

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

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 5.0 Study time 150 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2020-2021

| A (semester 1) | Dutch | Gent | teaching method | hours |
|----------------|-------|------|-----------------|--------|
| | | | seminar | 15.0 h |
| | | | microteaching | 3.75 h |
| | | | lecture | 22.5 h |
| | | | group work | 3.75 h |
| | | | online seminar | 0.0 h |
| | | | online lecture | 0.0 h |

Lecturers in academic year 2020-2021

De Schauwer, Elisabeth PP10 lecturer-in-charge

Offered in the following programmes in 2020-2021

| programme | crdts | offering |
|---|-------|----------|
| Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies) | 5 | A |
| Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies) | 5 | A |
| Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences) | 5 | A |

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 het 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 f.ex. 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

Orthopedagogics and Disability Studies

Final competences

- 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.
- 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, online lecture, online 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

Texts on Ufora 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 Ufora and email.
- By appointment
- Accessible before and after the lectures or through online alternatives

Evaluation methods

continuous assessment

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

Participation, assignment

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

Assignment

Examination methods in case of permanent evaluation

Participation, assignment, job performance assessment

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

- 1/ Papers written on each topic in the course - work with the lectures, the texts and concretisations on Ufora (12/20)
- 2/ Reading group on author who is strong on difference/normalization - preparation of the reading group + participation in the group (5/20)
- 3/ Practical exercise - in a Flemish practice that works around diversity and inclusion - each time we think of a digital alternative for each exercise (3/20)

Calculation of the examination mark

The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component.

Facilities for Working Students

Reasonable accommodations can be discussed with the teacher of the subject.