



Universiteit Antwerpen

| ECHO | Expertisecentrum  
Hoger Onderwijs

# Diversity

# Making learning more inclusive



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**ECHO**

# SCHEDULE

- |   |              |
|---|--------------|
| 1. Introduction: learning objectives - rules – icebreaker | (10')        |
| 2. Diversity and inclusion at UAntwerp                    | (10')        |
| 3. What is my attitude towards diversity?                 | (20')        |
| 4. How to incorporate diversity into my lessons?          | (30')        |
| 4.1. Key principles                                       |              |
| <b>BREAK (around 10.20 AM)</b>                            | <b>(10')</b> |
| 4.2. Inclusive communication                              | (20')        |
| 4.3. Accessible learning materials and didactics          | (20')        |
| 5. Conclusion: Takeaways and Q&A?                         | (10')        |



**1. INTRO:  
objectives – rules  
icebreaker**

# **Learning objectives:** by the end of this session, you will be able to **define diversity-responsive teaching.**

- to create a **safe and inclusive** learning environment;
- understand your **own attitude** towards diversity;
- **adapt lesson content** to make it reflect existing diversity;
- to **communicate** inclusively;
- to provide accessible **learning materials and didactics**;
- to **support students** in developing diversity competencies.

# Practical instructions

- Take urgent calls outside the room
- Presentation will be available
- Use 3 Post-it notes for reflection
- L = language



# Ground rules



- Be ready for interaction
- Making mistakes is okay
- “ouch” / “oops”
- Listen first
- We agree to disagree
- Topic ≠ person
- Mind (y)our air-time
- Confidentiality

Assignment 

Working method 

To know more 



# Icebreaker

Hi, my name is...

- **Pair up with your neighbour & ask:**
    - What does your name **mean**?
    - How was your name **chosen**?
    - Why is your name **spelled** like this?
    - ....
  - Take **5 minutes** to complete this exercise
- **Cultural backgrounds**
- **Diverse individuals & (in)visible identity traits**





# Icebreaker

- Easy start
- Introduction
- Safe learning environment
- Google: 'icebreaker'



On a scale of Cat, how are you feeling today?

