

Inclusive (online) Education

ICLON Higher Education
Leiden University

Program and assignments

September 2020

5.1.2e



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Content

Introduction.....	3
Assignment 1: Preparation.....	4
Assignment 2: Literature search.....	5
Assignment 3: Deficiency thinking, equality and equity.....	6

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

The module 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 about your students;
- Interpret students' diverse needs;
- Create a safe learning environment.

Program

During this module the following topics will be discussed:

- What is diversity and inclusion?;
- Educational resources;
- Deficiency thinking;
- Privilege, equality and equity;
- Mechanisms of exclusion;
- Designing (online) inclusive education.



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

Please send your result to 5.1.2e @iclon.leidenuniv.nl before September 22nd

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](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](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.

4. Time

1 hour 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.

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** @iclou.leidenuniv.nl before September 22nd

3. Follow-up discussion

We will discuss the results during the meeting

4. Time

1 hour to find suitable information



Assignment 3: Deficiency thinking, equality and equity

1. Purpose

Lecturers wish the best for their students. They prepare, work hard and spend time to guide them to reach their goals, whatever those may be. Sometimes though, despite all the hard work, some students don't make progress or don't succeed in reaching their goals. Reasons for this can be vast and from different sources or factors. With this exercise you will analyse possible causes for students not making progress and think about how to deal with this.

2. What to do

A.

- Think about the following question: how come that some students don't make progress, what can be causes of that? You can make your own definition of what making progress is.
- After having thought of the first question please read the following article:
<https://www.tandfonline.com/doi/full/10.1080/07294360.2011.634383>
- Take a look at the answer you first gave to the question. Have you changed your answer based on the article? If so, why and how?

B.

- Watch the video on equality and equity (<https://www.youtube.com/watch?v=QQWdyOFOPIQ>)
- Write down how you think this plays a role in higher education
- Write down what you think Leiden University already does to support students and what more can be done

3. Follow-up discussion

We will discuss the results during the online meeting

4. Time

1 hour to answer the questions