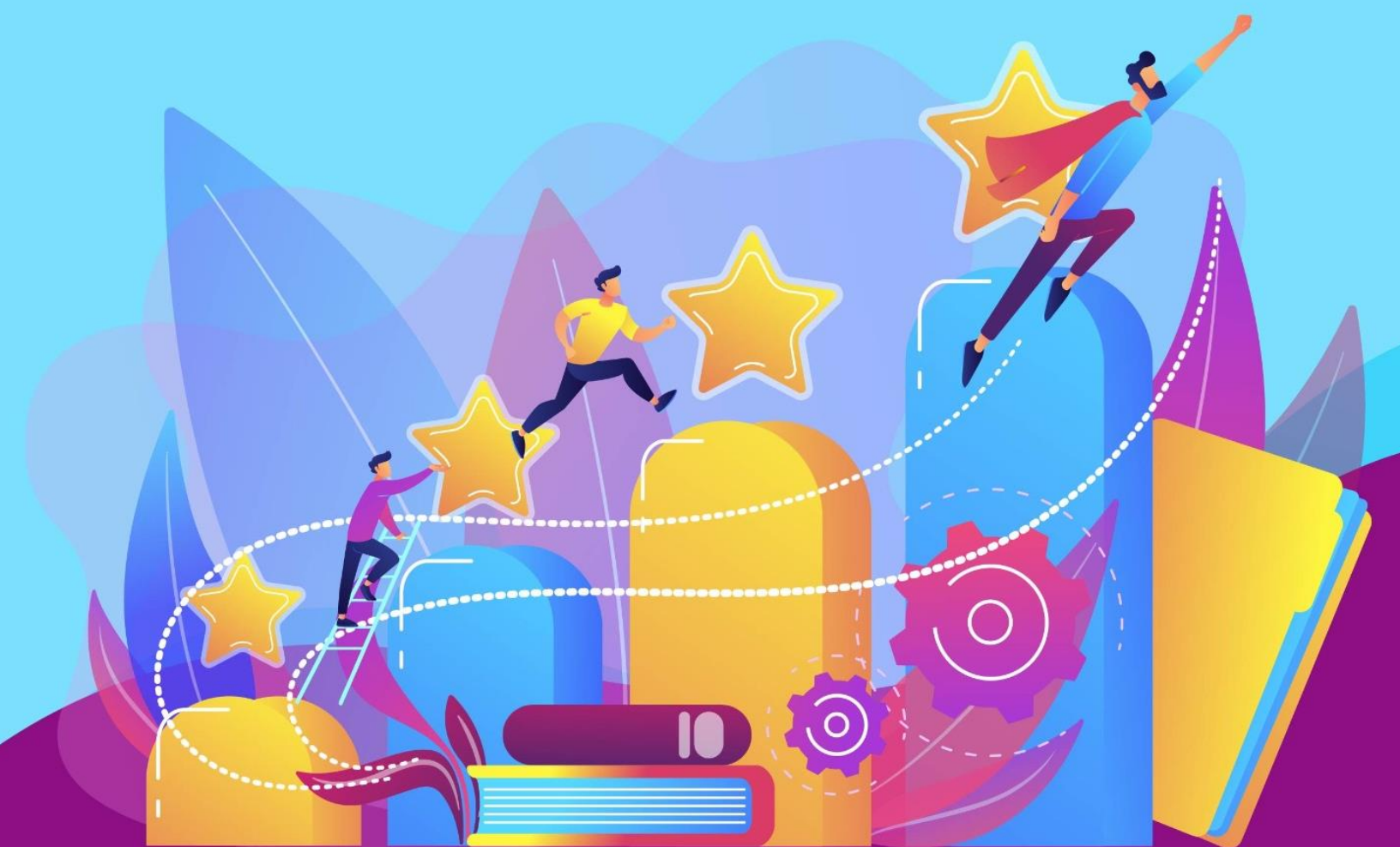




UNITED - Inclusion and Diversity of Learners with Diverse Backgrounds

No: 2022-2-DE02-KA210-VET-000092335

Inclusion and Diversity: Learning Objectives



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This documents is part of Project Action 1:
Develop Diversity-Centered Learning Objectives

The **main purpose** of this document is to precisely defines the learning objectives of the training program. It supports the consortium to create a blended training program that will deliver a high quality learning experience for our target audience where our learners will be able to set up their learning goals and expectations.

“Inclusion and Diversity: Learning Objectives”

This document outlines the identified learning objectives and the modules framework based on the previous executed activities.

Module 1: Inclusive Language

Learning Objectives:

- Define inclusive language and its importance in promoting diversity and respect.
- Identify and recognize examples of exclusive language.
- Demonstrate the use of inclusive language in verbal and written communication during your class.
- Evaluate the impact of inclusive language on fostering an inclusive campus environment.

Module 2: Mitigating the challenges when switching from School to University

Learning Objectives:

- Identify common challenges and concerns that students face during the transition from school to university.
- Develop strategies for managing the academic and social aspects of the transition.
- Access campus resources and support services to facilitate a successful transition.
- Reflect on personal experiences and growth during the transition process.

