

BKO Module Inclusion & Diversity



Universiteit
Leiden
ICLON

Program

1. Learning outcomes
2. What is inclusive education?
3. Profile of an inclusive teacher?
4. Teachers' presumptions and influence on student learning
5. Some data
6. Syllabus review
7. Exclusion caused by
8. How to create an inclusive classroom?
9. Peer consultancy


Learning outcomes

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

Diversity and inclusion?



http://web.jhu.edu/dlc/resources/diversity_wheel/index.html



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

Vernā Myers

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

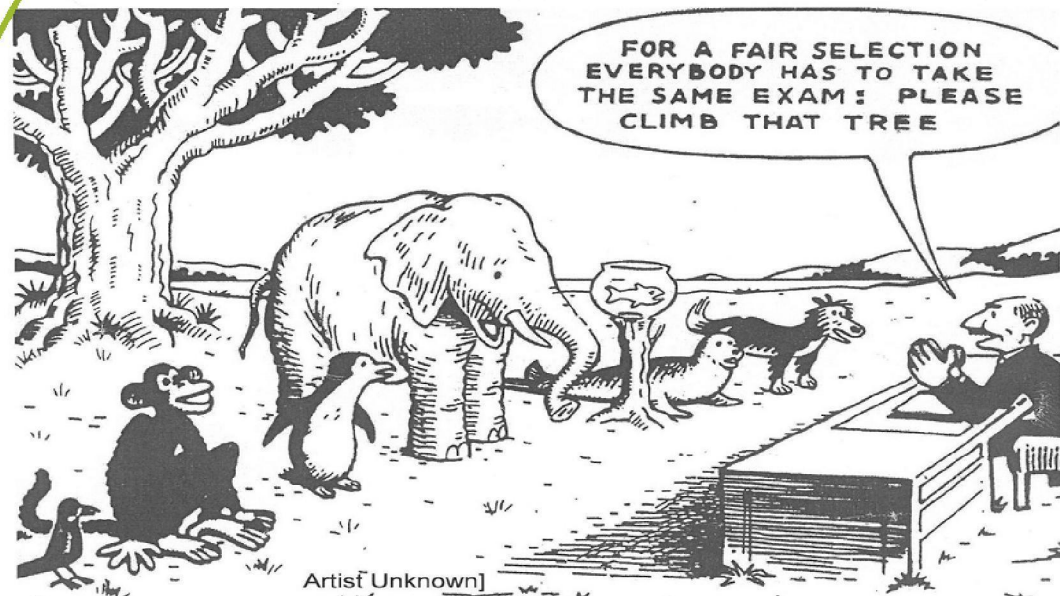
We blame their world – ‘us vs. them’

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

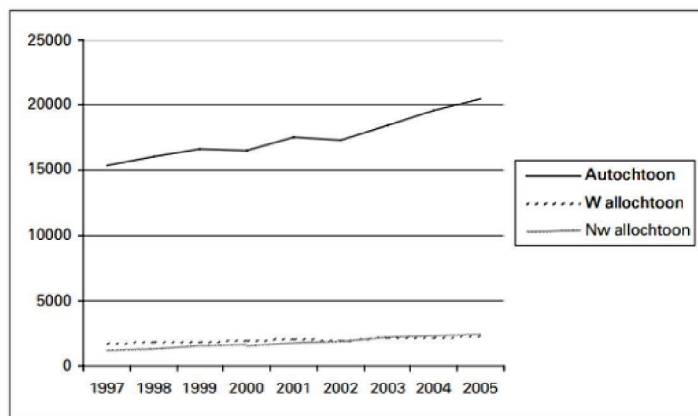


Equity



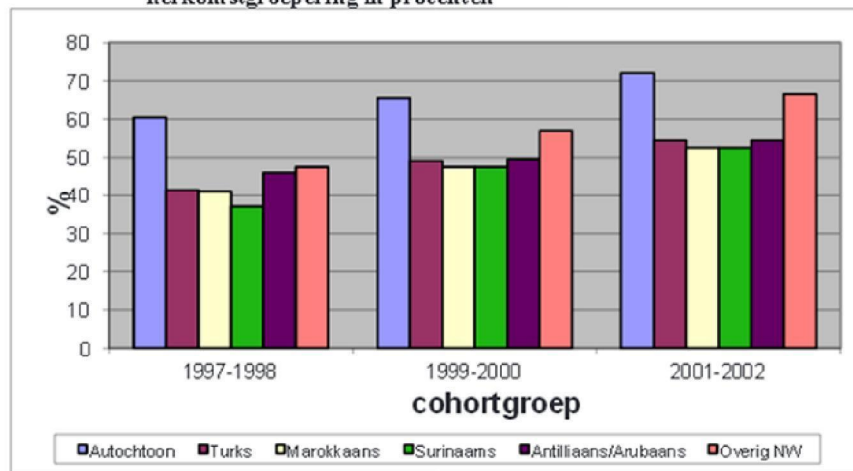
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Grafiek 2.1b: wo-instroom naar herkomstgroepering in absolute aantallen (voltijd)