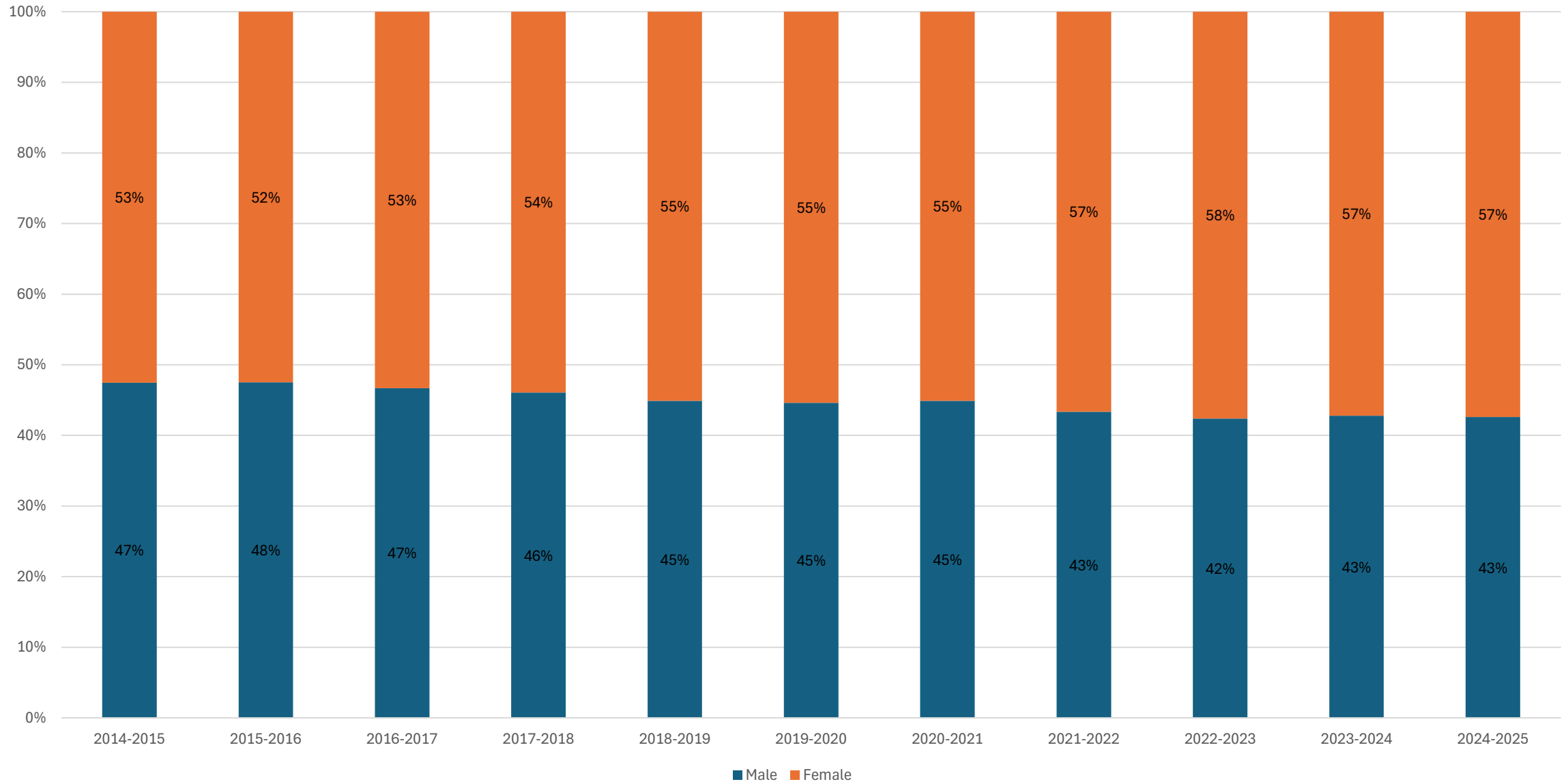




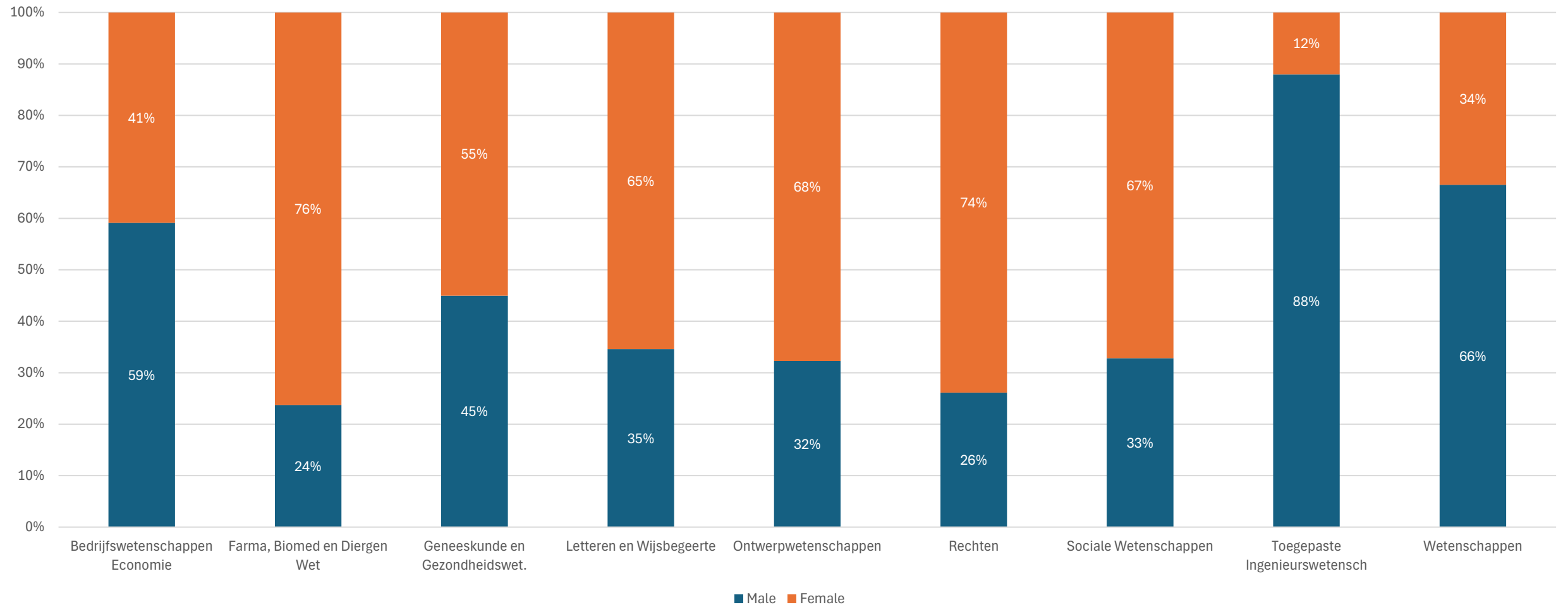


## 2. How about D&I at Uantwerp?

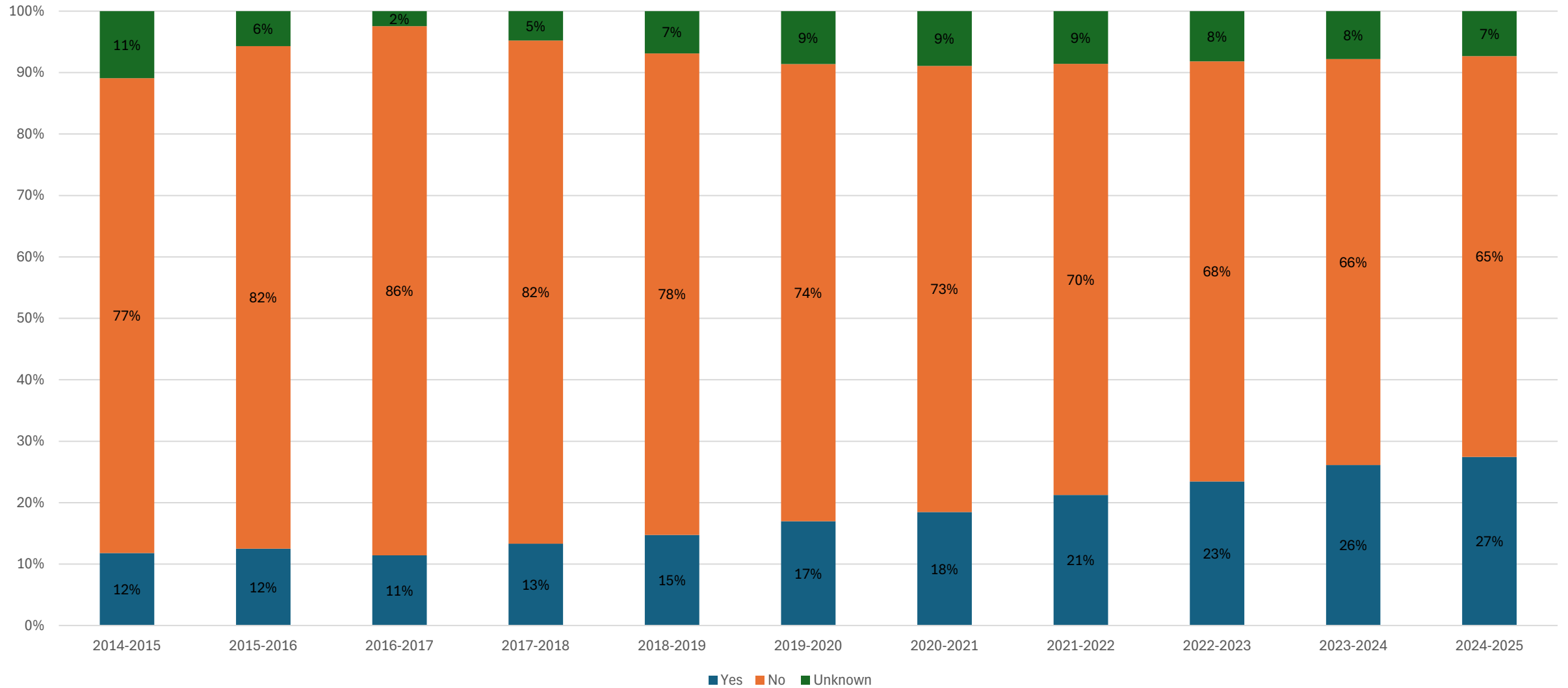
Bachelor students at UAntwerp by gender



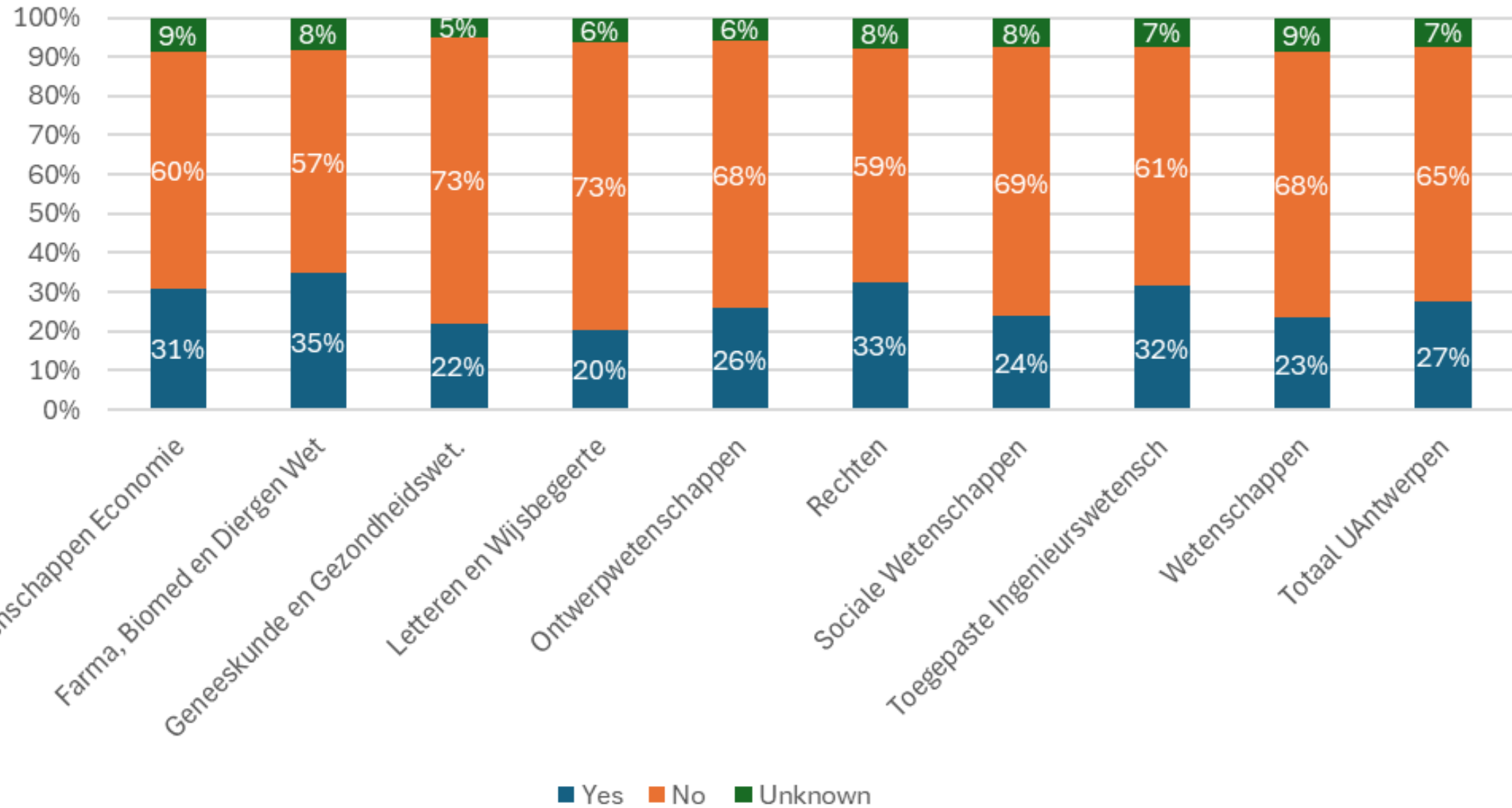
Bachelor students at UAntwerp by Faculty and gender, 2024-2025



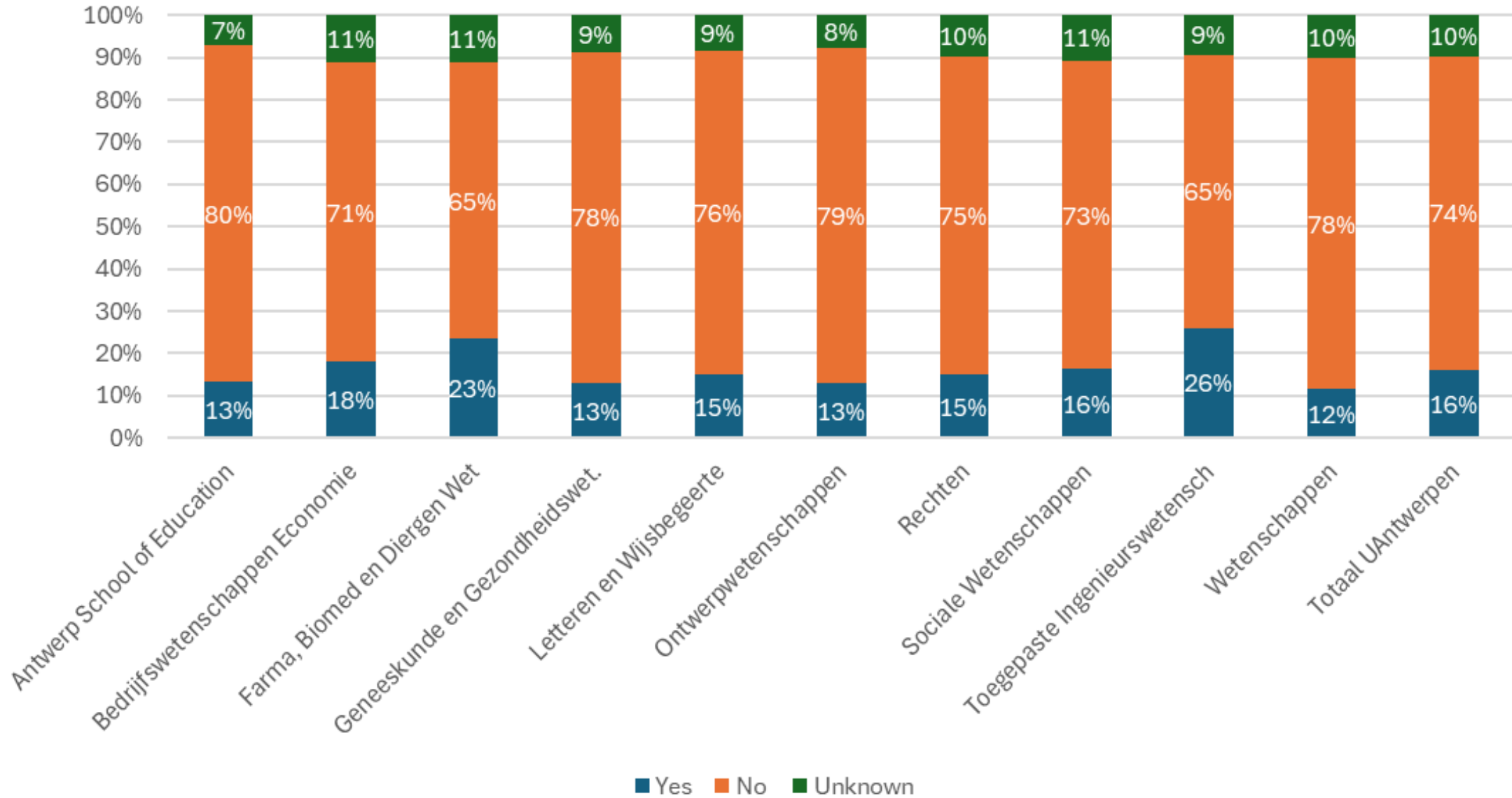
## Multi-lingual bachelor students at UAntwerp



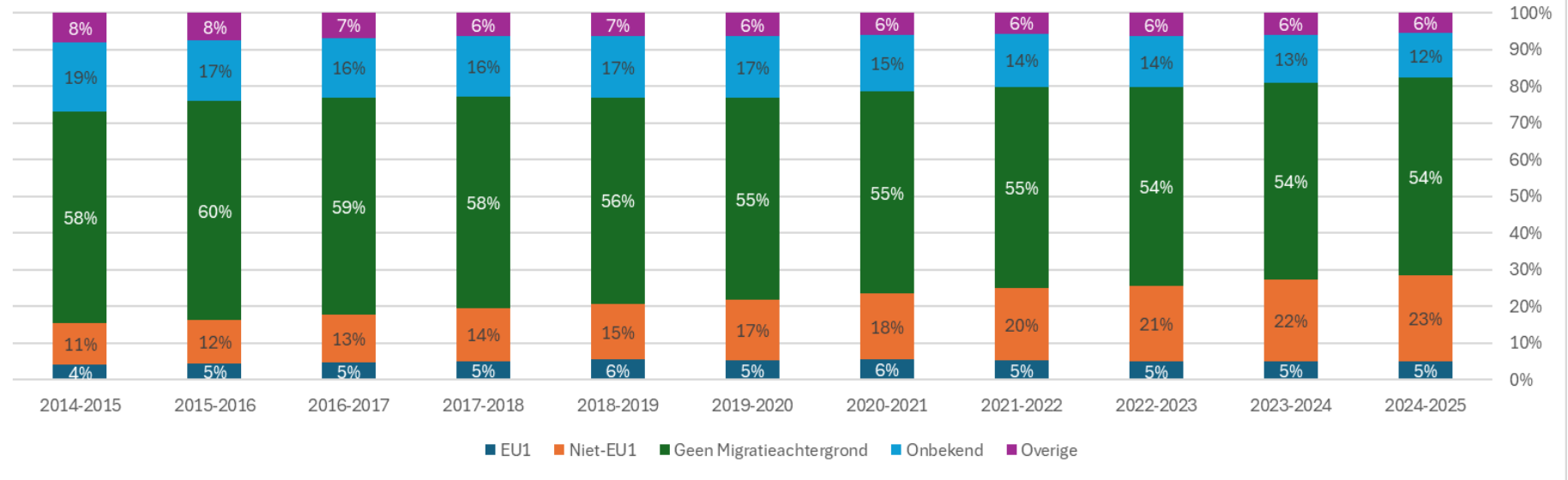
# Multi-lingual bachelor students at UAntwerp per Faculty, 2024-2025



