**Module Description: Module 7**

Teaching for diversity in vocational education for individuals with special needs and including a focus on intercultural awareness.

1. **Module Organizer Contact Details:**

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**Name(s) of Trainer(s):**

1. Ketkesone Phrasisombath, UHS, Laos
2. Nguyen Van Tuan, Vietnam, Vietnam
3. **Course Code:** CATALYST M07 (elective Course)
4. **Course Requirements:** 03 ECTS (90 hours) (1 academic hour is 60 minutes)

* 30 hours for in-class study;
* 60 hours for self-study
* Have basic knowledge in general vocational education or/and pedagogy

1. **Module Description:**
2. Social diversity for the educational context

* Define diversity in society
* Why must diversity in education
* Diversity in education and political orientation
* The issue of diversity concretely defined in schools
* Inter-cultural differences and learning needs

1. Inclusion in education

* Definition of inclusion in education
* Barriers to learning of diversity
* Resources to support learning diversity
* Fostering Learning in Diversity Schools

1. Diversity and inclusion in the classroom

* Diversity of students in the classroom
* Concepts for working with Special Needs Learners
* The Strategies and Tools for Inclusive Teaching
* Create classroom environment for best Inclusive learning
* Dealing with individual diversity in the classroom

1. Education for persons with disabilities

* Types of people with disabilities and their characteristics
* Teaching diverse students with special needs
* Laws and policies related to people with disabilities
* Support services for people with disabilities in schools
* Inter-cultural differences through the use of communicative approaches.

1. **Language of Instruction & Level:**

Vietnamese (CEFR - C1);

Laotian (CEFR- C1);

English (CEFR – B1);

1. **Module Aims and Overview**:

This module aims to:

* Provide students with an awareness of inclusion and equality and diversity in vocational education, including a focus on special educational needs and/or disabilities (SEND).
* Introduce students to aspects of teaching for diversity, such as how to develop mutual respect, support individuals with behavioral concerns, and address a variety of learning needs. There will be an emphasis on developing an understanding of individual differences in teaching contexts within vocational learning, along with a focus on the necessity to identify learning barriers and potential discriminatory practices.
* Support individual learning through bespoke assessments, differentiated teaching, and the development of greater understanding of inter-cultural differences through the use of communicative approaches.

1. **Learning Outcomes**:

Upon completion of this module, the students will be able to do the following:

1. Show an awareness of inter-cultural differences and learning needs
2. Define a range of terms related to inclusive teaching, such as ‘equality,’ ‘diversity,’ and ‘SEN/D’
3. Critically examine theories related to inclusion
4. Identify the importance of an inclusive teaching plan
5. Devise a range of inclusive teaching strategies that cater for students with SEN/D
6. **Target Groups:**

Master students, PhD students in Education, teachers in vocational educational institutions, teachers in higher education institutions and others

1. **Module Assessment** (test type & marking system):

Participants take part in tasks individually, in pairs, and in groups. Learning results will be assessed by teachers based on the specific scale in accordance with learning outcomes.

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| **No** | **Assessment** | **Weight** | **Type** | **Tasking** | **Learning Outcomes** |
| 1 | Written assignment | 40% | Writing | Individual | LO 1, 2, 3, |
| 2 | Lesson plan | 20% | Electronic | Individual | LO 1, 4, 5 |
| 3 | Presentation of micro teaching | 40% | Presentation | Group | LO 1, 2, 5, |

**Grade Converting System**

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|  |  |  | **Lao grades** | **Vietnam grades** |
| **Grade level** | Excellent | A=4,0 | = 90-100% | 9.0 – 10.0 |
| Very good | B+ =3,5 | = 80-89% | 8.0 – 9.0 |
| Good | B=3,0 | = 70-79% | 7.0 – 7.9 |
| Fairly good | C+=2,5 | = 65-69% | 6.5 – 6.9 |
| Fair | C=2,0 | = 60-64% | 6.0 – 6.4 |
| Poor | D+=1,5 | = 55-59% | 5.5 – 5.9 |
| Very poor | D=1,0 | = 50-54% | 5.0 – 5.4 |
| Fail | F=x | < 50% | < 5.0 |

1. **Bibliography**

**10.1 Literature**

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| **Recommended Reading:** |

