

<b>Course Title</b>	<b>IDEA: Full Colour Education</b>		
<b>Term</b>	Spring (semester 2)		
<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>	Main location: Haarlem Subject <i>Themes of Education</i> – guest lecturers (variably on Monday, Tuesday or Wednesday – taught in other cities: Haarlem, The Hague or Rotterdam)		
<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 = representing diversity, embracing diversity, exploring diversity in the Netherlands and abroad.</p> <p>Diversity enables us to celebrate differences, yet it can be challenging at the same time. Children originate from many different countries, cultures and have diverse 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. Full Colour aims at helping you to navigate this exciting working environment. 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 focusing on 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</p>		

	<p>awareness and further exploring intercultural skills by addressing current “hot” topics in Dutch and international education.</p> <p>The ideas on which your design is based, are: Inclusiveness, CLIL, Education and Assessment.</p>
<p><b>Lecturer(s)</b></p>	<p><b>All students (Dutch &amp; Erasmus) - always on a Thursday</b></p> <ul style="list-style-type: none"> <li>- <b>Inclusive Education</b> - 2219IDEA1A (5 ECTS) – Simon Klein &amp; Rosa Giammanco</li> <li>- <b>Teaching English</b> - 2219IDEA 3A (5 ECTS) – Annamaria Hoogma</li> <li>- <b>Educational Project Design</b> (5 ECTS) – Latifa Elaji (coordinator of the Minor: Hybrid)</li> </ul> <p><b>Only for the Erasmus students:</b></p> <ul style="list-style-type: none"> <li>- <b>Global Education</b> - HaPabo KZ-IDEA (5 ECTS) – Latifa Elaji (online on Friday)</li> <li>- <b>Themes of Education</b> (10 ECTS) - HaPabo KZ – this course will be given by several teachers. The day depends on the teacher: often on a Monday, Tuesday or Wednesday. Keep in mind sometimes <u>in a different city</u>.</li> </ul>
	<p>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.</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> </ul>

	<ul style="list-style-type: none"> <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 23-24.</p> <p><b>Reviews students:</b></p> <ul style="list-style-type: none"> <li>• <i>"The assignments are interesting and relevant for my future profession."</i></li> <li>• <i>"We got a lot of useful input for developing our lessons."</i></li> <li>• <i>"The students are the protagonists of the classes; we are not just listening to the teacher."</i></li> <li>• <i>"I enjoyed talking to each other/ discussing different topics, designing lessons, presenting and learning about different teaching methods."</i></li> <li>• <i>"It has broadened my view about material design"</i></li> <li>• <i>"Different topics have been discussed that I did not even think of before".</i></li> <li>• <i>" Was so nice to meet other (international) students and share my ideas and learn from their views."</i></li> </ul>
<p><b>Mode of delivery, planned activities and teaching methods</b></p>	<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', primary schools and museums in the city area.</p>
<p><b>Prerequisites and co-requisites (if applicable)</b></p>	<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> <p>The course is suitable for undergraduates that have finished their first phase (first of three years/four years)</p>
<p><b>Recommended or required reading and/or other learning resources/tools</b></p>	<p>Exact (and mandatory if applicable) resources to be determined.</p>

<b>Assessment methods and criteria</b>	For all students (Dutch Inholland Students and Erasmusstudents):					
	Educational unit	Examination	Weighting	Scale	Who	Assessment
	<i>Inclusive Education</i> 2219IDEA1A (5 EC)	Individual (written) assessment	100%	[10-100]	Inclusive Education Teacher	Summative
	<i>Educational project design</i> 2219IDEA2A (5 EC)	Individual or group assessment	100%	[10-100]	Educational project design teacher	Summative
	<i>Teaching (in) English</i> 2219IDEA3A (5 EC)	Individual or group assessment	100%	[10-100]	Teaching (in) English teacher	Summative
	Extra 15 EC for Erasmus students only:					
	Educational unit	Examination	Weighting	Scale	Who	Assessment
	<i>Themes in Education (10 EC)</i>	Individual assessment	100%	[10-100]	Themes in education teachers	Summative
	<i>Global Education (5 EC)</i>	Individual assessment	100%	[10-100]	Global education teacher	Summative
	<p>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.</p> <p>Students have the right to hand-in their work twice a year; if they do not pass the first time, they can hand it in again in the next examination period.</p>					