

Tool for overarching analysis of main findings from 'Tool to scan and improve diversity sensitive courses'
Hester Radstake, 2016

Instruction

This tool helps you to get an overview of the main findings of the 'Tool to scan and improve diversity sensitive courses', that is filled in by course coordinators during or in preparation of a work session wherein the diversity sensitivity of the curriculum is analysed. For all aspects of the curriculum, a table is included where you can fill in the scores the course coordinators gave regarding the course they are responsible for, and include a brief elaboration.

The scores 1-3 in the table refer to the answer options of the questions of the 'Tool to scan and improve diversity sensitive courses'. These answer options are not general (for example: 1 means 'not at all' and 3 means 'a lot'), but specifically formulated depending on the question. The table will give you an overview of the discrepancy between the current and desirable situation regarding diversity-sensitive teaching and learning. Below every table, you find some topics for discussion during the worksession. The exchange can include all the aspects of the curriculum or be restricted to some of them; this depends on the chosen scope of the process.

Rationale

1. When (re)designing a course, does the principle of diversity sensitive education play a role in your reflections?

Name of the course	Score current situation (1-3)	Score desirable situation (1-3)	The desirable situation has a lower/higher/same score than the current situation (L, H or S)	Elaboration (in key-points)

Discuss the similarities and differences between the scores of the coordinators. Write down the key-points:

What conclusions can be drawn at the level of the programme? And at the level of individual courses?

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Learning goals

2. What role do the courses fulfil in the realization of program goals related to diversity competences?

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Learning goals

3. How clearly defined are learning goals related to diversity competences in the course?

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What are the learning goals that are currently included in the courses? To what Dublin descriptor they refer to? (K = Knowledge and understanding; A = Application of Knowledge; J = Academic judgement; C = Communication; and/or L = Learning skills.

Name course	Learning goals	Formally included? (yes/no)	Dublin descriptor (K, A, J, C or L)

Discuss the current and desired situation related to diversity related learning goals of the programme as a whole. Write down the key-points:

What conclusions can be drawn about learning goals related to diversity at the level of the programme? And at the level of individual courses?

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Assessment Tasks

4. To what extent do assessment tasks require of students to consider diversity issues relevant to the topics of the course?

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5. To what extent do you take signs of any difficulties for particular groups of students with assessment tasks into account?

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Content of the course

6. To what extent is knowledge of diversity themes addressed in (the different topics of) the course?

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7. To what extent do the selected content and teaching materials of this course expose students to multiple perspectives and alternative views on the course topics?

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8. Are cases, examples and illustrations that are used and discussed in this course representative for the diversity within the field?

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Teaching and learning arrangements

9. To what extent do the teaching and learning arrangements assist students to develop the intended learning goals of the course regarding diversity competences?

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10. Do the teaching and learning arrangements of this course stimulate interaction and cooperation between students where they have to exchange and reflect on the students' diversity knowledge, perspectives and experiences related to the topic?

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Inclusive Pedagogy

11. When (re)designing or preparing your teaching for this course, do you take the diversity sensitivity of teaching materials and activities into account?

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12. To what extent do you value students' feedback on the diversity sensitivity of the course and take signs of inconveniences or problems of students related to diversity issues seriously?

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Overall

What are the most important insights that the group discussion brought?

What ideas for improvement for the programme and individual courses came up?

What competences are required of the course coordinators to supply diversity sensitive teaching? Do they need support to further develop these competences, and if so, what type of support is needed?