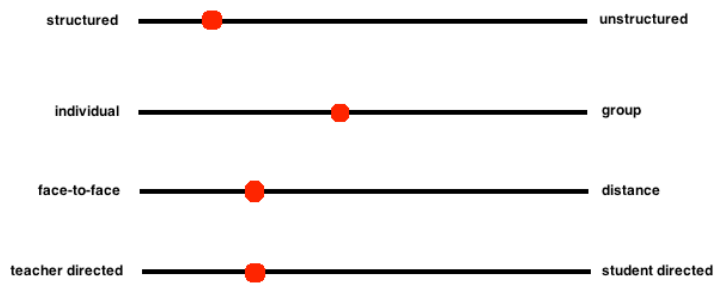


Dealing with Cultural Diversity and Social Inclusion in Education

Enabling	Enhancing	Transforming
 <p>The diagram consists of four horizontal black lines, each representing a scale between two educational concepts. A red dot is placed on each line to indicate a specific position:</p> <ul style="list-style-type: none">structured vs unstructured: The red dot is positioned approximately 15% of the way from the left (structured) end.individual vs group: The red dot is positioned approximately 65% of the way from the left (individual) end.face-to-face vs distance: The red dot is positioned approximately 45% of the way from the left (face-to-face) end.teacher directed vs student directed: The red dot is positioned approximately 45% of the way from the left (teacher directed) end.		

Binnen de master Youth, education and Society van de faculteit is Sociale Wetenschappen van de Universiteit Utrecht is geëxperimenteerd met de inzet van blended learning. In deze cursus, waaraan 12 studenten hebben deelgenomen, heeft docent [Bjorn Wansink](#) verschillende kennisclips ingezet als aanvulling op het reguliere onderwijs omdat:

1. Experts niet de tijd hadden om fysiek aanwezig te zijn. (op deze manier zijn experts toch meer fysiek aanwezig)
2. Volgens het flipped de classroom principe kon de kennis in het college gelijk actief verwerkt kon worden.
3. Bepaalde video-beelden (interviews) thuis bekeken konden worden, in het college kon hier gelijk op worden ingegaan.
4. Het boek en de colleges niet altijd voldoende blijken voor studenten om de onderwerpen goed te leren begrijpen.

In drie kennisclips worden belangrijke elementen rustig uitgelegd en zijn zij meer uitgelicht. Inhoudelijk komen de volgende thematieken aan bod:

- Stein Siecklink (radicaliseringsexpert) heeft drie korte clips opgenomen over radicalisering & en onderwijs.
- Lisette Hornstra heeft twee kennisclips opgenomen over docentverwachtingen in multiculturele klassen.
- Bettina de Jong heeft twee kennisclips opgenomen over stereotype threat en onderwijs.
- Brianna Kennedy was persoonlijk aanwezig in de het college, maar vooraf hebben de studenten blended enkele filmpjes van Brianna Kennedy (interviews met leerlingen) gekeken. Daardoor kon Brianna in het college gelijk diep op de stof ingaan.

Met het aanbieden van kennisclips kregen de studenten naast het lezen van literatuur ook uitleg van een expert op dat gebied. In de colleges werd er verder ingegaan op de colleges door middel van discussie.

De studenten hebben alle clips gekeken. Er is (nog) niet geëvalueerd in deze cursus.

Korte samenvatting cursus.

The focus of the YES 12: Dealing with Cultural Diversity and Social Inclusion in Education

Promoting social inclusion in culturally diverse educational settings is a goal shared by many schools and universities, but actually achieving this goal in every day classroom practice is often hard to do. The goal of this teaching module is to highlight a few of the key challenges and concerns in promoting social inclusion in culturally diverse classrooms and schools. Within this general theme, we address interrelated, but separate subthemes such as, intercultural communication, civic education, polarization, radicalization, punitive approaches and student marginalization. Next, it teaches and allows students to practice with designing and evaluating methodologies and interventions to analyze and

optimize inter-cultural learning situations, conflict and diversity management, school identity issues, etc. We study and analyze scientific literature addressing these different subthemes. Based on this literature we will propose practical recommendations for schools and teachers. The course literature will focus on the Dutch context as well as on other (international) contexts from a comparative perspective. In this course you will learn to think and act as an academic professional and learn to translate theory to practice and vice versa. Another important goal of this course is to become aware of your own epistemological and normative position as a researcher and professional in the field of education. We will work with realistic case studies based on everyday experiences of teachers. You will learn to take position in guided discussion groups, and write an advice report. Furthermore, you will gain practical experience with applying scientific knowledge in designing an intervention in an intercultural setting.

Blends (alleen met toestemming gevers).

Radicalisering en Onderwijs:

Deze kennisclip van Stein Sieckelinck (radicaliseringsexpert) gaat over radicalisering. Hij behandelt enkele kernconcepten uit dit onderzoeksveld. Vervolgens legt hoe kort enkele mechanismen uit hoe jongeren kunnen radicaliseren. Stein Sieckelinck benadert radicalisering vanuit een pedagogisch perspectief. (Lecture is in Engels)

Literatuur:

van San, M., Sieckelinck, S., & de Winter, M. (2013). Ideals adrift: An educational approach to radicalization. *Ethics and Education*, 8(3), 276-289.

Sieckelinck, S., Kaulingfreks, F., & De Winter, M. (2015). Neither villains nor victims: towards an educational perspective on radicalisation. *British Journal of Educational Studies*, 63(3), 329-343.

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Value affirmation / teachers' expectations.

In this blended lecture Bettina de Jong discusses value affirmation and school achievement. According to self-affirmation theory, people are motivated to maintain a sense of self-integrity or personal adequacy. When one is negatively stereotyped in a certain domain, such as academic ability, the sense of self-integrity can become threatened. Hence, one can experience stereotype threat in that domain. Value affirmation, which is a form of self-affirmation, helps to re-affirm self-integrity, presumably by giving individuals a broader perspective on the self (Sherman, 2013), and by taking the focus off of the threatened part of the identity (Sherman, 2013; Critcher and Dunning, 2014).

Literature

de Jong, E. M., Jellesma, F. C., Koomen, H. M., & de Jong, P. F. (2016). A values-affirmation intervention does not benefit negatively stereotyped immigrant students in the Netherlands. *Frontiers in psychology*, 7.

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Teachers expectations in multicultural classes.

This blended lecture of dr. Lisette Hornstra discusses teachers expectations in relation to cultural diversity. Since the research 'Pygmalion in the classroom' (Rosenthal & Jacobson, 1968), research has been conducted on teacher expectations. This web lecture discusses how background characteristics of students are related to the expectations that teachers form about their students and how teacher expectations affect the way teachers work with students with different backgrounds.

Literature:

Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R. W. (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal*, 47(2), 497-527.

Jussim, L., & Harber, K. D. (2005). Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality and social psychology review*, 9(2), 131-155.

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