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| 1. ALEXANDER-PASSE, N., 2012. SEN Differentiations: leading to positive interventions. London: Routledge. 2. ARMSTRONG A. C., ARMSTRONG D. & SPANDAGOU, I. (2009) Inclusive Education: international policy & practice. London: Sage. 3. ARMSTRONG, F., MASTERTON, M. and POTTS, P. eds., 2013. Equality and Diversity in Education 1: Experiences of Learning, Teaching and Managing Schools. London: Routledge. 4. Barkley, E. (2010). Student Engagement Techniques, A Handook for College Faculty, San Francisco, CA: Jossey-Bass Publishers. 5. Belch, H. A. (2011). Understanding the experiences of students with psychiatric disabilities: A foundation for creating conditions of support and success. New Directions for Student Services, 134, 73 6. Bowman, N. A. (2010). College Diversity Experiences and Cognitive Development: A Meta-Analysis. Review of Educational Research 80(1) 7. BOYLE, C. and TOPPING, K., 2012. What works in inclusion? McGraw-Hill Education, Glasgow (UK). 8. Burgstahler, S., & Cory, R. (2008). Universal design in higher education: from principles to practice. Cambridge, MA: Harvard Education Press. 9. Burgstahler, S., & Doe, T. (2006). Improving postsecondary outcomes for students with disabilities: Designing professional development for faculty. Journal of Postsecondary Education and Disability, 18(2), 135-147. 10. CHEMINAIS, R., 2013. How to create the inclusive classroom: removing barriers to learning. London: Fulton. 11. FLORIAN, L., BLACK-HAWKINS, K. and ROUSE, M., 2016. *Achievement and inclusion in schools*. London: Routledge. 12. GRAHAM, L., J. BERMAN and A. BELLERT. 2015. Sustainable Learning: Inclusive Practices for 21st Century Classrooms. Australia: Cambridge University Press. 13. HODKINSON, A., 2015. Key issues in special educational needs and inclusion. Los Angeles Sage. 14. NORWICH, B. 2013. Addressing Tensions and Dilemmas in Inclusive Education: Living with Uncertainty, Abingdon, Routledge. 15. ROBINSON, K. and ARONICA, L., 2015. Creative schools: Revolutionizing education from the ground up. Australia: Penguin UK. 16. QUIRES, G. & ARMSTRONG, D. 2012. Contemporary Issues in Special and Inclusive Education: considering the whole child. Maidenhead McGraw Hill Open University Press. 17. WEARMOUTH, J. 2017. Special educational needs and disabilities in schools, Bloomsbury |

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| **Study :** |
| 1. COTTRELL, S. 2013. *The Study Skills Handbook* London, Palgrave. 2. CRASWELL, G. & POORE, M. 2012. Writing for academic success. London: Sage. 3. HART, C. 1998. *Doing a Literature Review. Releasing the Social Science Research Imagination*, London, SAGE. 4. SAVIN-BADEN, M. 2004. *Foundations of Problem-Based Learning.* Maidenhead: Society for Research into Higher Education and Open University. 5. SHON, C. 2018. *The quick fix guide to academic writing*, London, Sage. 6. VAN BERKE, H. 2010. *Lessons from Problem-Based Learning*. Oxford: Oxford University Press. |

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| **Legislations and policy:** |
| 1. DEPARTMENT FOR EDUCATION (DfE). 2015. SEND Code of Practice: 0 to 25 Years [online]. Available from: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>. [Accessed 04.01.17]. 2. DEPARTMENT FOR EDUCATION. 2014. National curriculum for England: (Note- all of these references- 5, 6, 7, 8- are possibly the same publication and hence one reference- this needs to be made more clear and definite) 3. DEPARTMENT FOR EDUCATION. 2011. Support and Aspiration: A new approach to special educational needs and disability: A consultation. Norwich: TSO. [Accessed 04.01.17]. from <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/green-paper-sen.pdf>. 4. DEPARTMENT FOR EDUCATION. 2003. Every Child Matters: Green Paper on Children's Services [online]. Available from 5. DEPARTMENT FOR EDUCATION AND SCIENCE (DES). 1978. Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (The Warnock Report). London: HMSO. 6. <https://www.education.gov.uk/consultations/downloadabledocs/everychildmatters.pdf>. [Accessed 04.01.17]. 7. handbook for key stages one to four [online] (See note above) 8. <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> [Accessed 04.01.17]. (See note above) 9. DISABILITY DISCRIMINATION ACT (DDA). 2005. London. The Stationary Office. [Accessed 04.01.17] from <http://www.legislation.gov.uk/ukpga/2005/13/contents> 10. EQUALITY ACT. 2010. London. The Stationary Office. [Accessed 04.01.17] from <http://www.legislation.gov.uk/ukpga/2010/15/contents>. 11. LAMB, B. 2009. Lamb Inquiry Special Educational Needs and Parental Confidence. Nottingham: Department for Children Schools and Families. [Accessed 04.01.17]. <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationdetail/page1/dcsf-01143-2009> 12. OFSTED. 2010. Special Educational Needs and Disability Review a statement is not enough. London: Ofsted. [Accessed 04.01.17]. from 13. [http://www.wired-gov.net/wg/wg-news 1.nsf/0/BBB3220F230389878025779E003471E6?OpenDocument](http://www.wired-gov.net/wg/wg-news%201.nsf/0/BBB3220F230389878025779E003471E6?OpenDocument) |

