroacuk/external/content/services/cap/downloads/documents/Large%20and%20small%20group%20teaching%20guidelines.pdf>
- Inclusive Education Briefing: Large lectures: http://www.bath.ac.uk/learningandteaching/pdf/inclusive_education/Inclusive_Education_-_Large_Lectures_Mar_2016.pdf
- Inclusive learning and teaching: Quick advice overview: <https://www.plymouth.ac.uk/uploads/production/document/path/5/5989/OverviewGuide.pdf>
- How can I be more inclusive?: <https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity/how-can-i-be-more-inclusive>

3. Follow-up discussion

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

We will also take several (difficult) situations into account during a peer consultancy activity.

4. Time

60 minutes to read the website, (additional) literature and write down your elaboration

Assignment 2: Literature search

1. Purpose

As a lecturer, you are aware of how important it is to be up to date on developments in your own field. However, lecturers do not generally actively seek educational literature or information. This assignment challenges you to look for educational information about ensuring a safe learning environment.

2. What to do

Think of a question or experience you would like to discuss with your colleagues that you would like to have answered or know how to deal with, regarding inclusive education.

Define a question that you have regarding the topic of diversity and inclusion.

Find 1 article, YouTube video, Ted Talk or other source containing additional information which possibly answers your question and/ or which might offer new ideas for taking diversity and inclusion into account.

Please send your result to 5.1.2e @iclon.leidenuniv.nl before March 23rd 10.00

3. Follow-up discussion

We will discuss the results during the meeting

4. Time

1 hour find suitable information