



*WP3 DEVELOPMENT: DESIGN AN IMPLEMENT A TRAINING COURSE ON INCLUSIVE
EDUCATION FOR UNIVERSITY TEACHERS IN CHINA*

Hosted University: Guangxi Normal University , *Guilin*

University: Trinity College of Dublin

Dates: 17,18,19 June 2017

Title of the training course: Valuing learner diversity

Trainer: Edurne Garcia

Addressed to: 40 university teachers, ten from each Chinese University.

Aims

The main objectives of the '*Valuation of diversity in students*' workshop are:

1. To revise conceptions of and provide knowledge on inclusive education, diversity, and social justice
2. To explore teacher's own views on student diversity
3. To raise awareness of the value of diversity in education
4. To develop educators' skills on self-reflection (attitudes), self-evaluation (professional knowledge and skills) and critical thinking (systems change)

Learning outcomes

By the end of this workshop, participants will have identified strategies to:

1. Review primary school teachers' attitudes towards diversity,
2. Explore international policy aspirations on inclusive education and how they compare to national policy
3. Become familiar with concepts of social justice for education
4. Explore approaches to apply this knowledge to the development of strategies for change towards inclusive education.

Contents

This workshop aims to provide strategies to support primary school teachers to explore conceptions of inclusive education, diversity and the role of the educator in developing inclusive education. The workshop will focus on four dimensions of diversity, namely disability, ethnicity, gender, and sexual orientation, and it will explore social justice frameworks for education addressing diversity. The workshop objectives target three crucial elements: attitudes, knowledge and skills, which will be explored as follows:

- Attitudes to 1) Disability, 2) Ethnicity, 3) Sexual orientation, and 4) Gender



- Knowledge of 1) Inclusive education, 2) Policy, and 3) Social Justice frameworks (global and local contexts)
- Skills for 1) Self-reflection, 2) Self-awareness, and 3) Critical thinking

Methodology\Approach\Philosophy

The workshop will combine in-person classes and blended learning. The platform of the project (MOODLE) will become one of the main communication channels for blended learning, while the in-person classes will be delivered over a two day period (19-20th June).

As part of the online activities participants will be expected to complete a variety of exercises both individually and as a group. Some individual activities will include a self-reflection piece on their own identity and engagement with diversity, their own experiences of inclusive education and an evaluation of their own practice and its impact on students. Similarly, participants will complete a questionnaire on self-awareness of diversity and will develop a plan of professional development for the next five years.

As part of the in person sessions, group activities will include designing educational activities for core subjects (e.g. mathematics, physical education, music, etc.) - to include various educational needs. Once this task is completed, the final product will be presented to other groups who will provide feedback. Finally, this task incorporates in person sessions and online resources, as it will be requested that once all feedback is incorporated by each team, the unit will be shared as a resource with others. This task demands collective participation and feedback in order to develop materials to be used as part of the Master Course. A final piece will include an individual reflection on team working.

In relation to the topic of 'educators/teachers as agents of system change', participants will be expected to propose a strategy to create awareness about valuing diversity (e.g. through a newsletter, radio programme, diversity week, etc.).

Timing

20 hours: 12 hours face to face, 8 hours on line.

Assessment

- Activities.
- Self-assessment.

References

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Additional references will be provided during the during the workshop.