Course Specifications
Valid as from the academic year 2018-2019

Diversity and Inclusion in the Field of Educational Practice (H001025)

Course

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Valid as from the academic year 2018-2019

Course Specifications

Lecturers in academic year 2019-2020
De Schauwer, Elisabeth
PP10 lecturer-in-charge

Course offerings and teaching methods in academic year 2019-2020
A (semester 1) Dutch

- microteaching 3.75 h
- group work 3.75 h
- seminar 15.0 h
- lecture 22.5 h

Offered in the following programmes in 2019-2020

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<th>Programme</th>
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<td>Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</td>
<td>5</td>
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<tr>
<td>Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</td>
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<tr>
<td>Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</td>
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Teaching languages
Dutch

Keywords
inclusion, diversity, categorical thinking, intersectionality, education

Position of the course
This course contributes to the formation in Educational Sciences. We have the intention to work around the complexity of ‘diversity’ and ‘inclusion’ in this societal context where normality is so central. We zoom in on education to make this more concrete and specific and give tools to future pedagogues to enable these processes.

Contents
This course problematises the concepts ‘diversity’ and ‘inclusion’. What role does ‘difference’ play in the pedagogical encounter? We seek help with philosophers as Deleuze and Guattari, Butler and Davies.

The representation of ‘difference’ is often represented in a categorical way. During the lessons diverse groups are coming to speak for themselves e.g. categories on the basis of gender, culture, sexuality, disability... Intersectionality helps us to understand the complexity.

Starting from equal opportunities, we focus more closely on the perspective of children/youngsters, parents and teachers/professionals in a pedagogical practice. We learn more about inclusive education in Flemish context.

Initial competences
Orthopedagogiek

Final competences
1. To situate the development of orthopedagogical theory formation and its basic concepts in an historical and social perspective (including the connections with, inter alia, pedagogy and the biomedical sciences).
2. To situate educational interventions and provisions in a policy context.
3. To interpret educational development on the basis of concepts such as inclusion, dualization, ecology, interculturality, and sustainable development.

(Approved)
4 To reflect on the influence of the cultural context on orthopedagogical practice.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Group work, lecture, microteaching, seminar

Extra information on the teaching methods
This course is organised by lectures, case study analysis, group discussions, ...

Learning materials and price
Cost (approximately): 70 EUR

References
Reader with texts that are used during the lessons - a selection of (research)articles around diversity, inclusion, categorical thinking, intersectionality...

Course content-related study coaching
• Interactive support using MINERVA.
• By appointment
• Accessible before and after the lectures

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination

Examination methods in case of periodic evaluation during the second examination period
Written examination

Examination methods in case of permanent evaluation
Participation, assignment

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods
Written exam with open questions (75 %)
• Feedback on the given time after the examination period
Practical exercises (25 %)
• Depending on the questions and the partner in practice, the form of the exercise can vary. The investments of the student is discussed with the student and the workplace.
• The evaluation will be on the basis of a paper or a presentation of the exercise. The workplace will also be partner in this evaluation. Participation and involvement is important in the evaluation of the exercises and will be looked at with peer evaluation.
• Feedback: in the presentation of through written feedback

Calculation of the examination mark
In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Facilities for Working Students
Reasonable accommodations can be discussed with the teacher of the subject.