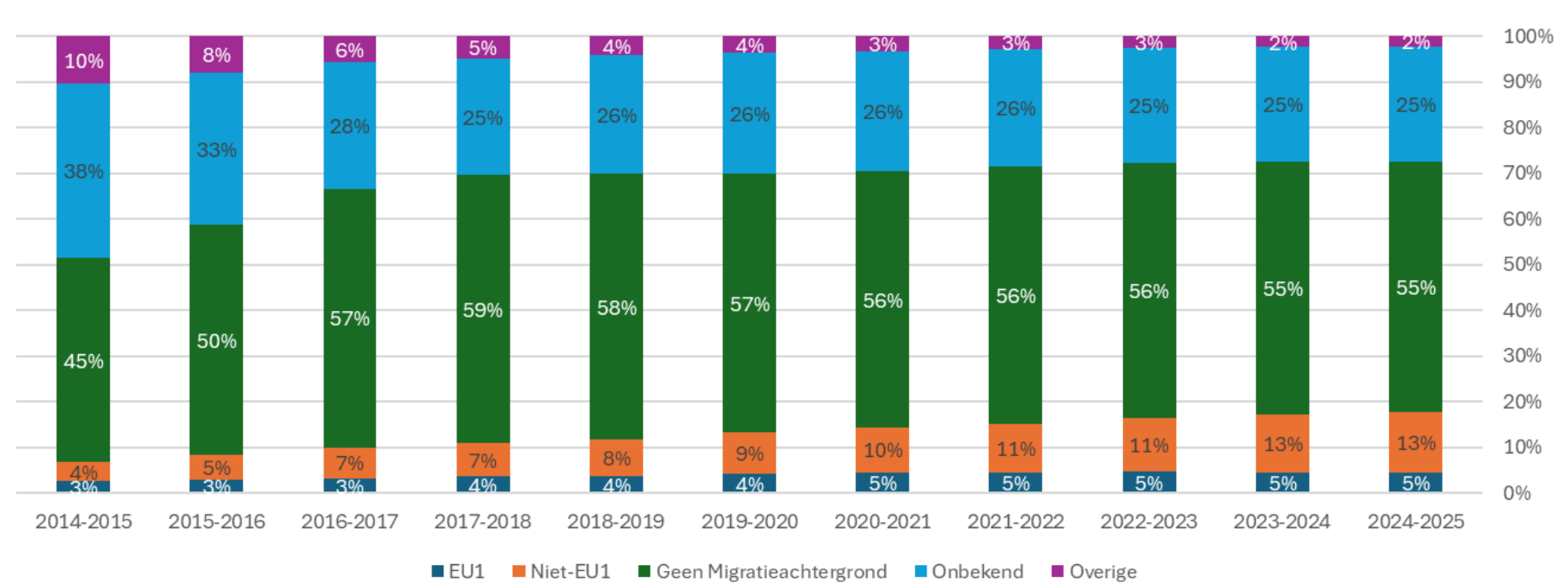
## Multi-lingual Master students at UAntwerp per Faculty, 2024-2025



## Bachelors by migration background

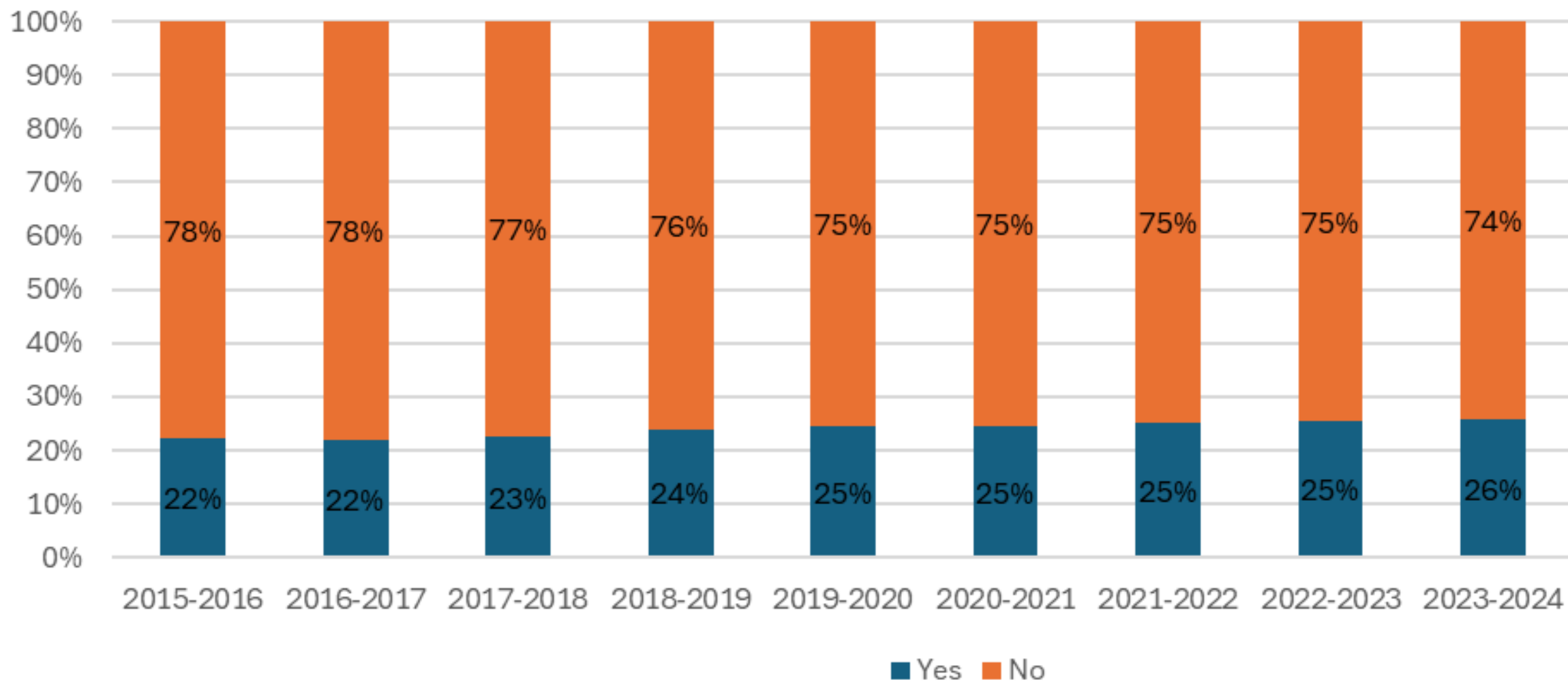


## Masters by migration background





## Bachelor students on scholarships, UAntwerp



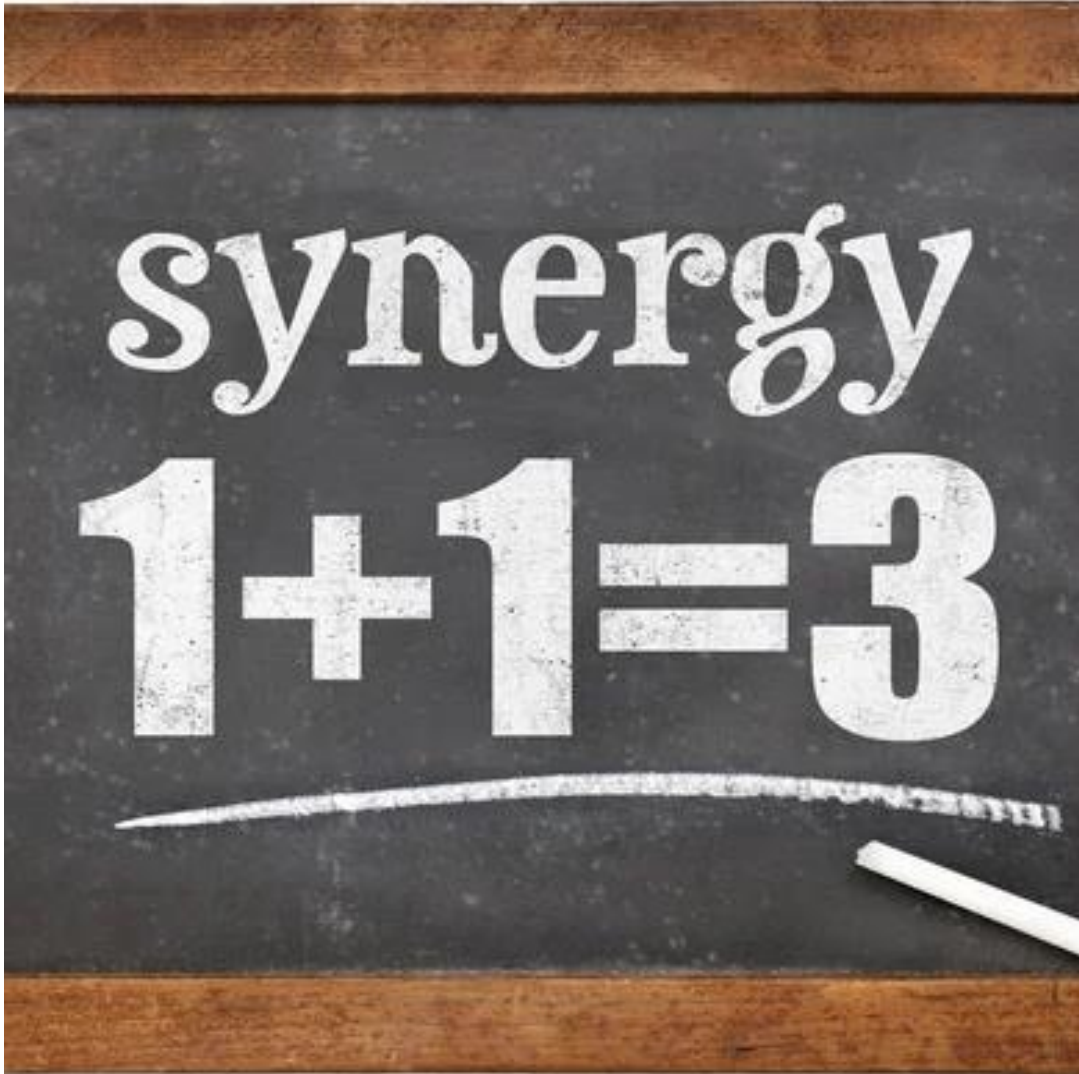
# D&I at UAntwerp

- **Diversity is a fact** in Flemish society and universities

ex. City of Antwerp (stadsmonitor Antwerpen):

- 0-24y: 80% with migration background
- 180 different nationalities

- D&I in mission and vision, **DNA** alumni profile & **code of conduct** of UA
- New **D&I** policy plan coming out soon
- **Broad definition** of diversity and **intersectional** approach (Crenshaw, 1989)



## D&I at UAntwerp

- Matter of **justice** and **fundamental human rights** (UN Sustainable Development Goals)
- Diversity-responsive education **increases the quality of education, the academic performance and well-being** of students from minorised groups and has a positive impact on the academic performance of **all students** (Celeste et al, 2019).
- More **innovation and productivity** (Ahmad et al., 2019; Dixon-Fyle et al., 2020; Levine, 2021).



