

**Salahaddin University-Erbil**

**College of Basic Education**

**Department:** General Science

**Module Handbook**

**for**

**Diversity Education**

**2017 - 2018**

**Module Handbook**

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| **Course name** | Diversity Education |
| **Module convener** | Instructor: Ashqi Suleman Haso |
| **Module deliverer** | English: Mr. Kawa Qadir  Social Sciences: Mr. Farhard Qadir  Maths: Dr. Yusuf F. Hussein  Kindergarten: Mr. Zhilwan M. Ma'roof  Kurdish: Mr. Nidham H. Rashid  General Science: Mr. ashqi |
| **Module Credits** | 4 |
| **Teaching hours (per week )** | 2 |
| **Office hours** | N/A |
| **Contacts** | e-mail: [ashqi.haso@su.edu.krd](mailto:ashqi.haso@su.edu.krd)  Mobile no.: 009647504829882 |
| 1. **Module objectives**   The objectives of the module are to analyse the diversity concept for students so that their level of respect and co-existence will be elevated. Furthermore, this module prepares the pre-service students for their future teaching career so that they can treat diverse classrooms appropriately.  **2. Learning outcomes**  By the end of this module, the students are expected to be able to:   * be aware of diversity education issues in the current trends in the world-wide education. * attempt to create an environment for students to acknowledge diversity. * be familiar with their real-life diversity forms existing in Kurdistan. * increasing students' problem-solving skills through different perspectives applied to reaching solutions and dealing with differences respectfully. * decreasing stereotyping and prejudice through contact and interaction with diverse individuals.   **3. Module content**  This module, while analysing diversity in education, explains the philosophy and principles of the module. Moreover, the forms of diversity are explained according to Kurdistan Region real-life situations. Furthermore, the factors affecting diversity in Kurdistan are investigated in detail. Finally, some samples of diversity are comparatively discussed internationally. | |
| **4. Forms of Teaching**  Situation-oriented method is implemented as the following:  Lectures, Group Discussions, Observation and Reporting, Presentation and Question an answer, films, field trips, small group assignments, guest speakers, interaction with foreign exchange students, Students' Personal stories, Projects, and problem-solving. | |
| **5. Assessment Scheme**  There are THREE assessment tools for this module:     * Two monthly exams 20%: each is out of 10% * Seminars, Group assignments, Field trips…. etc.: 20% * Final exam and final project evaluation: 60% (30% for each)   ‌ | |
| **6. Reading List and References‌**   * John A. Gardner. A. Jerome Jewler and Betsy O. Barefoot, 2011. Your College Experince. 9 ed. New York: Boston. * Anja Swennen and Marcel Van Derk Link, 2009. Becoming Teacher Educator. London: Open University Press Spreinger Science. * Jane Johnston, John Halocha and Mark Chater, 2007. Developing teaching skills in the primary school. First ed. New York: Open University Press. * Davis, B. C., 2009. Tools for Teaching. Second Edition ed. USA: Jossey Bass. * Prashnig, B. 2004. The Power of Diversity. Stafford: Network Educational Press Ltd. * Jiten, P and Gamiel, Y. (2016) "Demystifying Diversity "Gilgamesh, Publishing LTD. * Jonathan, P. (2013) "Diversity in Coaching, Working with Gender, Culture, Race and Age" Second Addition, UK, USA, and India. * Chandrika, D. (2013) "Diversity and Inclusion in Early Childhood" SAGE. * Gianna, K. and Vini, L. (2011) "Diversity, Equality and Achievement in Education" SAGE. * Mansuor, N. & Wegerif, R. (2013) Cultural Studies of Science Education, "Science Education for Diversity" V. 8, Exeter, London.   **International Research:**  Virginga, E. Causey, Christine, D. Thomas, Beverly, J. Armeto, (2000, Pp 33-45) Teaching and teacher education *"Cultural diversity is basically a foreign term to me: the challenges of diversity for preservice teacher education*" 16, USA, Pergamon.  Furnham, A., 2003. The Diverse Workforce: Individual Differences, Personality, and Career Development. In: A. Furnham, ed. Personality at work, The role of individual differences in the work place. Second Eidtion ed. London & New York: Routledge, p. 99.  **Research in Kurdistan:**  Salih, H., A. (2017) The Reality of Minorities in The Kurdistan Region. Kurdistan.  Salih, H., A. (2008) "Geographical Analyse for Arabization policy in Kirkuk and Methods of Treatment." Sulaymania, (KCR) Kurdistan Centre Research.  Abdullah, M. H., Saffar, B. and Maarouf, M. Z. (2017) "The extent of awareness of students of basic education college toward Diversity Education"  **7. Module topics (Syllabus)** | |
