

<b>Course Title</b>	<b>IDEA: Full Colour Education</b>		
<b>Term</b>	Semester 2 – term 3 and 4 (01 February – 30 June)		
<b>Inholland Faculty</b>	Faculty of Education & Innovation		
<b>Language of instruction</b>	English		
<b>Cycle</b>	First cycle/undergraduate/Bachelor level		
<b>Inholland Location</b>	Haarlem		
<b>Code Subjects</b>	<b>Code</b>	<b>Subject Title</b>	<b>ECTS</b>
	2219IDEA1A	Dossier Inclusive Education	5
	2219IDEA2A	Lesson materials and teacher's guide	5
	2219IDEA3A	Teaching (in) English	5
	<i>exchange course only</i>	Themes in Education	10
	<i>exchange course only</i>	Global Education	5
<b>Number of ECTS</b>	30		
<b>Content subjects</b>	<p>IDEA = Inclusiveness, Dutch and international Education and Assessment</p> <p>Full Colour = (including) representing diversity, embracing diversity, exploring diversity in the Netherlands and abroad.</p> <p>Children originate from many different countries, cultures and religious backgrounds. They all have different abilities, talents and learning styles. At the same time, they are often together in one class and together at one school. In this minor you will explore how to realise inclusive education for all children in a diverse classroom.</p> <p>In this minor you are going to design a cross-curricular project and course materials for a primary school class about a topic concerning inclusivity. This project will be in English using content and language integrated learning (CLIL), which will be tested out on relevant audiences for evaluation purposes.</p> <p>The modules Global Education and Themes in Education will also look at Global Citizenship Education as propagated by UNESCO, establishing cultural awareness and further explore intercultural skills by addressing current “hot” topics in Dutch and international education.</p>		

	The ideas on which your design is based, are: Inclusiveness, CLIL, Education and Assessment.
<b>Lecturer(s)</b>	Latifa Elaji, Annamaria Hoogma, Rosa Giammanco, Simon Klein, Patricia Wayling, a.o.
<b>Learning outcomes</b>	<p><i>The student can analyse inclusive education and transfer their newly found knowledge by making educational materials in English on an inclusive topic for a school setting.</i></p> <p><b>You will</b></p> <ul style="list-style-type: none"> <li>- Develop in depth knowledge of a relevant (self-chosen) topic on inclusive education and its functionality in multiple countries;</li> <li>- Improve cultural awareness and intercultural and cross-cultural skills and attitude of yourselves as well as your pupils in primary school with respect and empathy for different national, cultural, social, religious and ethnic backgrounds;</li> <li>- Evolve your ‘global thinking’ and approach issues from different perspectives;</li> <li>- Develop course materials (based on design and testing) for content and language integrated purposes;</li> <li>- Determine initial situation of the specific school or working field; set goals within the pupils’ zone of proximal development; give adequate language support and design and apply formative assessment;</li> <li>- Gain comprehensive knowledge of specific topics regarding second or foreign language acquisition theories;</li> <li>- Develop an active role in a professional learning community;</li> <li>- Perform (independent) research on an educational topic in intercultural and / or international perspectives;</li> <li>- Understanding of Global Citizenship Education and its benefits for individual people and the teaching community;</li> </ul> <p>Exact and in-depth indicators will be published in the comprehensive study guide IDEA FULL COLOUR 22-23.</p>
<b>Mode of delivery, planned activities and teaching methods</b>	<p>Blended (including ongoing support on digital learning environment Moodle).</p> <p>There will be <i>possible</i> visits and trips to an ‘Opleiding school’ and museums in the city area.</p>
<b>Prerequisites and co-requisites (if applicable)</b>	<p>Minimum of B2 level English.</p> <p>Knowledge of the Dutch language not required.</p> <p>We recommend that you are familiar with the basics of teaching English at Primary education.</p>

	The course is suitable for undergraduates that have finished their first phase (first of three years/four years)		
<b>Recommended or required reading and/or other learning resources/tools</b>	Exact (and mandatory if applicable) resources to be determined.		
<b>Assessment methods and criteria</b>	2219IDEA1A	Dossier Inclusive Education	Individual (written) assessment
	2219IDEA2A	Lesson materials and teacher's guide	Individual or <i>group assessment</i>
	2219IDEA3A	Teaching (in) English	Individual or <i>group assessment</i>
	<i>exchange course only – n/a</i>	Themes in Education	Individual assessment
	<i>exchange course only – n/a</i>	Global Education	Individual assessment
	<p><i>Each course has its own grading form with specific indicators. All indicators will have to be addressed in order to obtain a pass mark; plus no more than one indicator can be assessed with a fail mark in order to obtain the pass mark for the overall learning outcome for each assignment. Documents must be written in acceptable and appropriate English (at least B2 level). Bibliography and all references in accordance with APA.</i></p>		