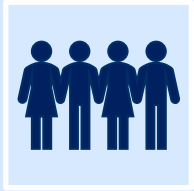
**3. What is my attitude  
towards diversity?**

# Different diversity approaches

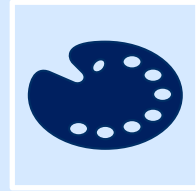


- **Neutral or colour blind approach**
- **Deficit or assimilation approach**
- **Diversity responsive approach**

# Neutral (*colour blind*) diversity approach



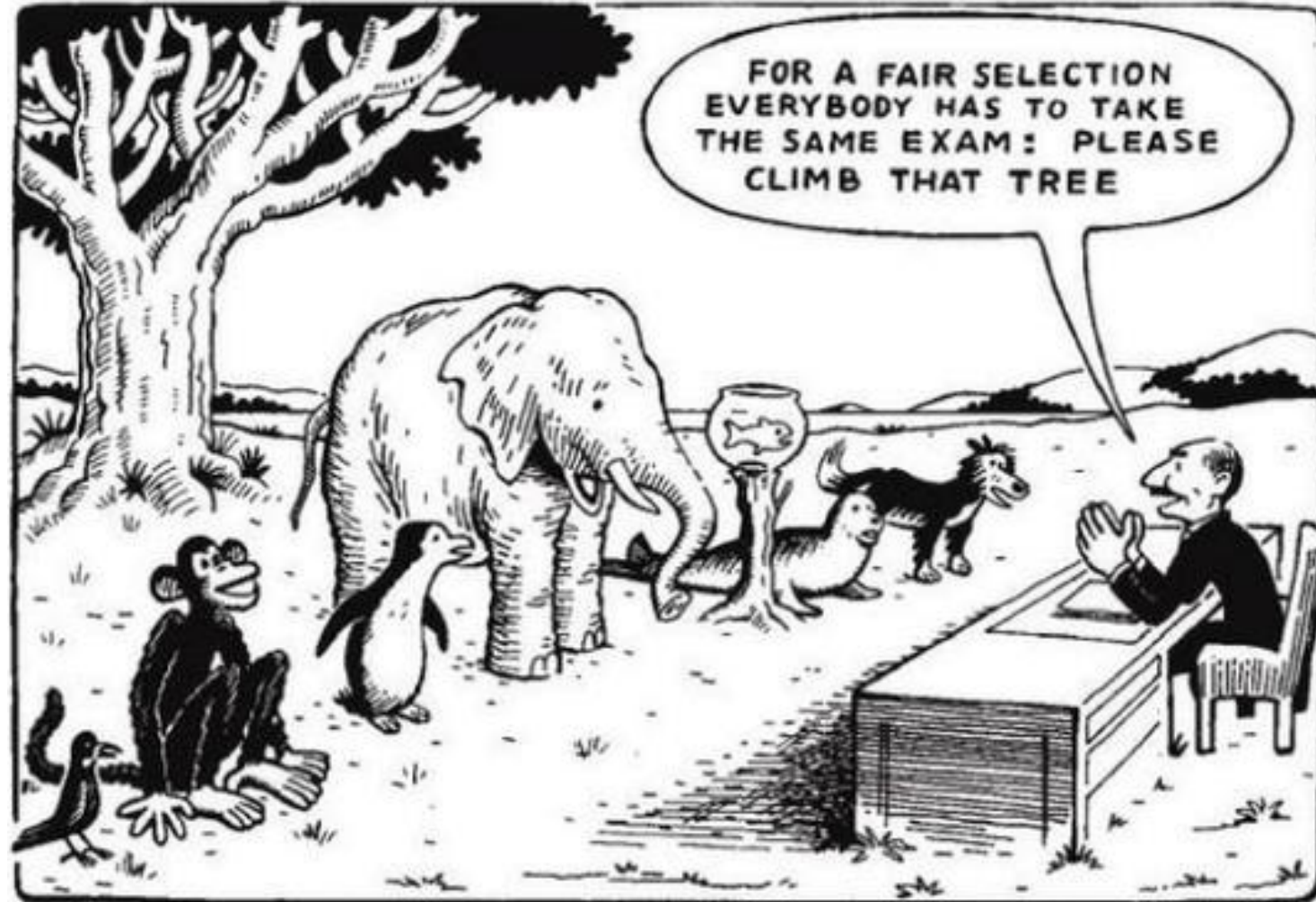
*Everyone is the same*



*We don't see differences*

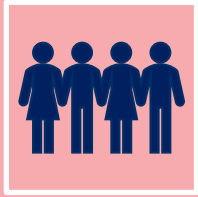


*Equal before the law*

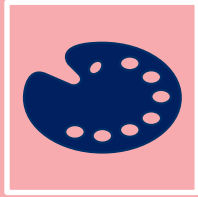




# Deficit (assimilation) diversity approach



*Adapt or leave*



*Headscarf is not allowed at internships*



*'Normal' people and the 'special ones'*





# Diversity responsive approach



*Everyone is different*



*Differences  
are recognised  
&  
acknowledged*



*We take  
differences  
into account*

Differences should not be ignored or trivialised. If we acknowledge them and pay attention to them, we get to know and understand each other better. And we strengthen the feeling of 'being home' for everyone. So, this is a recipe that can increase the sense of belonging and social cohesion (Jozefien De Leersnyder)


# Inclusion

- About how we create a **learning environment** where **all** students experience **belonging** and to be **valued for who they are**. (Jansen et al, 2014; Shore, et al, 2011).
- Inclusion is about **removing structural barriers for all** and taking **specific measures where necessary**.

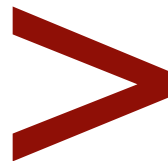
# Different diversity approaches




**Added value**



**Diversity responsive**



**Neutral**



**Colour blind**

**Deficit**



**Assimilation**



# Case

**University X has a growing number of international students. Although the university is proud of this diversity, evaluations show that international students often feel less involved in the academic community. This manifests itself in low participation rates in extra-curricular activities and lower performance compared to local students. To address this problem, several possible solutions are discussed and applied.**



## Case – reaction A

The university's policy states that everyone is treated equally, regardless of origin, culture or background. The focus is on equal opportunities, and all students are offered the same resources and guidance. Little consideration is given to specific barriers that international students may experience, such as language difficulties or cultural differences.



## Case – reaction B

**The university is setting up a diverse advisory body in which both international and local students participate. This body advises on how programmes can better reflect diverse backgrounds. Workshops on intercultural communication are also held, and lecturers receive training in integrating diverse perspectives into their teaching. International students are actively involved in shaping policies.**



## Case – reaction C

**The university organises a compulsory introduction week during which international students receive courses on how to adapt to the local culture and academic standards. For example, they learn about the Dutch language, how to write essays according to local standards, and how students can actively participate in discussions.**



# Key elements of a diversity-responsive approach

- **Acknowledge** your own positionality, frame of reference, privilege, and implicit bias
- **Be transparent** about the perspectives you are working from:
  - Gender identity, region, time period, secular/non-secular, etc.
- **React** to the diverse frames of reference that exist in your work environment
- Include and promote **multiple perspectives** and intersectionality
- Use your own privileges to promote a **diversity-responsive approach**



# IDENTITY WHEEL

Enter your sub headline here

- 5 minutes
- Take a look at the wheel
- Answer reflection questions



# Reflection questions

- Are there **identity traits** that you are **most aware** of?
- Are there **identity traits** that you are **least aware** of?
- Are there **identity traits** that have the **most impact** on how **you perceive yourself**?
- Are there **identity traits** that have the **most impact** on how **others perceive you**?



**Consciously we teach what we know,  
unconsciously we teach who we are.**

- Don E. Hamachek (1999)



## **4. How to incorporate diversity into my lessons?**

**4.1. Key principles**

**4.2. Inclusive communication**

**4.3. Accessible learning material**

## 4.1. Key principles & examples

- **Pay attention to multiperspectivity**
- **Avoid stereotypes**
- **Develop students' diversity competencies**

# Pay attention to multiperspectivity

- **Diversity in examples**
- **Diversity in teaching materials**
- **Diversity in sources**
- **Diversity in viewpoints of students / authors**
- **Diversity in role models**
- **Diversity in guest speakers**



# Diversity in examples



# Diversity in teaching materials



# Diversity in sources

نادر هوشمند یار تحلیلگر سیاستگذاری اقتصادی در گفت و گو با «آرمان ملی»

### رانت اقتصادی تولید و بخش خصوصی را زمین می زند

۷ صفحه

شهادت حضرت امام جعفر صادق (ع) را تسلیت می گوئیم

روزنامه صبح ایران

شماره ۷۴۸

پنجمه ۲۷ ۱۳۹۹ ۲۴ شوال ۱۴۴۱ ۱۶ ژوئن ۲۰۲۰

۱۶ صفحه قیمت ۲۰۰۰ تومان

armanmeli.ir

جلسه شورای حکام بدون رای گیری به پایان رسید

### تداوم نگرانی ایران از برخورد یکطرفه رافائل گروسی

موسوی: زوبه آژانس این باشد تعامل با این نهاد مشکل می شود

آرمان ملی: کش و قوس های فراوان ایران و آژانس بین المللی انرژی اتمی طی چند ماهه گذشته کار را به جایی رساند که پرونده هسته ای ایران مهم ترین موضوع جلسه روز گذشته شورای حکام بود. صبح روز سه شنبه به وقت محلی، اعضای شورای حکام از طریق اینترنت نشست خود را آغاز...

۳ صفحه

«آرمان ملی» «پرسی می کند افزایش سقوط جنین از ترس کرونا»

نگرانی کارشناسان از کاهش آمار تولد در نیمه دوم امسال

آرمان ملی: در شرایطی که کارشناسان از کاهش آمار ازدواج و فرزندآوری ابراز نگرانی شدید می کنند و آن را زنگ خطر برای آینده نه چندان دور هرم جمعیتی ایران می دانند، این روزها آمار سقط جنین نیز در کشور با افزایش چشمگیری همراه بوده است؛ اتفاقی که به باور بسیاری از...  
۸ صفحه

## «آرمان ملی» از آخرین وضعیت شیوع کرونا گزارش می دهد

# کرونا در وضعیت قرمز ادامه دارد

۲۰ درصد شهر هادر وضعیت ایمن قرار دارند

۸ صفحه

سخن روز

### گزارش آژانس؛ لابی دیپلماتیک یا مساله حقوقی؟

یوسف مولایی

تحلیلگر حقوق بین الملل

ملاحظات سیاسی دولت ها در موضوعاتی که به خصوص جنبه امنیتی در شورای حکام دارد خیلی مطرح است. چرا که در آنجا رای گیری خیلی بر مدار یا محور حقوقی نمی چرخد. به هر حال معمولاً کشورهای مثل کانادا، آمریکا یا متحدین آن که پیشنهاد و پیش نویس تهیه می کنند اول از میزان رای در جلسه شورای حکام برآوردی می کنند و زمانی که ببینند توازن به نفع آنها برقرار است این پیش نویس را به شورای حکام می برند. هر چند که به نظر می رسد پیشنهاد آژانس ۱۸ رای شورای حکام را می آورد چون آمریکا همیشه تیم فعالی از کشورهای مثل کانادا، ژاپن، استرالیا و سایر کشورها دارد که با آمریکا همکاری می کنند. در مسائل امنیتی اروپایی هائیز خیلی کنار آمریکا هستند. البته ترجیح ما بر این است که در شورای حکام قطعنامه ای علیه کشورمان صادر نشود. چرا که اگر هر گونه قطعنامه ای در شورای حکام صادر شود اجزا و رعایت آن برای ایران الزامی است. اگر به هر دلیلی این رعایت نشد ایران با آژانس مشکل پیدا می کند و در نهایت مثل دفعات قبل که شورای حکام پرونده ایران را به شورای امنیت فرستاد اگر ایران نتواند با رایزنی و از طریق دیپلماتیک جلوی تصویب قطعنامه را بگیرد ممکن است مراحل سخت تری برای ایران در پیش باشد. بیان برخی مواضع از سوی برخی کشورها مثل روسیه که نیز صرفاً بیانی دیپلماتیک است که اگر قطعنامه ای صادر شد ایران عکس العملی نشان ندهد. یعنی روابط خود را با آژانس محدود نکند و آن نوع از همکاری که اکنون دارد و آن پروتکل الحاقی که داوطلبانه اجرا می کند به خطر نیفتد. لذا در صندل ایران را به نحوی ترجیح کند که اگر هم شورای حکام قطعنامه ای صادر کرد ایران باز هم به همکاری خود ادامه دهد. البته آژانس بین المللی انرژی اتمی به خودی خود قدرت اجرایی ندارد و نهائیتی می تواند همکاری های فنی خود را محدود کند یا

