

## Diversity and Inclusion in Education (A005549)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings in academic year 2024-2025**

A (semester 2) Dutch Gent

**Lecturers in academic year 2024-2025**

Vantieghem, Wendelien LW06 lecturer-in-charge

**Offered in the following programmes in 2024-2025**

	crdts	offering
<a href="#">Master of Arts in Oriental Languages and Cultures(main subject China)</a>	5	A
<a href="#">Master of Arts in Oriental Languages and Cultures(main subject India)</a>	5	A
<a href="#">Master of Arts in Oriental Languages and Cultures(main subject Japan)</a>	5	A
<a href="#">Master of Arts in Oriental Languages and Cultures(main subject Middle East Studies)</a>	5	A
<a href="#">Master of Arts in Gender and Diversity</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Education, inclusion, equity, Diversity, intersectionality, ethnicity, language/multilingualism, gender, SES, disability

**Position of the course**

This specialized course within the field of sociology of education provides 1) an understanding of the dynamics of diversity (gender, ethnicity, class, sexual orientation, language, disability) in school environments, with particular attention to mechanisms of inequality at the macro (society and policy context), meso (schools and teachers), and micro (individual and their relationships) levels; 2) This course provides an introduction to theory, concepts, and research within the field of "education and diversity," with the goal of gaining critical insight into the policies and practices that can be implemented to influence these dynamics in order to promote equity and inclusion.

**Contents**

Students will learn to critically reflect on contemporary (inter)national social discourse and initiatives related to diversity, equity & inclusion within education. This course seeks to connect to the concept of intersectionality that is central to the Gender and intersectionality course.

The course consists of three major parts:

1. Equity in education: in this first part we work with the students towards a theoretically grounded definition of diversity, inclusion & equity. We start from recent literature and the intersectionality paradigm. We analyze inequality using key statistics from the Flemish and international educational context.
2. An in-depth analysis of educational inequality: We analyze the specific educational situation of certain diversity groups in detail, paying attention to processes at different levels: macro level (society and policy context), meso level (schools and teachers), and micro level (individuals and their relationships). We pay specific attention to educational inequality in terms of ethnicity, language, SES, gender, sexual orientation and disability.
3. Levers to change: From part 2, we deduce which inequality mechanisms are shared across different diversity groups and which are unique. Based on this, we critically examine some possible levers to change at the different levels (macro,

meso, micro). The link between these levers and made/future choices regarding educational policy and organization is discussed.

### **Initial competences**

No specific prior knowledge is required for this course. A general background in the humanities and social sciences is sufficient to successfully embark on the course.

### **Final competences**

- 1 Recognize diversity as fact and added value in the social space.
- 2 Be able to describe the existing educational inequality for certain social groups
- 3 Identify mechanisms that create different educational conditions for particular groups
- 4 Be able to critically analyze the difficulties that an individual from a specific background may face given the characteristics of the educational context
- 5 be able to apply theoretical frameworks and concepts discussed in class to a practical situation or case in a critical and reasoned manner
- 6 Be able to identify and discuss the advantages and disadvantages of different options for inclusion in the educational context
- 7 Can work independently and in group on a literature- and practice-based research project on a current diversity theme. Students can report on this research both orally and in writing.

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

### **Teaching methods**

Group work, Lecture, Independent work, Peer teaching

### **Extra information on the teaching methods**

- Lectures by (guest) lecturers:  
The lecturer transfers knowledge to a group of students. Students actively participate in discussions and take notes. The basis for these lectures are articles, research reports, current topics and media materials, concrete cases, etc.
- Independent work: reading assignments with independent processing of scientific articles in preparation for the lectures and the group project.
- Group work: application of concepts and theories from class to a case
- Microteaching: presentation of an exercise alone or in group to fellow students
- lesson recordings: If working students register for this course, lesson recordings will be provided. In this situation, these recordings are made publicly available to all students via Ufora. If there are no working students, there will be no lesson recordings. Livestream will only be organized in situations of force majeure (such as storm). Lesson recordings are not guaranteed under circumstances of technical difficulties or for guest lectures.

### **Study material**

Type: Handbook

Name: Vol potentieel Krachtig lesgeven in diversiteit

Indicative price: € 38

Optional: no

Language : Dutch

Author : Vantieghem & Van de Putte

ISBN : 978-9-46379-268-4

Type: Slides

Name: slides

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Type: Reader

Name: reader

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

## References

### Course content-related study coaching

- Possibility of asking personal questions after lectures
- Interactive support via UFORA (forums)
- Personal: By appointment via email. These appointments can also be made via MS Teams

### Assessment moments

end-of-term and continuous assessment

### Examination methods in case of periodic assessment during the first examination period

Written assessment with multiple-choice questions, Written assessment with open-ended questions

### Examination methods in case of periodic assessment during the second examination period

Written assessment with multiple-choice questions, Written assessment with open-ended questions

### Examination methods in case of permanent assessment

Participation, Peer and/or self assessment, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is not possible

### Extra information on the examination methods

The written exam is 65% of the points and the group work after peer assessment is 35%. The instructor retains the final responsibility to deviate from or decide not to take the peer assessment scores into account when determining the grades per student for the group work.

Participation in both components [non-period-bound (i.e., group work) and period-bound (i.e., exam)] are required for the final evaluation. The non-period-bound evaluation cannot be retaken in the period of the exam of second chance. The partial result for this examination component will carry over to the second session time.

The written exam consists of multiple-choice questions (with standard setting) and one or more open-ended questions. The scoring will be communicated before the start of the exam and on the exam sheet. Students are expected to thoroughly digest the required study material and explicitly refer to it in the open-ended questions of their written exam.

### Calculation of the examination mark

Workpiece (resulting from group work with peer evaluation): 35%

Examination: 65%

Participation in both components [non-period-specific (i.e., group work) and period-specific (i.e., exam)] are required. Failure to participate in the evaluation of both components results in failure to pass the entire course unit and the final grade, if higher than 7/20, will be reduced to the highest non-adaptable grade (7/20).

The non-period-limited evaluation cannot be retaken in the period of second session. The partial result for this exam item will be carried over to second session time. Please note that transfers are never possible across academic years.

### Facilities for Working Students

- Class attendance: Absence is allowed. Sufficient supporting teaching material is provided via Ufora.
- it is not possible to take the exam at another time
- Possibility to receive feedback at another time: by appointment
- Working students who cannot participate in the group task may perform a substitute individual task.
- If working students register for this course, lesson recordings will be provided. In this situation, these recordings are made publicly available to all students via Ufora. If there are no working students and there are no COVID restrictions, there

will be no lesson recordings. Livestream will only be organized in situations of force majeure (such as storm). Lesson recordings are not guaranteed under circumstances of technical difficulties or for guest lectures.