

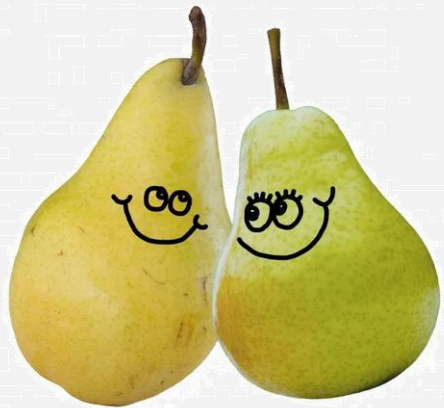
tijd

Social identity statements	30 min
Important terms	30 min
Building your persona's	30 min

Step into your students shoes



Pair up with someone you don't know



- Introduce yourself to each other
- Share what made you sign up for this workshop

After this workshop you will...

- .. be (more) aware of your **own social identity** and how this comes into play in your role as an educator.
- .. be able to describe the **concepts**: *diversity; inclusion; equality; equity; and sense of belonging*.
- .. be able to explain what is the importance and **potential of inclusive education**.
- .. have challenged yourself to take the **perspective of an ‘other’**.

Challenges



- **Awareness** on own positionality and experience of the ‘other’
- **Attitude** towards EDI and role of a teacher in this
 - Shyness to act
 - WICKED problem
- **Knowledge** and language on EDI
- **Competencies** to create and safeguard diverse and inclusive education
- **Context:** time & resources & support



Why



- Society is becoming more aware of its diversity, but a matching transformation in higher education is missing. Discrepancy between society and HE is becoming bigger and bigger. (Pulinx et al., 2021)
- Individuals in HE cannot reach their full potential, society is missing out on the capacity of these individuals. (Emmers & Pulinx, 2023)
- A diverse & inclusive learning environment increases the academic and social competences of all students, not just students of underrepresented groups. (Ruijs & Peetsma, 2009).
- *When disagreement comes from a socially different person, we are prompted to work harder. Diversity jolts us into cognitive action in ways that homogeneity simply does not.* (Philips, 2014)

Identity signs

- 4 statements
- Per statement choose with identity sign applies to you the most
- Short dialogue after each statement



