Course Title	IDEA: Full colour
Term	Term 3 & 4
Inholland Faculty	Faculty of Education & Innovation;
Course code	**Term 3:** Context analysis - 2218CONANZ; name and code assessment: Rapport, 2218CONANA Design plan - 2217DESPLZ; name and code assessment: Design plan, 2217DESPLA Practice - 2218PRACTZ; name and code assessment: Assessment, 2218PRACTA Educational project design on IDEA - 2218EDUCAZ; name and code assessment: Design, 2217DESIGA **Term 4:** Practice and carrying out the designed project - 2218CARRYZ; name and code assessment: Assessment, 2217ASSESA; name and code assessment: Assessment, 2217ASSESA Evaluation and presentation - 2218EVALUZ; name and code assessment: Rapport and presentatie, 2217EVALUA
Inholland location	Both Haarlem and The Hague. Classes will take place one week in Haarlem, the other week in The Hague. Please take additional travel costs into account. We recommend students to find accommodation in Haarlem. Inholland Haarlem offers accommodation, but a limited number of rooms is available and will be rented out via a first-come-first-serve system. Inholland The
Cycle	first cycle / undergraduate / Bachelor level
Number of ECTS	30
Language of instruction	English

Course content	This minor focuses on diversity. People, and children especially, are different in many ways. Yet everyone wants to belong and participate, at classroom level, in society and internationally. In Full Colour everyone is included. You will design and execute a Full Colour project at a primary school in the Netherlands. You will explore ideas that go beyond the traditional classroom setting, shared responsibilities and active citizenship. In this minor you design and execute a Full Colour project in a mixed team formed by Dutch and international students. You explore literature concerning inclusive education, dual-lingual education and formative assessment to give your Full Colour project a theoretical foundation. You will explore ideas that go beyond the traditional classroom setting, such as the cooperation between school and family, the climate of a school or active citizenship. You look for theoretical underpinnings as well as practical assessment of the methods with which you work. In order to do that, you cooperate with teachers at a primary school as well as faculty members at the university. Of course you start by researching educational resources. Since this course is open to international students and aims at intercultural education, the designed and executed programme will be fully in English. **Structure** The minor consists of two parts (both 15 EC), adding up to 30 EC's in one semester from February until June. Term A: context analysis, in-depth research and design sketch Term B: design, implementation and presentation/evaluation **Working on IDEA: Full Colour** In order to design a full colour project adapted to the goals of your school of practise and to the needs of the children, you need to find out what the design requirements would be. Therefore you start with an thouroughly executed context analysis and you will engage in topics like inclusive education, assessments, dual-lingual education and education design based research. **Term 3** In groups consisting of Dutch and international students, the three themes of IDEA will be divided. Group 1 explores inclusive education, group 2 researches dual-lingual education and group 3 investigates assessment. The chosen theme will be analysed in the Dutch educational system and will be compared to their European counterparts. After collecting your data, each group presents their findings to the other two. The design requirements found for each of the three themes are essential for the follow-up: the design of a Full Colour project. This design plan is your product of assessment in term A.

	Term 4 In this term you design and carry out the Full Colour project at a Dutch primary school, based on the design requirements found in term A. You write a script in which the initial situation, learning outcomes, content, organisation, assessment and evaluation are described. The results will be presented in a multimedia presentation and are reflected upon in a report.
Lecturer(s)	Rosa Giammanco: rosa.giammanco@inholland.nl ; Ya'acova Nieuwstraten: koosje.nieuwstraten@inholland.nl ; Hans Rader: hans.rader@inholland.nl
Learning outcomes	• You can work with an open interest in personal or national values, standards, ways of life and language of others. You will be working on understanding, respect and empathy for different national, cultural, social, religious and ethnic backgrounds. • You are aware of the relativity of your own standards, values, beliefs and the ability to see other cultures from the perspective of those other cultures • You will have the opportunity to grow in 'global thinking' and approach issues from different perspectives. • You develop international and cross-cultural knowledge, skills and attitudes of students by internationalisation in the field of IDEA (Inclusive, Dual-lingual Education and Assessment). • You will do design based research in which you connect theoretical findings about IDEA with practical research data, resulting in an innovative sustainable educational design. • You can communicate adequately in English about research and project with your fellow students. • You can determine the initial situation of the school and the children with regard to IDEA and set goals within the children's zone of proximal development. • You can give the children adequate language support during the project. • You can design and apply formative assessment within the project.
Mode of delivery, planned activities and teaching methods	Once a week there will be face to face contact with your lecturer. This lecturer is a specialist of design research and also your study coach. As a study coach he/she will shape and coach the proces of peer review. The lessons will be one week in Haarlem, the other week in The Hague. (Please take extra travel costs into account). Specialists on different subjects will be invited on certain occasions to share their knowledge and to inspire you to get along. Once a week you go into practice on a primary school. A foreign student will be connected to a Dutch student. This can be any day, exept the day of lessons (and the weekends). You will examine your primary school to get an overview on te starting situation for your project Full Colour, and you will teach different subjects together. Also you will teach English throughout the different classes in the school.