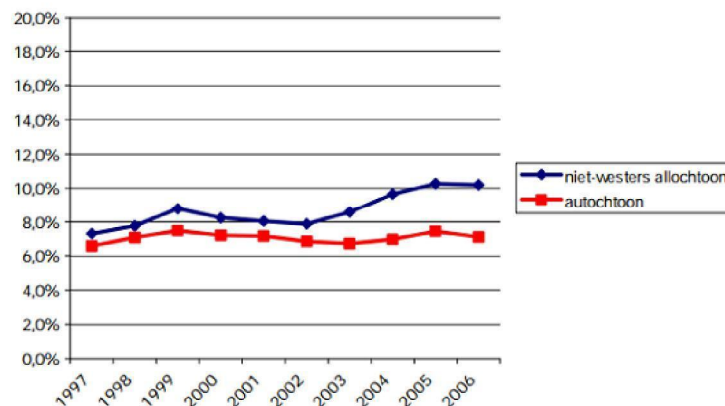
Bron: Wolff, 2007

Figuur 2.8 Studierendement na 7 jaar, wo-voltijdstudenten naar cohort en herkomstgroepering in procenten



Bron: CBS-StatLine, bewerking RW

Figuur 3.4b Uitval na één jaar, wo-studenten



(Bron: Inspectie van het Onderwijs)

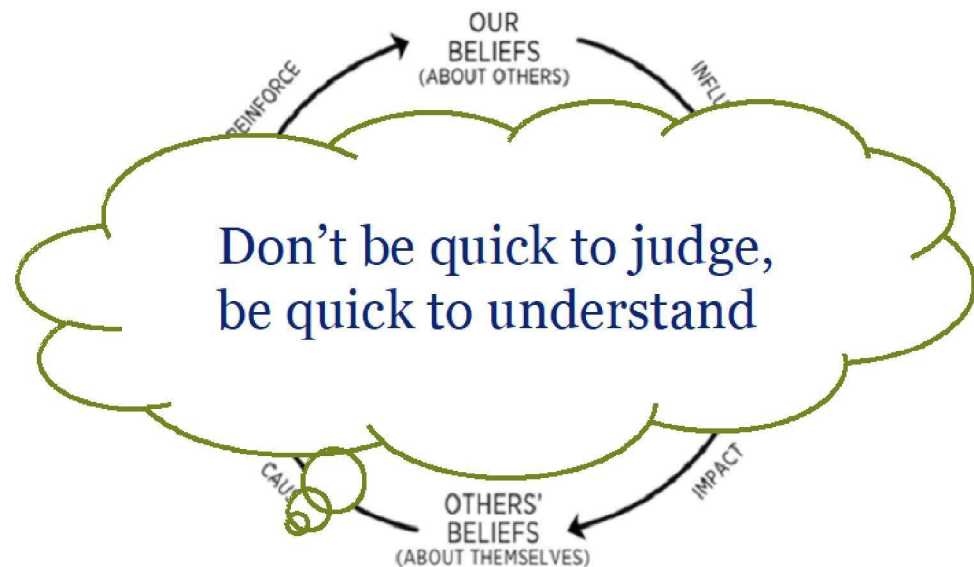
Randstad Universiteiten	Herkomst	Bachelor diploma binnen 4 jaar	
UvA	Nederlandse afkomst	74%	
	Niet Westers Allochtoon	64%	10% Gap
VU	Nederlandse afkomst	77%	
	Niet Westers Allochtoon	63%	14% Gap
EUR	Nederlandse afkomst	76%	
	Niet Westers Allochtoon	69%	7% Gap
UU	Nederlandse afkomst	80%	
	Niet Westers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

‘We’ also play a part here

- Implicit knowledge & assumptions
- Nurture

• This can lead to:

- Pygmalion effect
- Stereotype threat
- Impulsive behavior
- Micro-aggressions
- White privilege
- Generalisation



Exclusion caused 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. Language
11. Image of program

Syllabus review

- Who is the syllabus aimed at - faculty, students and/ or the department?
- How welcoming, supportive and encouraging is your syllabus?
- 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?

How to design inclusive education?

- In pairs, think of at least 4 ways to give (even more) inclusive lessons
- 20 minutes
- Share with the group

More information:

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

Practical tips

1. Get to know your students before class
2. Greet your students
3. Be available during classes – share
4. Walk around
5. Check your assumptions
6. Manage expectations
7. Beware of context specific examples
8. Explain what, why and how
9. Analyse your literature and sources

Peer consultancy

1. Give factual information
2. Ask specific questions
3. Problem definition
4. Give solution(s)
5. What to do next