30 min

Identity signs

This is the part of my identity I am **most** aware of on a daily basis

Identity signs

This is the part of my identity I am **least** aware of on a daily basis

Identity signs

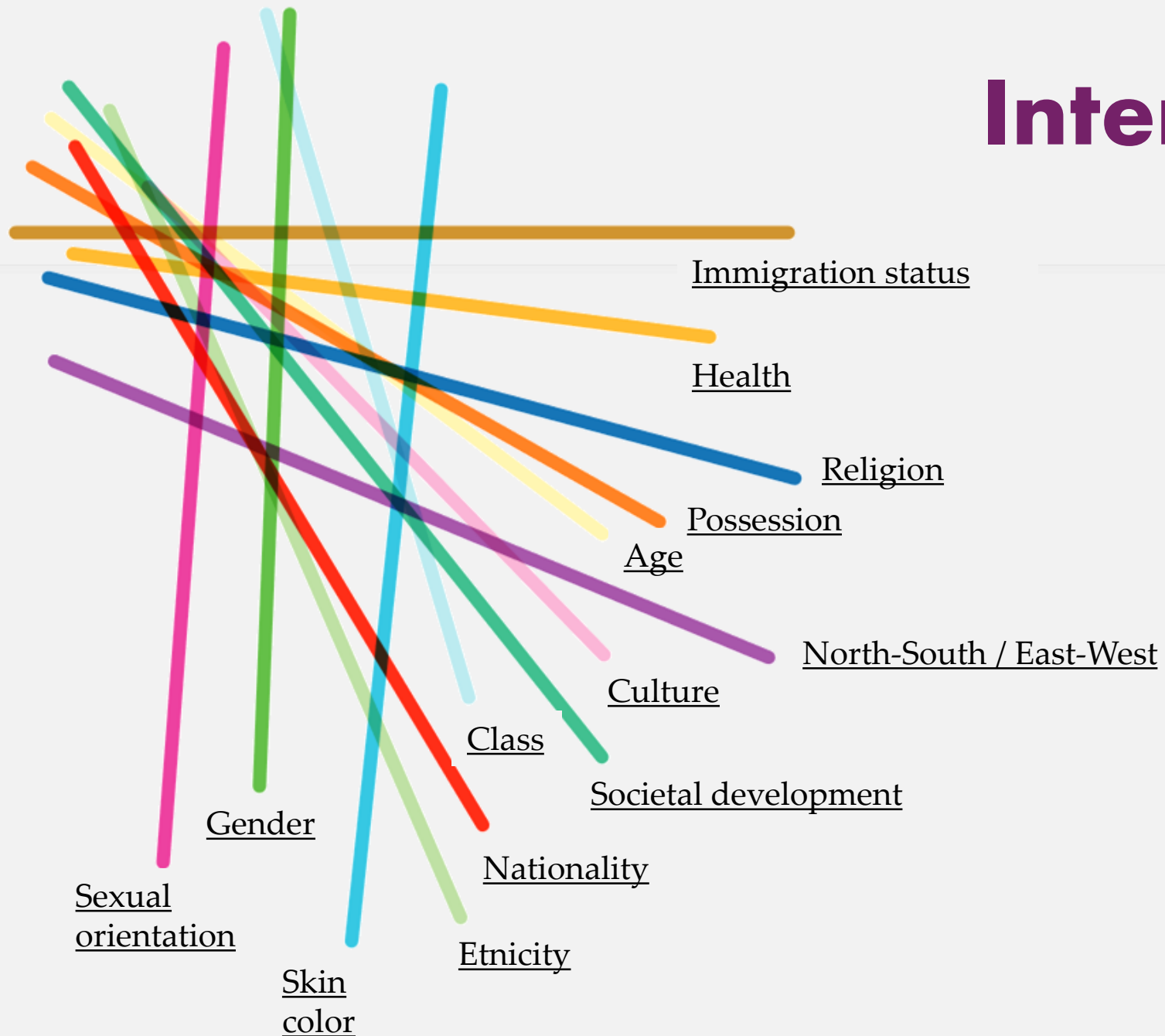
This is the part of my identity that was **most important** or emphasized **in my family** growing up

Identity signs

This is the part of my identity I feel **most misunderstood** about by people who identify different

Intersectionality

axes of identity forming
Helma Lutz, 2002



Crenshaw's 1989 landmark essay:
"Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics"

Big concepts, what do they mean?

Diversity

Inclusion

Equality

Equity

Sense of belonging

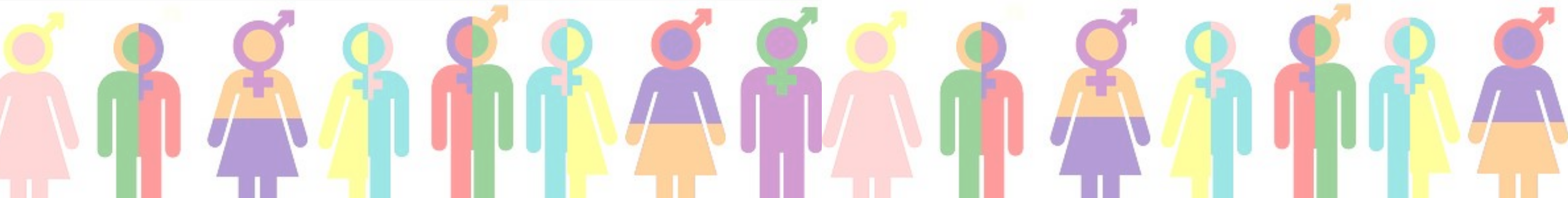
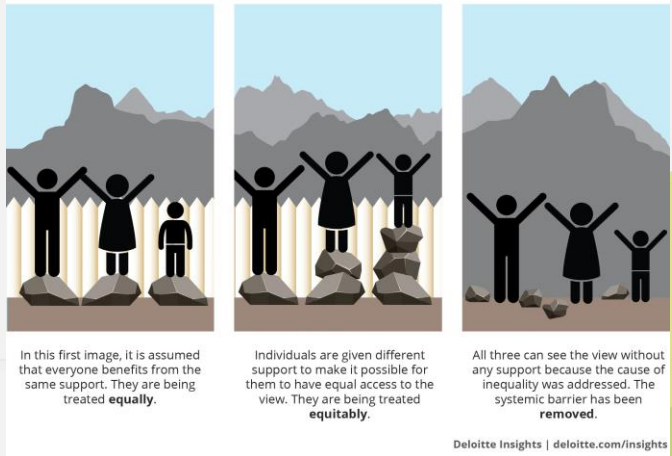