| |  |  |  | | --- | --- | --- | | Week no. | Topics | Notes | | Week 1 | Introduction and definition of diversity |  | | Week 2 | The importance of diversity |  | | Week 3 | History of Diversity |  | | Week 4 | The Theories of diversity |  | | Week 5 | 1. Principles of Diversity:  * Understanding differences. * Treating people fairly. * Practice inclusion…. And the forth. |  | | Week 6+7+8 | Forms of diversity: (age, sex, color, language, religion, socio-economic status, ethnic, identity, physical and mental disabilities, nationality, political ideologies, and individual characteristics) |  | | Week 9+10 | Diversity and education |  | | Week 11 | First Midterm exam |  | | Week 12 | Diverse classroom |  | | Week 13 | Diversity Management |  | | Week 14 | The power of diversity |  | | Week 15 | Teaching barriers in diverse classrooms |  | | Week 16+17+18 | Diversity in Kurdistan society |  | | Week 19+20+21 | Factors affecting Diversity Education in Kurdistan: (Family, School and Media) | student presentation: the process of decision making | | Week 22 | Globalization |  | | Week 23 | Diversity and globalization (a comparative view) |  | | Week 24 | Second Midterm exam |  | | Week 25+26 | Ideologically-neutral education |  | | Week 27 | Example 1 – Diversity in the USA |  | | Week 28 | Example 2 – Diversity in the Middle East | | Week 29 | Example 2 – Diversity in Germany |  | | Week 30 | Students' Feedback, Overview, and Assessment |  | | Last week | Final Exam |  |   **8.** **Module Activities** Students' Activities (or projects):There are interactive outside classroom activities where students are guided to pinpoint the diversity-related issues or forms in Kurdistan Society as the following:  1. Facility provision for physical disabilities (for example, in supermarkets) 2. Companies facilitation for dwarfs in Kurdistan ( for example, Car Agent Companies) 3. More activities could be suggested by the lecturer or initiated by the students themselves. 4. Job opportunity for both male and female in private sectors ( eg, Supermarket) 5. Individuals' familiarity with other religions. 6. Inter-ethnic marriage. 7. Different age-group communities' Attitudes ( eg., in Cafés ) | |
| **9. Exam & Task samples**  Q1/ To what extent do you think diversity is a new concept?  Q2/ Do you think Kurdistan is a feasible environment to diversity education? And why?  Q3/ Do you realize that the differences are our strong points or not? And Why?  Q4/ Compare Co-existence of Kurdistan with other Iraqi parts.  Q5/ To what extent do you believe in diversity? and why? | |

**11. Future Research Studies about Diversity Education:**

There are a number of suggestions for further studies to be conducted in Kurdistan or on Kurdish Society including:

1. The Investigation of injustice phenomenon between male and female children in Kurdish families.
2. Identity problems in Kirkuk.
3. Co-existence Case among diverse nations in Kurdistan.

**Module Modifications**

**The delegate modified or added the following in the Diversity Education Module:**

1. The title "Course-book" modified to "Module Handbook"

2. Rearranging the headings in the module handbook according their priorities as guided by professor Anatoli.

3. Teaching methods changed to "situation-Oriented Method" so that students can practice their competencies.

4. the division of marks were revised and modified in order to balance between the theoretical and practical sessions:

5. some of "the course plans/ topics" were added through revision including:

a) "Factors affecting Diversity Education in Kurdistan: (Family, School and Media)"

b) Adding "Students' Activities"

c) Adding " Suggestions for further Research in Kurdistan or on Kurdish Society"

d) Adding "International Research" and some international books.

e) Adding "Research in Kurdistan"