راب مک ایر، سفیر انگلیس در ایران

در گفت و گو با «آرمان ملی»

## نمی خواهیم شاهد شکست توافق ها باشیم

خواستار بریتانیا بازگشت ایران به تعهدات هسته ای است

روند ابتلا به کووید ۱۹ در بریتانیا در حال کنترل است

۶ صفحه

طرحی که صدای اصولگرایان را هم در آورد

### طرح دو فوریتی تغییر نام فرودگاه مهرآباد

سمبقت نمایندگان در ارائه طرح های بحث برانگیز

آرمان ملی: نمایندگانی که پیش از حضور در مجلس از مشکلات مردم، وضعیت بد اقتصادی و معیشتی و لزوم تصحیح این روند رو به بهبود سخن می گفتند از زمان حضورشان در خانه ملت اولویت هایشان تغییر یافته است؛ گویی اینکه هر چه بخواهند به عنوان...  
۷ صفحه

شرط مهم ایران برای نشستن پای میز مذاکره آمریکا

### از بازگشت به تعهدات گذشته تادیلماسی محترمانه

همزمان با موج صعودی کووید ۱۹، رخ داد

### عروسی های زیر زمینی برای دور زدن کرونا

فنی: «عرب سرخی در گفت و گو با «آرمان ملی»

### مجلس یازدهم قدرت نقد ندارد

نمایندگانی که رای مردم را دارند، تسلیم نیستند

۳ صفحه



# Diversity in viewpoints of students



# Diversity in viewpoints of authors

10

## Bibliography

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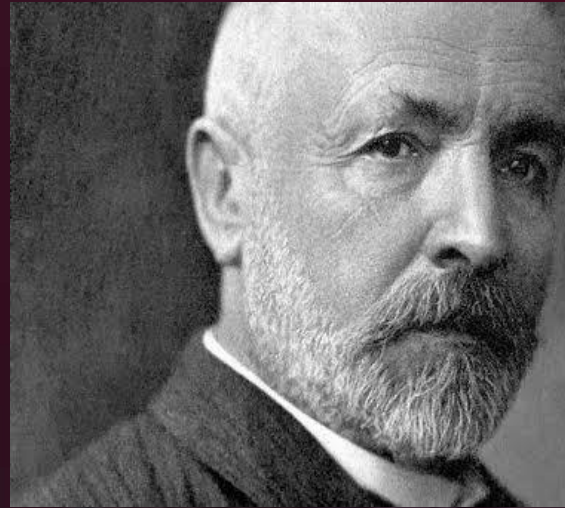
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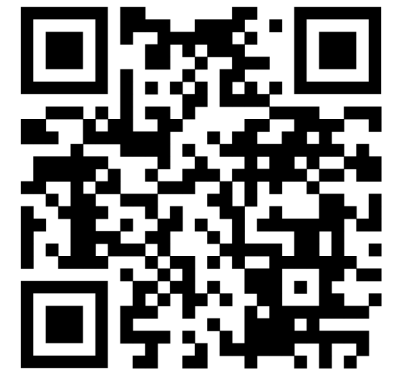
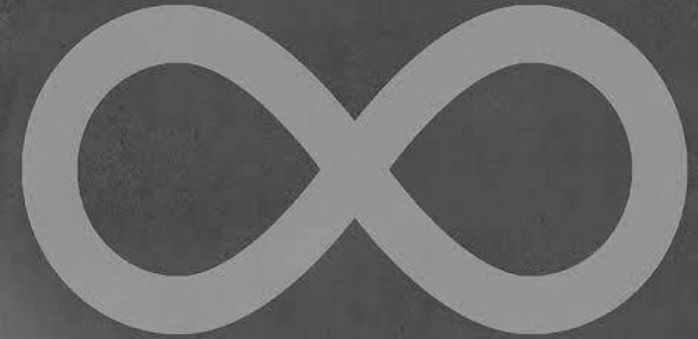
# Diversity in role models



# Diversity in role models



Georg Cantor





# Diversity in guest speakers



**Taye Birhanu Taressa**



**Robin Wall Kimmerer**



# Beware of stereotypes



the 'worker'



the 'HIV-patient'



the 'family'

# Develop students' diversity competencies

- Foster knowledge, skills and attitudes





# Students become aware of their own bias



vanuit andere perspectieven en hun eigen bril opzij moeten leggen.



**DORIS VAN BOXEM**

Productontwikkeling

Het spel zorgt ervoor dat de spelers geconfronteerd worden met hun eigen bias.

# Exploratory speaking: chat rules for a good conversation

1. What do you think about ... ?

**I think that ... , but what is your opinion about that?**

I think that ... Do you think that too or do you have a different opinion?

2. Why do you think that?

**What are your arguments for saying that?**

Can you make that more concrete, give an example?

3. You are right. I also think that ...

**I agree with what you just said, namely ...**

I respect your opinion, but I think ...

**I understand you saying that, but I wonder if ...**

I heard you and that might be a good idea. But still I think ...

4. You think that ... I think that ... **Do we agree that ...?**

Can we conclude that ... ?



## Exercise : make 1 good intention

- **Pay attention to multiperspectivity**
  - Diversity in examples, teaching materials, sources, in viewpoints of students/authors, in role models, in guest speakers
- **Avoid stereotypes**
- **Develop students' diversity competencies**







## 4.2. Inclusive communication



# Inclusive communication

- Considers **individuality** and **diversity**
- Does not exclude, discriminate, (re)produce **(un)conscious bias**
- Makes everyone feel **welcome, safe** and **valued**
- Journey to keep learning and adjusting to our community



# Authentic representation

3 types of communication

- **Written and spoken language**
  - Glossary of Terms on Diversity
  - Gender-inclusive information sheets
- **Audiovisual content**
  - Active and intersectional representation
  - Audiovisual tools
- **Events (virtual and in-person)**
  - Diverse audiences
  - Integral accessibility



## D&I Reflection Tool

Reflection Tool for Diversity-sensitive & Inclusive Communication and Action

Diversity-sensitive and inclusive communication is important, as it makes it possible to reach a larger target group. But what exactly should you keep in mind? This reflection tool is intended to help in this process. We hope that everyone connected to our university will routinely consider diversity and inclusion an integral aspect of their jobs.

We encourage the use of this tool for preparing policy documents, project proposals, messages about events, promotional materials and other matters. If you are curious about the best words to use when talking about diversity-related topics, our [Glossary of Terms on Diversity](#) could be helpful.

We reflect on three types of communication:

- Written and spoken language
- Visual and auditory content
- Events (virtual and in-person)

The tool is based on the 'Diversity and Inclusivity Checklist' compiled by YUFE and further coordinated to the context of the University of Antwerp.

*Am I allowed to say that?*

Written and spoken language

# Choice of words

Checklist	Example
✓ <b>Genderinclusive?</b>	<i>Dear participants</i>
✓ <b>Empowering and free of stereotypes?</b>	<i>'They have a heart disease' ≠ They suffer from a heart disease</i>
✓ <b>Clear language?</b>	<i>Student information point (STIP)</i>
✓ <b>Accurate?</b>	<i>Cis(gender) respondents ≠ Normal respondents</i>

## Reflection question “Is the language gender-sensitive?”

- The student must send **his** assignment to the lecturer by email.
  - ✓ 'The student must send **their** assignment to the lecturer by email.'
  - ✓ '**Students** must send their assignments to the lecturer by email.'
  - ✓ 'The assignment **must be sent to** the lecturer by email.'
  - ✓ '**You** must send **your** assignment to the lecturer by email.'



[Communiqueer positief: genderbewust en -inclusief!](#)

## Reflection question “Is the language empowering?”

- **Non-White** students often prefer to study Economics because....

Checklist	Voorbeeld
✓ Refer to background characteristics if necessary	<i>Students choose to study Economics because...</i>
✓ Be as specific as possible	<i>Students of Japanese origin often choose to study Economics because...</i>
✓ Avoid offensive and stigmatising language	<i>Students from migrant backgrounds often choose to study Economics because...</i>



[Verklarende woordenlijst diversiteit en inclusie](#)  
[VRT Woordenlijst Inclusief Taalgebruik](#)

***Visual representation:  
Keys to authenticity***

# Beware of stereotypes



the 'worker'



the 'HIV-patient'



the 'family'



# Checklist

## ✓ Authentic representation

- Students can relate
- Role models

## ✓ Content

- Matches message
- Clarifies message

## ✓ Everyday diversity

- Not just on 'special' occasions





## Disabled And Here

Disabled And Here is a disability-led stock image and interview series celebrating disabled Black, Indigenous, people of color (BIPOC).



[Browse images](#)

[Explore stories](#)

## Inclusive photo libraries

### Our photo library

- [UAntwerp Image Library](#)

### Stock images

- [The Gender Spectrum collection](#)
- [Nappy](#)  
Beautifully **diverse** stock photos
- [#ShowUs](#)  
An inclusive interpretation of **'beauty'**
- [CreateHer](#)  
stock photos of **melanated women**
- [Disabled and Here](#)
- [BReeDBeeld \(SIHO\)](#)

Bepaal  
mee  
de  
toekomst

KOM NAAR DE  
**INFODAGEN**  
op 10 maart  
en 21 april

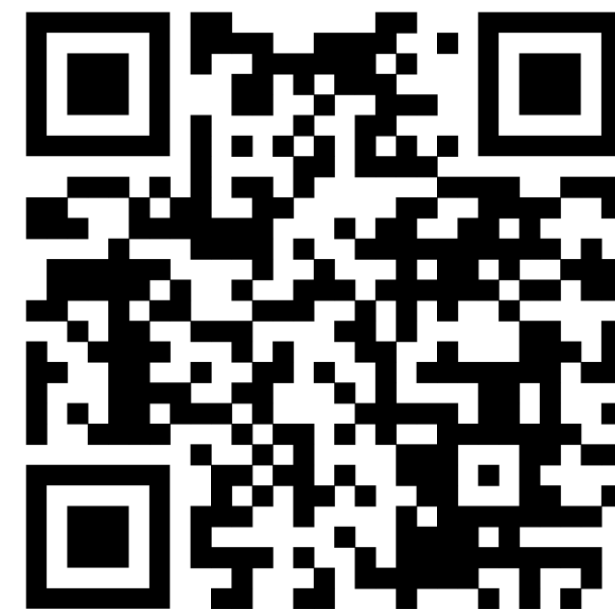
Explore the reflection tool and  
identify more inclusive elements



Universiteit  
Antwerpen

# *Accessible initiatives*

# Interculturality in Education



# Initiatives that you organise

Checklist	Voorbeeld
✓ <b>Timing?</b>	<i>Mandatory presentations during Hoshana Rabbah</i>
✓ <b>Relevant background characteristics?</b>	<i>What is your biological sex?</i>
✓ <b>Inclusive theme and format?</b>	<i>Multiperspectivity and round tables</i>
✓ <b>Diverse speakers?</b>	<i>Gender, ethnic background etc</i>
✓ <b>Accessibility?</b>	<i>Do you have any specific needs?</i>



**Reflection question** “Has sufficient attention been paid to the **timing** of the event and **possible barriers** to particular groups?”