FIGURE 7 | Equality vs. equity in the short and long term



INCLUSION
Thoughts, ideas, and perspectives of all individuals matter

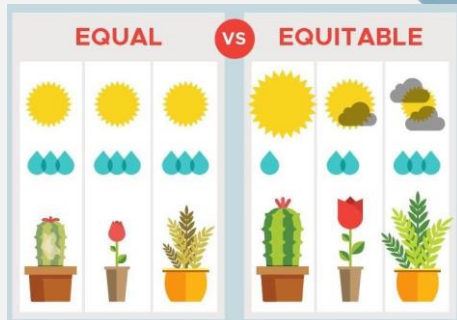
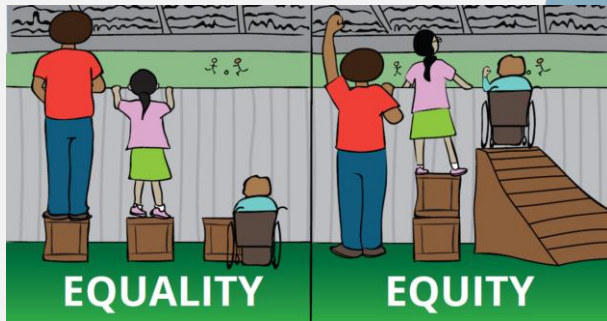
BELONGING
Engages full potential of the individual, where innovation thrives, and views, beliefs, and values are integrated

EQUITY
The fair treatment of all people to ensure full participation and advancement

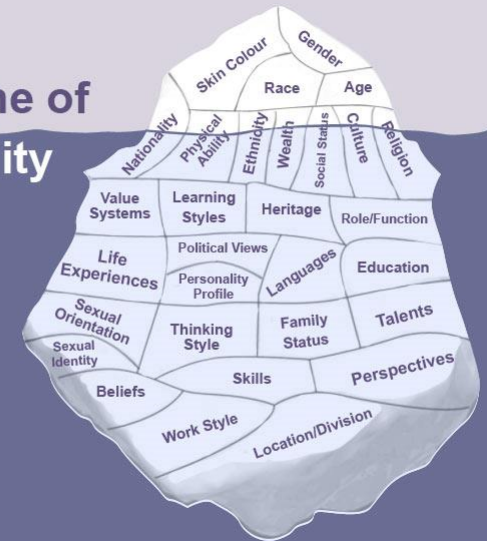
DIVERSITY
Multiple identities are represented

Influence of belonging on learning:

- Enhanced Academic Performance
- Retention in STEM Fields, specifically for women, first-generation and minority students.
- Increased confidence, reduced anxiety & stereotype threat
- Increased self-efficacy
- Enhanced problem-solving and collaboration skills



Waterline of Visibility



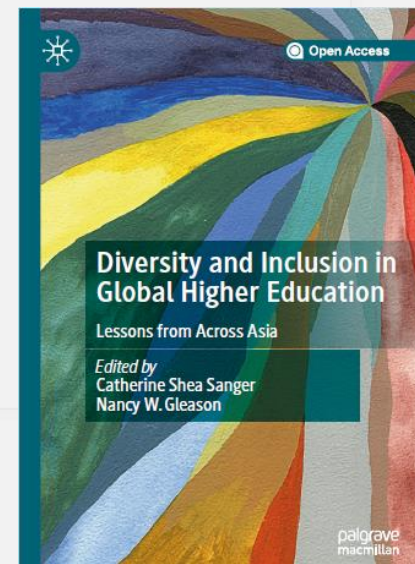
Think pair share

What could you do to increase the **Sense of belonging** for your students?

