Course Specifications
Valid as from the academic year 2019-2020

Diversity and Inclusion in the Field of Educational Practice (H001894)

<table>
<thead>
<tr>
<th>Course size</th>
<th>(nominal values; actual values may depend on programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits 6.0</td>
<td>Study time 180 h</td>
</tr>
<tr>
<td></td>
<td>Contact hrs 45.0</td>
</tr>
</tbody>
</table>

Course offerings and teaching methods in academic year 2019-2020

A (semester 1) Dutch
- microteaching 3.75 h
- lecture 22.5 h
- group work 2.5 h
- fieldwork 1.25 h
- seminar 15.0 h

E (semester 1) English
- microteaching 1.25 h
- seminar 1.25 h
- fieldwork 1.25 h
- lecture 16.25 h
- group work 1.25 h

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

Offered in the following programmes in 2019-2020

<table>
<thead>
<tr>
<th>Programmes</th>
<th>crdts</th>
<th>offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</td>
<td>6</td>
<td>A, E</td>
</tr>
<tr>
<td>Bachelor of Science in Psychology (main subject Education)</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</td>
<td>6</td>
<td>A, E</td>
</tr>
<tr>
<td>Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)</td>
<td>6</td>
<td>A, E</td>
</tr>
<tr>
<td>Joint Section Bachelor of Science in Educational Sciences</td>
<td>6</td>
<td>A, E</td>
</tr>
<tr>
<td>Exchange Programme in Educational Sciences</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>Linking Course Master of Arts in Gender and Diversity</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

Teaching languages
Dutch, English

Keywords
Inclusion, diversity, categoriaal denken, intersectionality, education

Position of the course
This course contributes to the formation of a Bachelor in Educational Sciences. It is the intention to think through the complexity of concepts as 'diversity' and 'inclusion' in the contemporary societal context where normality is so central. We zoom in on the educational context to enable a pedagogue to act in these processes.

Contents
This course tries to problematise 'diversity' and 'inclusion'. What role does 'difference' play in pedagogical encounters? We look for help with philosophers as Deleuze and Guattari, Butler and Davies. What does 'difference' mean in our representation of human beings? We try to see the complexity through working with intersectionality. We focus on the perspective of children/youngsters, parents and teachers/professionals in an educational practice. We work around inclusive education in Flemish context.

Initial competences
Orthopedagogics

(Approved)
Final competences

1. To analyze the basic mechanisms of orthopedagogical working fields (residential, ambulant, and inclusive working forms) and to relate them to the historical, social, political, and legal contexts.
2. 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).
3. To situate educational interventions and provisions in a policy context.
4. To interpret educational development on the basis of concepts such as inclusion, dualization, ecology, interculturality, and sustainable development.
5. 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, fieldwork, seminar

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

Learning materials and price
Estimate cost: 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 lessons

Evaluation methods
end-of-term evaluation and continuous assessment

Written examination
Written examination
Written examination
Written examination

Written exam with open questions (85%)
Feedback on the given time after the examination period
Practical exercises (15%)
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 by peer evaluation.
Feedback: 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 adjustments can be obtained with the teacher of this subject.

(Approved)