- You teach **Logistics and Transport**, and you **organise a field trip to Paris** on **Friday 14 March 2025**



## 4.3. Accessible learning materials & didactics

# Principle: Universal Design for Learning (UDL)

- Learning materials, assessments ... **accessible to everyone**
- A **strong learning environment** that works for all
- A **global approach** that addresses different needs



## TIPS

- Accessible learning material
- Didactics





# Inclusieve maatregelen



kan het verschil maken

[www.siho.be](http://www.siho.be)



als vanuit mijn huidige situatie van student met een beperking,



In de les zitten is voor mij heel overprikkelend



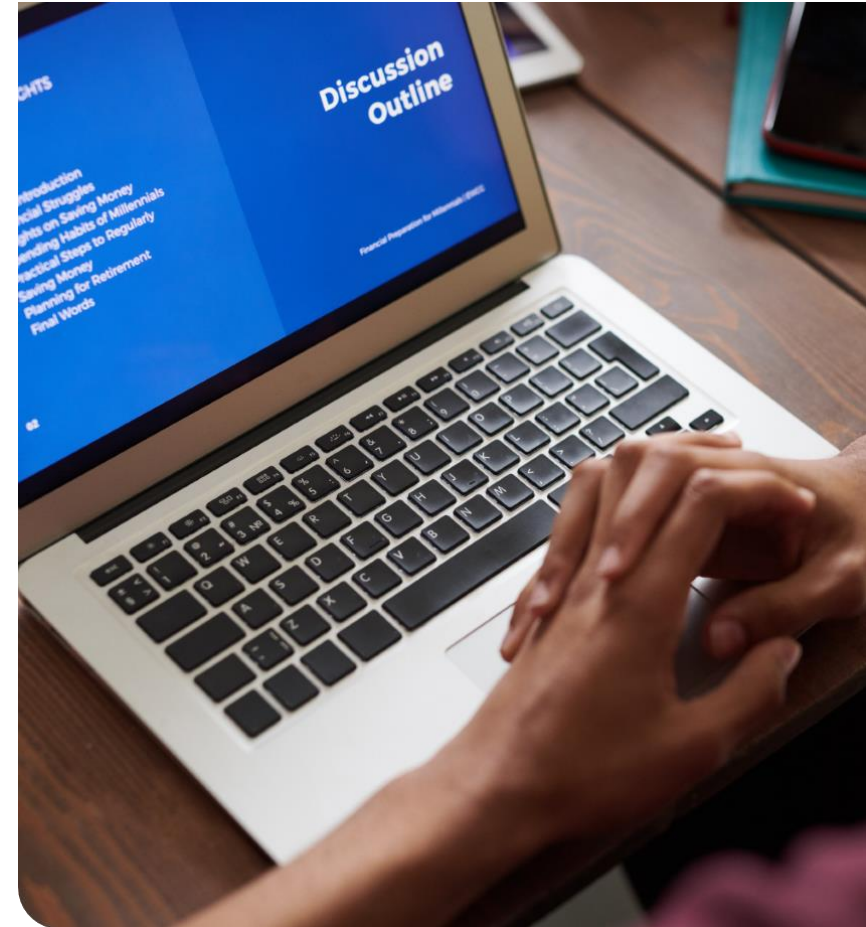
Omdat het voor mij heel moeilijk is om naar een scherm in de verte te kijken zoals de powerpoint





# Digital and on time

- Offer learning materials digitally
  - course, presentation, literature, video
  - recorded lessons (see tip)
- Dyslexia < reading software
- Visual impairments
  - Text size
  - Color
- Offer before the start < language



Lesopnames zinvol inzetten

# Visual support

- Provide visual support in your presentation or course
  - Eg: which slide is clearest?

# The panopticon

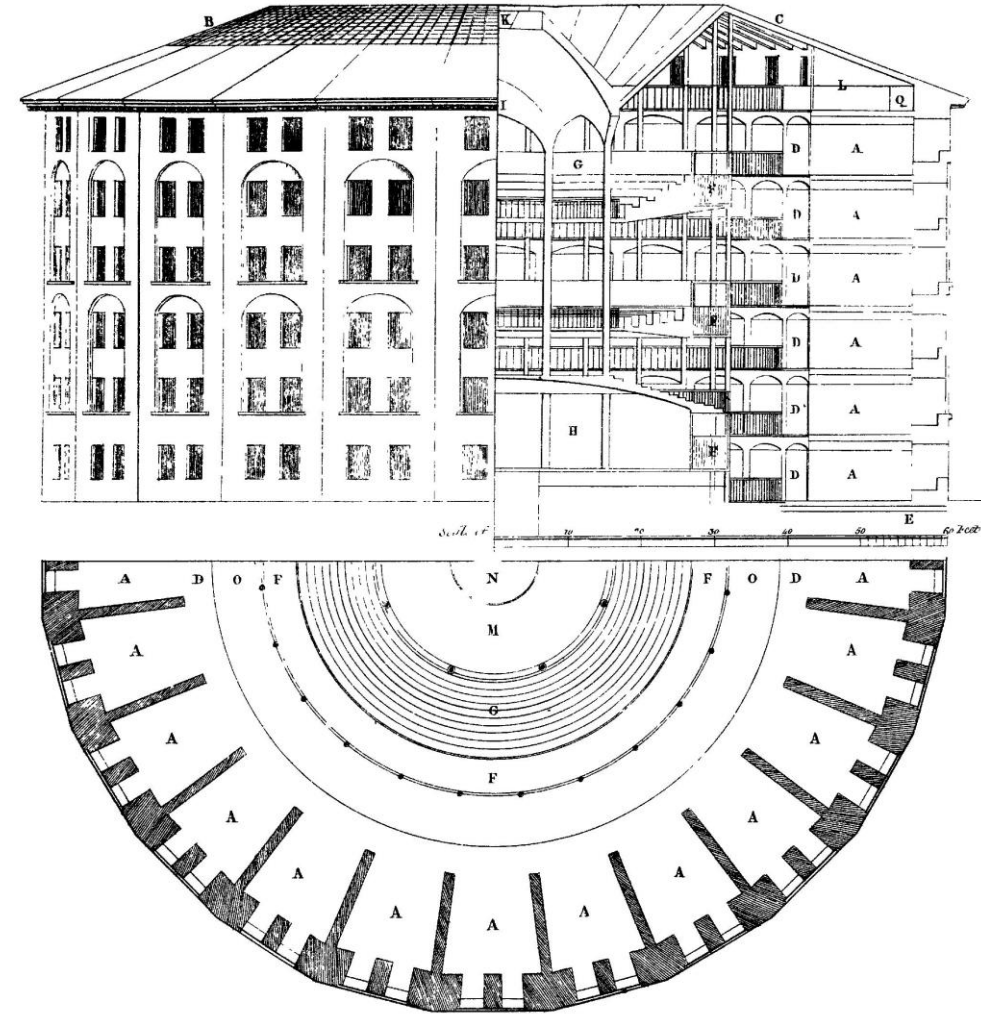
The panopticon is an architectural principle, described in 1791 by the English liberal philosopher Jeremy Bentham. A building designed according to this principle consists of a central hall surrounded by rings of cells stacked on different floors.

A cell has two windows:  
one towards the outside and  
one towards the central hall oriented.

One supervisor in the hall suffices to monitor, know and control all residents monitor, know and control. The panopticon serves many purposes according to Bentham:  
as a prison, as a school, as a workshop or hospital.  
Eg: which slide is clearest?

# The panopticon

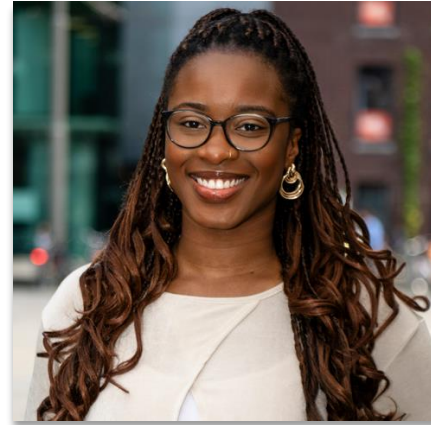
The panopticon is an architectural principle, described in 1791 by the English liberal philosopher Jeremy Bentham. A building designed according to this principle consists of a central hall surrounded by rings of cells stacked on different floors. A cell has two windows: one towards the outside and one towards the central hall oriented. One supervisor in the hall suffices to monitor, know and control all residents. The panopticon serves many purposes according to Bentham: as a prison, as a school, as a workshop or hospital. Eg: which slide is clearest?



# Attention to layout

- Eg: Which is clearer?  
Why is it clearer?





**Edith Piqueray Fadima Aroua**

**Team Diversity & Inclusion**

**Tin Aertsen**

**ECHO**



**Edith Piqueray**



**Fadima Aroua**

**Team Diversity & Inclusion**



**Tin Aertsen**

**ECHO**

# Attention to layout

YES	NO
<p data-bbox="214 548 894 736">Arial or Calibri = a font sans serif</p> <p data-bbox="466 1236 639 1308"><b>bold</b></p>	<p data-bbox="1067 548 2328 622">Times New Roman = a serif font</p> <p data-bbox="1042 776 2354 862"><i>Italics for long words or sentences</i></p> <p data-bbox="1110 1005 2288 1090"><u>Highlight titles or long phrases</u></p> <p data-bbox="1026 1236 2372 1308">SENTENCES OR TITELS IN CAPITALS</p>