- **Think** for yourself – 3 min
- **Pair** up with your neighbour – 5 min
- **Share** with the group – 5 min

Strategies for Inclusive teaching:

- Get to know your students and let them get to know each other
- Make positive feedback part of your course design
- Find out what the unwritten rules are in your course and be transparent on these (hidden curriculum)
- Share success strategies (for learning) with your students
- Choose varied teaching techniques and formats (including assessment)
 - Think – pair – share!
- Make peer-to-peer learning part of your course
- Diversify articles and sources used for the content of the course, both on authors and perspectives.
- Assess students' experience of the inclusive environment during the course through course evaluation
- Keep reflecting on your own biases & power position



Sanger & Gleason, 2020

How diverse and inclusive is your course?

Intended learning outcomes

E.g. To what extent does this course prepare you to work in a diverse society?

Learning activities

E.g. To what extent are learning activities organized so that all students can participate?

Assessment

E.g. Do you feel that your identity and opinions play a role in how you are assessed rather than just your knowledge and skills?

Study material

E.g. To what extent is the literature for this course diverse?

Role of the teacher

E.g. To what extent does the teacher (consciously or unconsciously) use words/expressions that may hurt or exclude you or other students?

Stepping into your student shoes

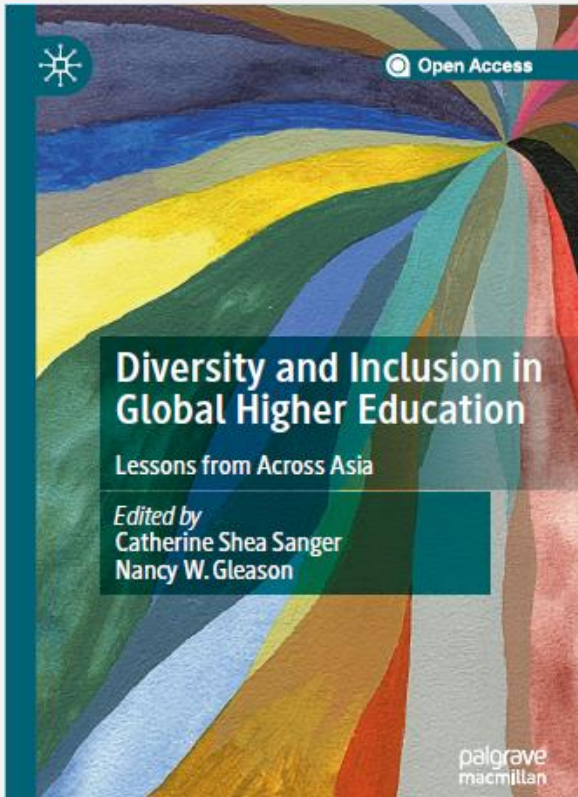
- Build 2 personas of fictive students from one of your courses
- Create personas that challenge your own perspective & positionality

E.g. do you have more extraverted qualities? Create a persona with introverted qualities