Prerequisites and co-requisites (if applicable)	This course is suitable for students at a teacher trainings course for primary school teaching Students who teach lower secondary education can join too. Students should be at least half way in their study.
Recommended or required reading and/or other learning resources/ tools	**Required reading:** On inclusion: • Abram, I. B. H.. The Arena model for intercultural learning. consulted 20062017 from http://stichtingleren.nl/stichtingleren/downloads/Arena%20model%20engels.pdf • Leeuwen, B. v. (SLO), Thijs, A. (SLO) en Zandbergen, M. (z.d.). Inclusive education in The Netherlands. Consulted 05032017 from http://downloads.slo.nl/Repository/inclusive-education-in-the-netherlands.pdf • Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. Consulted 05032017 from http://westenglish.weebly.com/uploads/3/1/1/3/3113826/differentiated_instruction_tomlison_book.pdf • Gedge,N.(2016). Inclusion for primary school teachers. Digital book version: https://www.amazon.com/Inclusion-Primary-Teachers-Outstanding-Teaching-ebook/dp/B01FA851W8/ref=sr_1_12?s=digital-text&ie=UTF8&qid=1490597315&sr=1-12&keywords=primary+school+teaching#reader_B01FA851W8 On dual-lingual education: • Bodde-Alderlieste, M. en Schokkenbroek, J. (2011). Engels in het basisonderwijs. Kennisbasis vakdidactiek. Groningen/Houten: Noordhoff Uitgevers. Summary chapter 3 and 6. • Pavesi, M. et al. (2001). Teaching through a foreign language. A guide for teachers and schools to using foreign languages in content teaching. TIE-CLIL Project Publications. • Calabrese, I & Rampone, S. (2007). Cross-curricular resources for young learners. Oxford: Oxford University Press. On assessment: • Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74. doi: 10.1080/0969595980050102 • Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81–112. doi:10.3102/003465430298487 • OECD/CERI (2008). Assessment for Learning: Formative Assessment. http://www.oecd.org/site/educeri21st/40600533.pdf • O'Farrell, C. () Enhancing Student Learning through Assessment: A toolkit approach. Dublin Institute of Technology

- Shute, V. J. (2008). Focus on Formative Feedback. Review of Educational Research, 78(1), 153–189. doi:10.3102/0034654307313795
- Gardner, J. (2014) Assessment for Learning: a practical guide. The Northern Ireland Curriculum

Important sites which are recommended:

- http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/
- http://www.unesco.org/new/en/inclusive-education/
- https://www.european-agency.org/search/custom/inclusion?page=3&solrsort=ds_created%20desc&f[0]=bundle%3A publication
- https://www.european-agency.org/country-information
- http://www.tandfonline.com/toc/tied20/current
- http://www.inclusionbc.org/our-priority-areas/inclusive-education/what-inclusive-education
- https://inclusiveeducationcanada.files.wordpress.com/2013/07/ascd-resources-on-inclusion20071.pdf
- http://differentiationcentral.com/
- http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx

Assessment methods and criteria	**Assessment parts and correlating assessment form:** • Context analysis (6 ECs): written report • Design plan (4 ECs): written report • Practice (5 ECs): assessment of practise • Educational project design on IDEA (6 ECs): script of project • Practice and execution of the designed project (5 ECs): assessment of practice and project • Presentation and evaluation (4 ECs): presentation+written evaluation