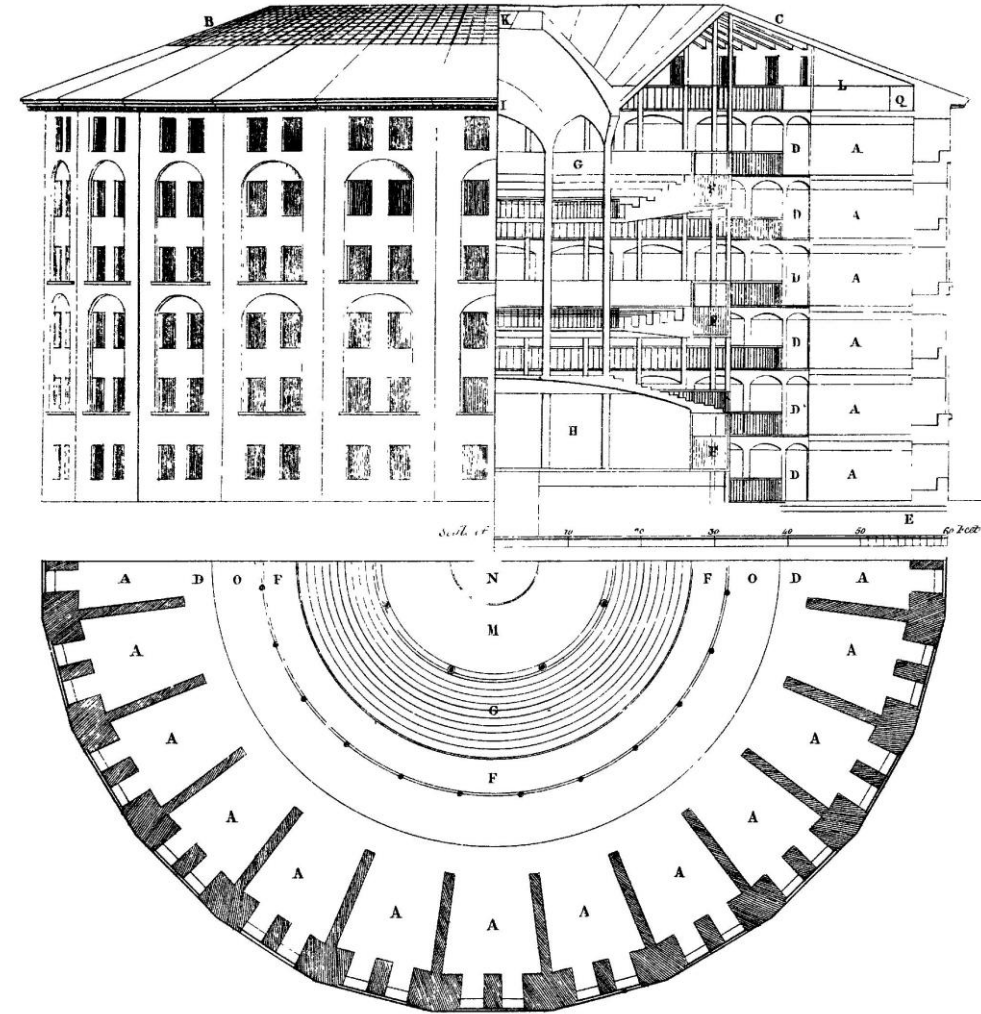
# Paper ≠ online

When reading a text on paper, you stay more focused, so you can present the text as a continuous block. But when information is on a screen, your attention drops by 30%. That's why it's important to present online information in a different way. For example: make it more structured (use bullets, titles) and use key concepts.

- **Text on paper**
  - concentrated
  - continuous text
- **Online information**
  - attention drops
  - structure: bullets, headings, key terms

# The panopticon (paper)

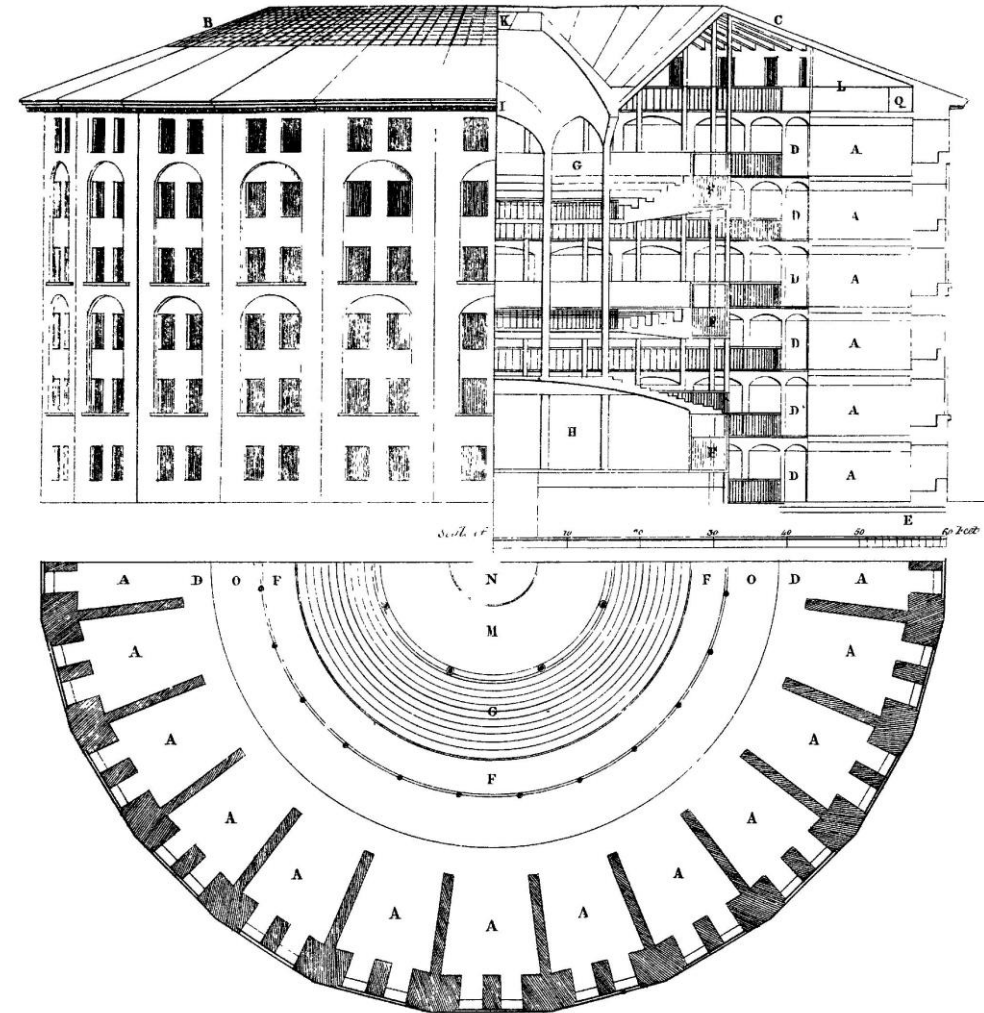
The panopticon is an architectural principle, described in 1791 by the English liberal philosopher Jeremy Bentham. A building designed according to this principle consists of a central hall surrounded by rings of cells stacked on different floors. A cell has two windows: one towards the outside and one towards the central hall oriented. One supervisor in the hall suffices to monitor, know and control all residents monitor, know and control. The panopticon serves many purposes according to Bentham: as a prison, as a school, as a workshop or hospital. Eg: which slide is clearest?



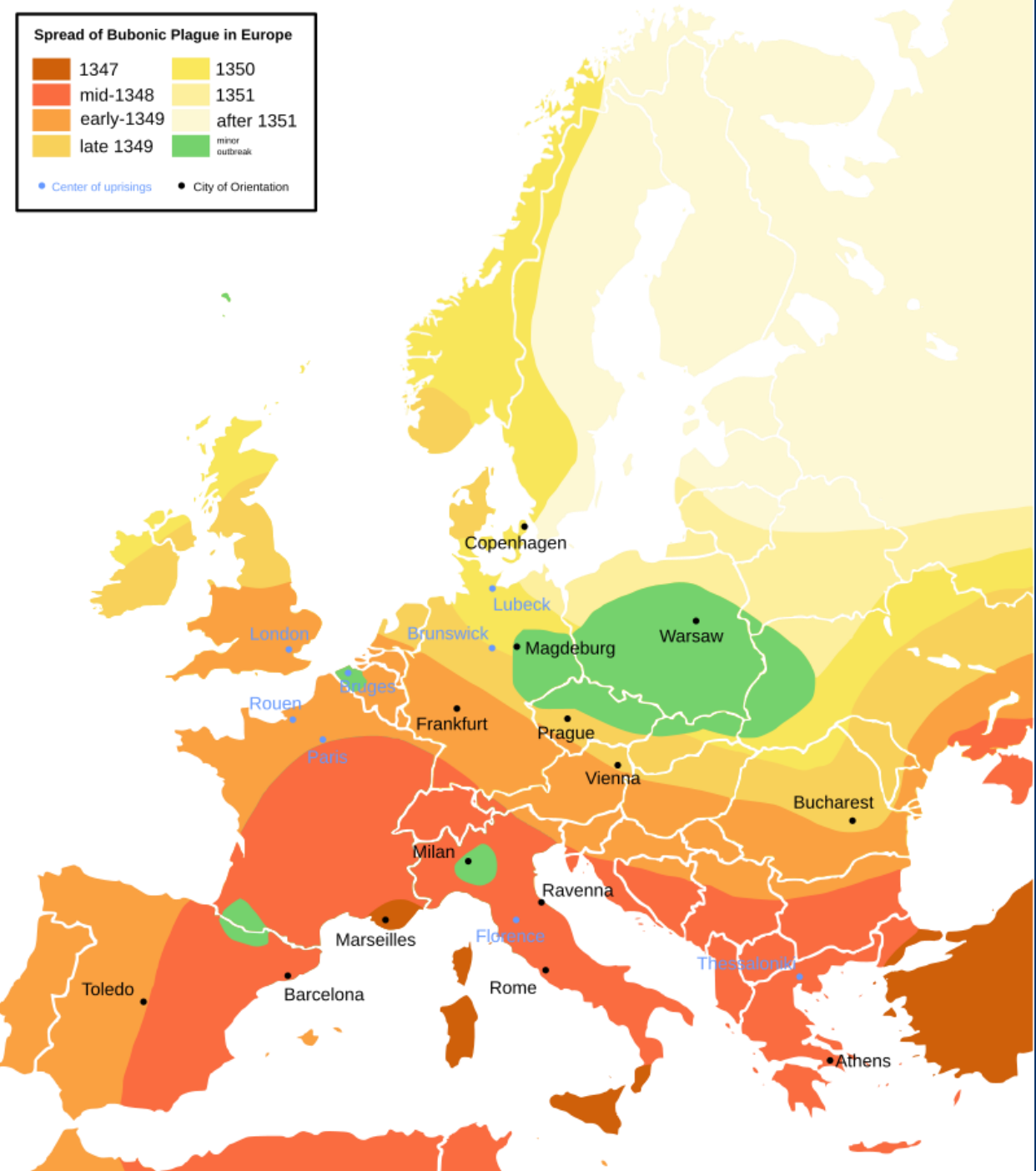


# Panopticon (online)

- **architectural principle**
  - 1791
  - English philosopher Jeremy Bentham
- **building**
  - central hall
  - rings of cells around it
  - different floors
- **1 supervisor !**
- **purpose**
  - prison
  - school
  - hospital