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| **Recommended Journals:** | |
| 1. British Journal of Special Education 2. Disability and Society 3. Equality, Diversity and Inclusion 4. European Journal of Special Needs Education 5. Gender and Education 6. Interdisciplinary Perspectives on Equality and Diversity 7. International Journal of Inclusive Education 8. International Journal of Special Education 9. Journal of Education Policy 10. Journal of Research in Special Educational Needs 11. Professional Development in Education 12. Race, Ethnicity and Education 13. Studies of Gender and Sexuality 14. Support for Learning   **10.2 Online materials** | |
| Web sites: | |  | |
| 1. **Action For Children:** [http://www.actionforchildren.org.](http://www.actionforchildren.org.uk/) 2. **ADDISS – The National Attention Deficit Disorder Information & Support Service:** [http://www.addiss.co.uk/](http://www.addiss.co.uk/ ) 3. **Living With ADHD:** [http://www.livingwithadhd.co.uk/parent/parent-home](http://www.livingwithadhd.co.uk/parent/parent-home ) 4. ALLFIE (Alliance for Inclusive Education): <http://www.allfie.org.uk/> 5. **Am I Normal:** <http://www.aminormal.channel4.com/> Channel 4's interactive project for young people covering a range of issues. 6. Autism: <http://www.autism.org.uk/> http://www.autisminitiatives.org/ <https://www.childautism.org.uk/><http://www.asperger-syndrome.me.uk/> http://www.aspergernauts.co.uk/ 7. Institute for the Blind: www.rnib.org.uk 8. Centre for Inclusive Studies in Education (CSIE): http://www.csie.org.uk/ 9. Childlink: <http://members.childlink.co.uk/latest/all> 10. Children in Care: <http://www.becomecharity.org.uk/care-the-facts/> 11. Deaf: <http://www.actiononhearingloss.org.uk/>. Action on Hearing Loss, the Royal National Institute for Deaf People (RNID), England and Wales No. 454169. 12. Dyslexia: <http://www.bdadyslexia.org.uk/> .The British Dyslexia Association , Unit 6a Bracknell Beeches, Old Bracknell Lane, Bracknell, RG12 7 BW, UK 13. Dyspraxia: http://www.dyspraxiafoundation.org.uk/ **Dyspraxia Foundation** 8 West Alley, Hitchin, Herts, SG5 1EG, UK 14. **Government Information on Looked After Children**: <https://www.gov.uk/schools-colleges-childrens-services/looked-after-children> 15. Government **Information on SEN**: http://www.education.gov.uk/schools/pupilsupport/sen 16. Inclusion: http://www.inclusive.co.uk 17. LGBT: <https://www.lgbtyouth.org.uk/resources/> 18. Stonewall (LGBT charity): <https://www.stonewall.org.uk/our-work> 19. Mencap: http://www.mencap.org.uk/ 20. Office for Disability issues: http://odi.dwp.gov.uk/inclusive-communications/channels/advertising.php 21. Scope: http://www.scope.org.uk/ 22. **Young Minds:** <http://www.youngminds.org.uk> Support young people on a range of mental health issues. | |  | |
| Teacher’s media: | |  | |
| 1. Inclusion – ‘The big debate’ <http://www.teachersmedia.com/videos/inclusion#video_title_bar> 2. Primary special needs – ‘Making inclusion work’ <http://www.teachers-media.com/videos/primary-special-needs-making-inclusion-work#video_title_bar> 3. Disability Equality – A series of five videos based at Ipsley Middle school looking at policy overview to active inclusion in PE. <http://www.teachers-media.com/series/disability-equality> 4. Effective Inclusion – Bringing special school experience into the mainstream classroom. <http://www.teachers-media.com/videos/effective-inclusion-bringing-special-school-experience-into-the-mainstream-classroom#video_title_bar> 5. Making Learning Irresistible (Mick Waters) – Includes an interesting section on ‘labelling’ of learners and impact. <http://www.teachers-media.com/videos/mick-waters-making-learning-irresistible#video_title_bar> 6. Pupil Voice in Special schools - <http://www.teachers-media.com/videos/pupil-voice-in-special-schools#video_title_bar> | |  | | |