Module 3: Reducing Exam Anxiety

Learning Objectives:

- Understand the causes and symptoms of exam anxiety.
- Emphasize the importance of inclusive group work and collaboration, highlighting strategies to ensure equitable participation and respect for all students. Participants can learn techniques to foster collaboration, manage group dynamics, and address any potential exclusionary behaviors.
- Addressing Microaggressions and Bias: The module can raise awareness about microaggressions, implicit bias, and stereotype threat, equipping participants with strategies to address and prevent these issues in the classroom.
- Implement stress-reduction techniques and coping strategies.
- Apply effective study techniques to enhance exam preparation.

- Evaluate the impact of self-care practices on reducing exam anxiety and improving performance.

Module 4: Enabling Disabled Students to be Fully Included

Learning Objectives:

- Understand the diverse needs and experiences of disabled students.
- Identify barriers to accessibility and inclusion in the university environment.
- Implement accommodations and assistive technologies to support disabled students.
- Foster an inclusive and supportive classroom environment for disabled students.

Module 5: Creating an Inclusive Classroom Environment

Learning Objectives:

- Identify strategies for promoting inclusivity and diversity within the classroom.
- Recognize and address microaggressions and discriminatory behaviors in the classroom.
- Facilitate open and respectful discussions among students from diverse backgrounds.
- Reflect on teaching practices and modify approaches to foster an inclusive classroom environment.

Module 6: Organizing an Inclusive Campus Event

Learning Objectives:

- Plan and organize a campus event that celebrates diversity and promotes inclusivity.
- Collaborate with diverse student groups and organizations to ensure representation and engagement.
- Address logistical considerations, such as accessibility, cultural sensitivity, and inclusivity in event planning.
- Evaluate the success of the event based on attendance, participant feedback, and the impact on the campus community.

Module 7: Diverse Recruitment and Hiring

Learning Objectives:

- Understand the importance of diversity in recruitment and hiring processes.
- Identify unconscious biases and stereotypes that may influence recruitment decisions.
- Develop inclusive job descriptions and interview processes that promote diversity.
- Evaluate the effectiveness of diversity initiatives in recruitment and hiring practices.

Module 8: Conflict Resolution and Addressing Exclusionary Behavior

Learning Objectives:

- Recognize exclusionary behavior and discriminatory incidents in the classroom.
- Understand the impact of exclusion and discrimination on individuals and the classroom climate.
- Develop effective communication and conflict resolution skills.
- Implement strategies for addressing and resolving conflicts related to exclusion and discrimination.
- Foster a supportive and inclusive environment by promoting empathy, respect, and understanding among students.
- By completing this module, participants should be equipped with the knowledge and skills to identify and address conflicts arising from exclusion or discrimination in the classroom. They will be able to apply effective strategies to promote a positive and inclusive learning environment, ensuring that all students feel valued, respected, and included.

To evaluate the learning objectives of the entire program focused on inclusion and diversity in the university, incorporating the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) framework, here's how they can be assessed:

1. Pre- and Post-Program Surveys:

2. Measurable: Conduct pre- and post-program surveys to gather participants' feedback and assess changes in their knowledge, attitudes, and awareness related to inclusion and diversity. Use Likert scale or multiple-choice questions to quantify participants' responses and measure their progress.

3. Knowledge Assessments:

4. Measurable: Administer quizzes or tests throughout the program to evaluate participants' understanding of key concepts, terminology, and theories related to inclusion and diversity. These assessments should align with specific learning objectives and provide measurable results.

5. Case Studies and Reflections:

6. Measurable: Assign case studies or reflective writing assignments where participants apply their knowledge and skills to real-life scenarios. Evaluate their responses based on the depth of analysis, critical thinking, and application of inclusion and diversity principles.

7. Role-Playing and Simulations:

8. Measurable: Conduct role-playing exercises or simulations to assess participants' ability to apply inclusive practices, address conflicts, and promote diversity. Evaluate their performance based on their communication skills, decision-making, and ability to create inclusive environments.

9. Project-Based Assignments:

10. Measurable: Assign participants to work on a project that focuses on implementing inclusion and diversity initiatives within the university. Evaluate their project outcomes based on specific criteria, such as creativity, impact, and alignment with program goals.

11. Observations and Feedback:

12. Measurable: Conduct observations and collect feedback from participants' peers, instructors, or mentors. Use structured rubrics or evaluation forms to assess their active engagement, collaboration, and contribution to inclusive activities.

13. Self-Assessment and Goal Setting:

14. Measurable: Encourage participants to engage in self-assessment and goal setting exercises throughout the program. They can track their progress, set measurable goals related to inclusion and diversity, and evaluate their achievements at the end of the program.

15. Program Evaluation Surveys:

Measurable: Administer program evaluation surveys to gather participants' feedback on the overall effectiveness of the program, including the curriculum, instructional methods, and facilitators. Measure their responses using Likert scale or open-ended questions to assess the program's impact and relevance.

By utilizing these SMART assessment methods, program organizers can effectively measure participants' progress, evaluate the achievement of learning objectives, and gauge the overall effectiveness of the program focused on inclusion and diversity in the university.