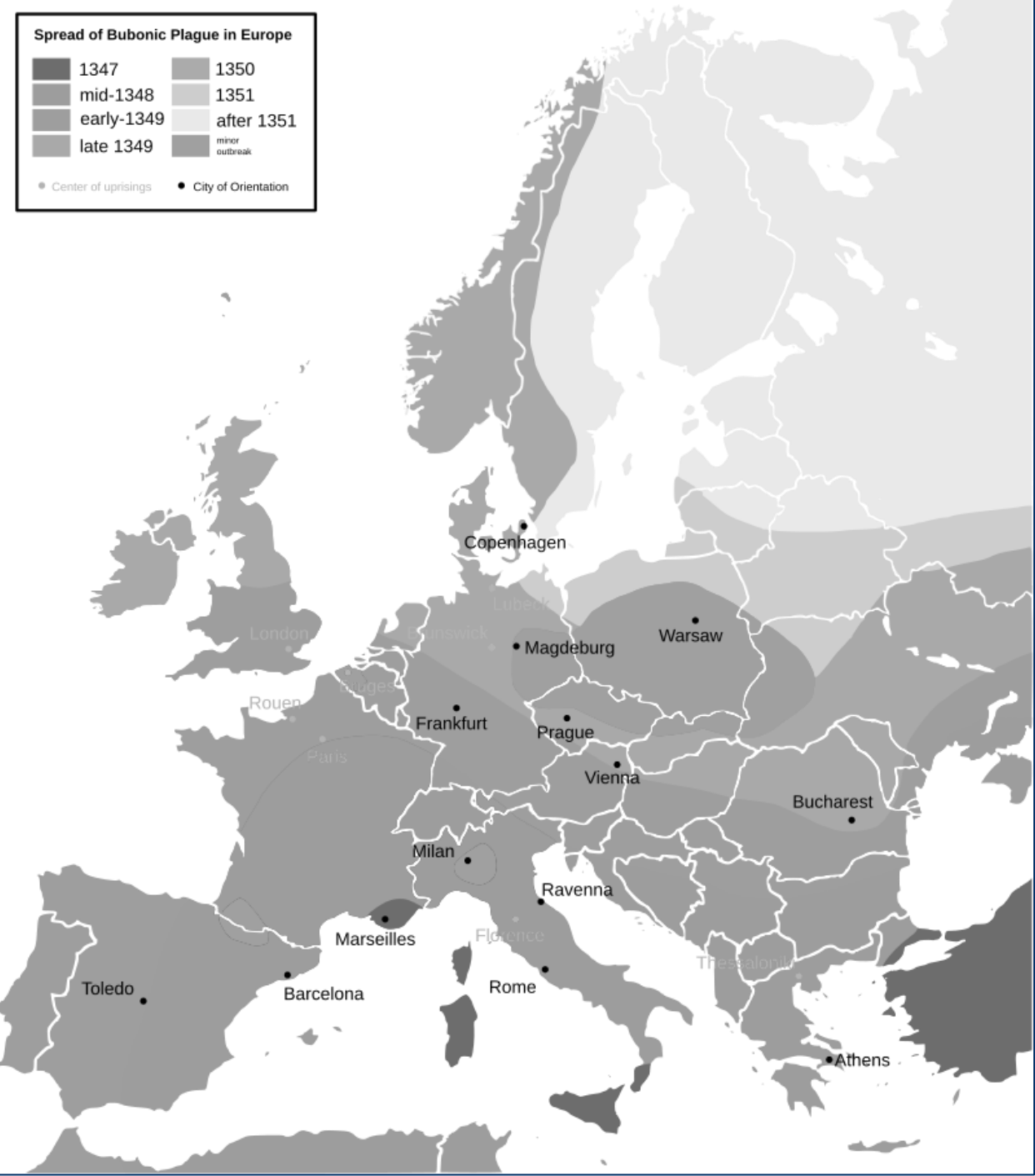


# Contrast





# Contrast



Color

Gray Scale

**Good  
Contrast**

**Good  
Contrast**

**Bad  
Contrast**

**Bad  
Contrast**

# Attention to language

- **no complex sentences in instructions and assessments**
  - but rich and complex language in literature, course ...
- **academic language and proverbs: DO NOT simplify < DO explain**
  - verbal explanation
  - footnote - [hyperlink](#) to Wikipedia
  - glossary in appendix < students !
  - Quizlet < [flashcards](#) < students !
  - assignment in native language first < translate
- [Monitoraat op Maat / Aan de slag](#)



# Didactic tips for in class

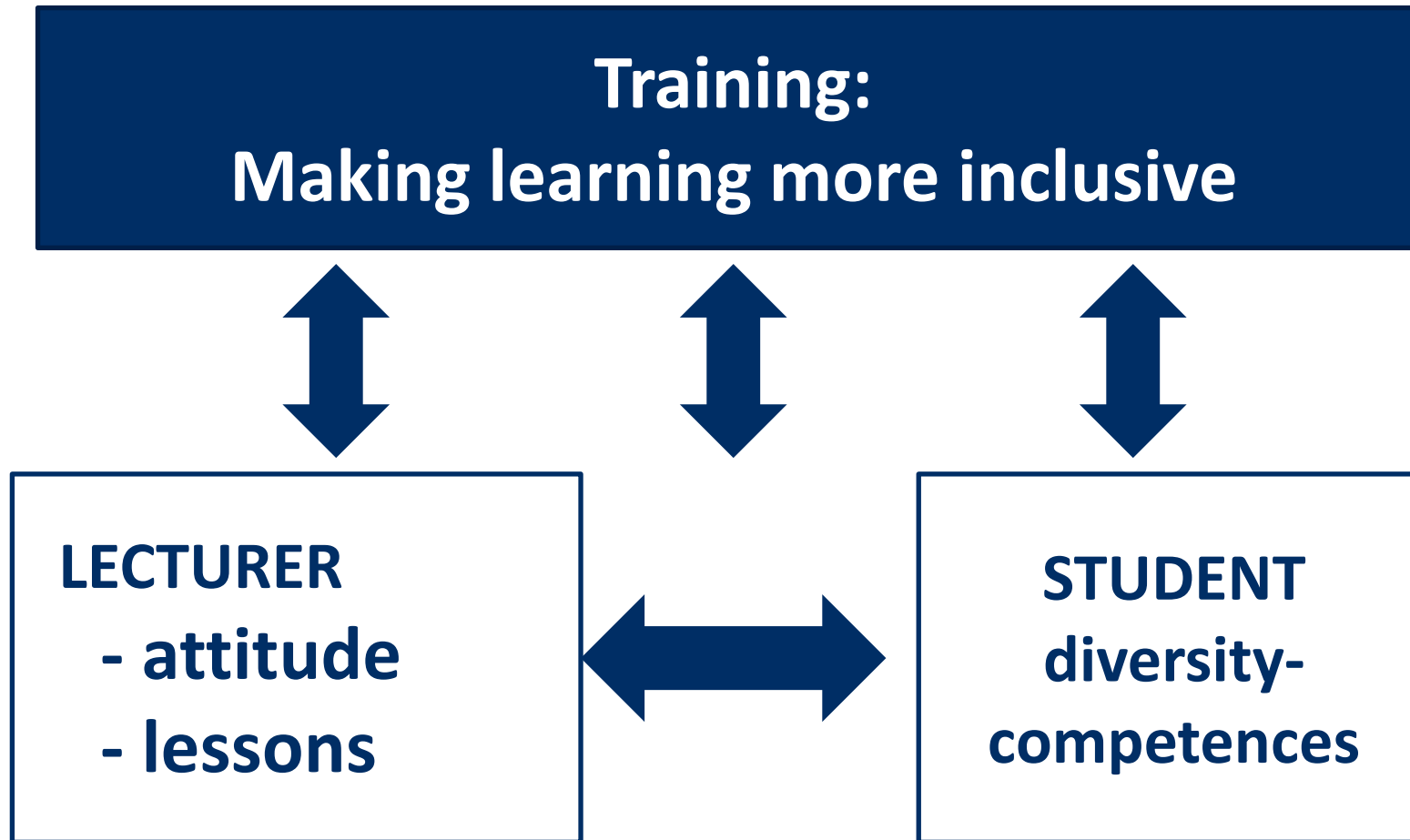


- Work with heterogeneous groups
- Vary teaching methods:
  - text / video
  - group / competition
- Point out different students
- Work with elaborate examples
- Clear deadlines + tips planning
- Keep learning materials / excursions affordable



[Ondersteuning studenten: tips voor docenten](#)

# Conclusion





## Kader “Omgaan met diversiteitsvragen”





## What's your takeaway?

- 3 *takeaways* for your lessons ?
  - 3 post-its < telephone, agenda
  - Give it a try.
  - Failure is part of the learning
- 
- Thank you for your participation!







# Want to know more?

- Ahmad, A. S., Sabat, I., Trump-Steele, R., & King, E. (2019). Evidence-based strategies for improving diversity and inclusion in undergraduate research labs. *Frontiers in Psychology*, 10: 1305. DOI: 10.3389/fpsyg.2019.01305
- [Altinyelken, H. K. \(2022\). \*Curriculum scan: Designing a diversity-rich curriculum\*. University of Amsterdam.](#)
- [Celeste, L., Baysu, G., Phalet, K. Meeussen, L., Kende, J. \(2019\). \*Can school diversity policies reduce belonging and achievement gaps between minority and majority youth? Multiculturalism, colorblindness, and assimilationism assessed\*. Personality and social psychology bulletin, 45 \(11\):1603-1618.](#)
- Charkaoui, N. (2019). *Racisme. Over wonden en veerkracht*. Uitgeverij Epo.
- [De Leersnyder, J. \(2022\). Challenges and opportunities in international classrooms: Toward an intercultural perspective and practice at the university. NRO Comeniusprogramma.](#)
- [De Leersnyder, J., Gündemir, S., & Agirdag, O. \(2022\). Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety. \*Studies in Higher Education\*, 47\(9\), 1903-1920.](#)
- Dixon-Fyle, S., Hunt, V., Prince, S., Dolan, K., & Prince, S. (2020). *Diversity wins: How inclusion matters*. McKinsey & Company



# Want to know more?

- [ECHO-onderwijstips over diversiteit: internationalisering, ondersteuning, gelijke kansen ...](#)
- Good, J. J., Bourne, K. A., & Drake R. G. (2020). The impact of classroom diversity philosophies on the STEM performance of undergraduate students of color. *Journal of Experimental Social Psychology, 91*.
- Levine, A. G. (2021). *How to begin building a culture of diversity, equity, and inclusion in your research group*. Science. Retrieved online from <https://www.science.org/content/article/how-begin-building-culture-diversity-equity-and-inclusion-your-research-group>.
- [Ulex Project \(2016\). \*Anti-oppression toolkit. A facilitator's guide\*.](#)
- Vanhoof, S., Jammaers, T., Reynaert, D., Van Gestel, V., & Van Hemelrijck, E. (2019). Project “Divers in de leeromgeving”: Houding / Inhoud / Didactiek. Karel De Grote Hogeschool: Intern rapport
- VLIR & JA. (z.d.). Engagementsverklaring voor de verdere bevordering van etnisch-culturele diversiteit en inclusie aan de Vlaamse universiteiten. Tekst in voorbereiding.
- Wilton, L. S., Good, J. J., Moss-Racusin, C. A., & Sanchez, D. T. (2015). Communicating more than diversity: The effect of institutional diversity statements on expectations and performance as a function of race and gender. *Cultural Diversity and Ethnic Minority Psychology, 21*(3), 315-325.

# Want to know more?

## ▪ Website Diversity & Inclusion

- Voor staff
- Workshop AUHA

Sessions and support

[19 februari: diversiteitsresponsief handelen](#)

## ▪ Training ECHO

- Lecturers
- AVA
- [Essentials of Teaching](#)
- Losse sessies

Onderwijs: Geven-Meebouwen-Ontwerpen

[3 april: Feedback geven \(ENG\)](#)

the basics in English online

31 maart: Activeren in een activerende leerruimte

## ▪ Onderwijstips ECHO

- Per thema < diversiteit



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