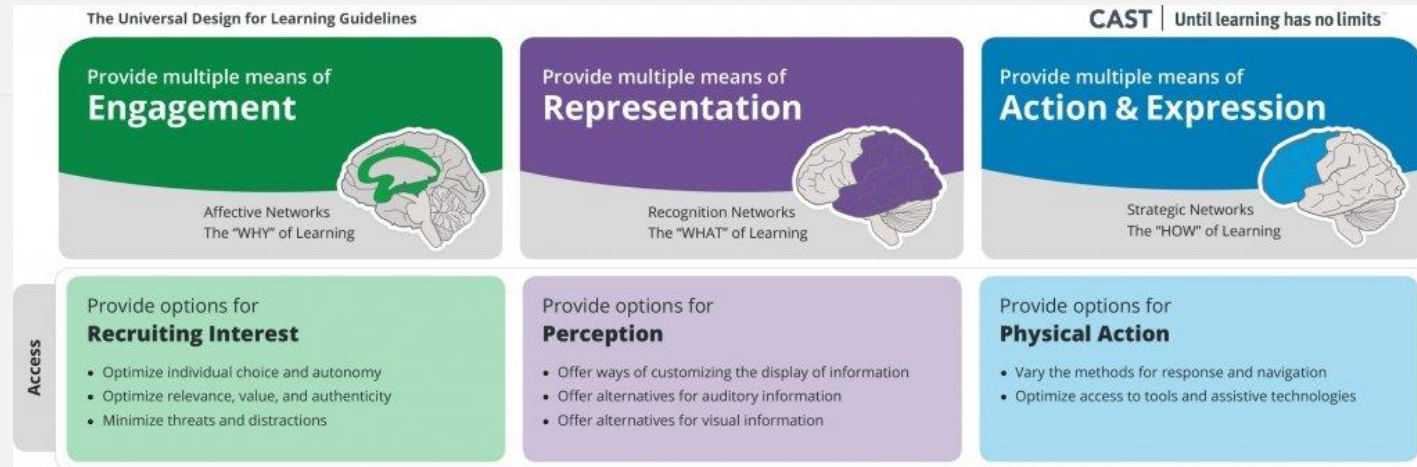


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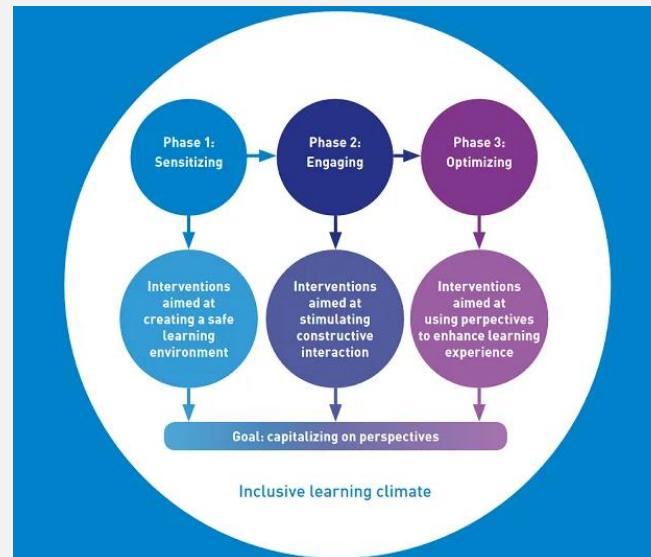
Inclusive classroom pedagogies



Researching strategies (UDL) on inclusive teaching
Sanger & Gleason, 2020



Universal Design for Learning (UDL)

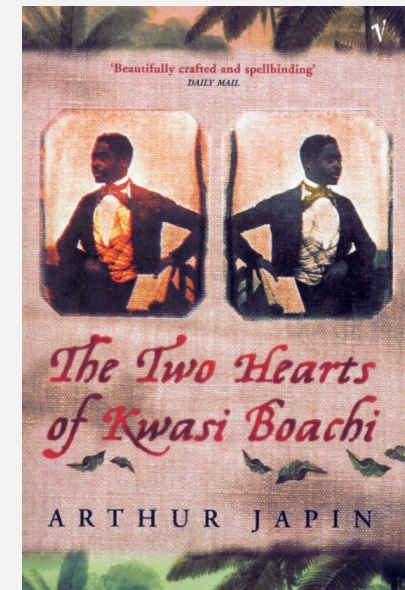


The VU Mixed Classroom Educational Model
Ramdas, Sloopman & Oudenhoven-van der Zee (2019)



Get more knowledgeable on specific *-isms* (personal tips)

- BBC Podcast: **NB: My non-binary life**
- Documentary: **Cripcamp: a disability revolution**
- Book (Arthur Japin): **The two hearts of Kwasi Boachi**



Our (cultural) identity shapes our perspective

10-15 min

1. How did you experience filling out the wheel?
2. What makes you (not) aware of your identities?
3. What is the role of others in how you experience your identities?
4. What could lead to misunderstandings between how you experience your identity and how others perceive you?
5. How could this play a role in teaching and learning? Thinking about you as well as your students.

