Comenius Senior Fellow

Challenges and Opportunities in International Classrooms: toward an Intercultural Perspective and Practice at the University

Work package: Curriculum Scan

Designing a Diversity-Rich Curriculum

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Introduction

"**The Challenges and Opportunities in International Classrooms**" project aims at installing a multi-levelled trajectory of change toward an intercultural (multicultural) perspective and intercultural practice in our faculty. The project includes four main components: workshops for lecturers and students, assessment and review of the FMG's official communications, and curriculum scan.

The work package on "curriculum" included three keys steps: i. Analysing the course outlines through a pre-defined coding scheme, ii. Interviewing selected lecturers to understand what individual, institutional or contextual factors inform their choices and facilitate or hinder diversity-rich course design, and iii. Formulating suggestions for designing curriculum in a diversity-rich way. This document outlines the key findings of the curriculum scan and the lecturer interviews and proposes concrete recommendations for curriculum design.

In this project, an **international classroom** is characterised by the variety of nationalities of the students (e.g., students who come to study from abroad) as well as students with a migration background who were born and raised in the Netherlands. Lecturers who took part in this study defined a classroom or a program as international based on a high number of foreign students, English being the language of instruction, variety in students' country of origin or ethnic background, and curriculum having an international orientation.

Methods

Four departments participated in this study: **Sociology, Political Science, Psychology** and **Communication Science**. The curriculum scan was conducted with course outlines of 1st year bachelor courses that are open to international students and taught in English, in the 2020/2021 academic year. The coding scheme for the curriculum scan was based on the following four domains and their associated codes:

1. **Lecturers and guest lecturers:** Sex, country of origin/ethnic/national background, availability of guest lecturers, and professional identity of guest lecturers.
2. **Course objectives:** Reference to diversity and inclusion, critical thinking, reflexive thinking, intercultural competence, and inclusion of non-WEIRD (from Western, Educated, Industrialised, Rich, and Democratic cultures) perspectives.
3. **Course content and literature:** Sex of the first authors, inclusion of diversity in curriculum as a theme.
4. **Teaching and learning methods:** Teaching and learning methods listed, specific reference to stimulating student engagement, discussion, and space for collaborative learning.

Four senior team members from the Comenius project conducted the curriculum scans: one researcher was assigned for each department. To improve consistency, the same course outlines were also scanned and analysed by two master's students who conducted their theses within the framework of this project. It is important to note that the level of detail provided in course outlines differed per department, some course outlines were brief only providing the most essential information, while some others elaborated on course objectives and content more. In addition, a select number of lecturers were interviewed from these four departments to gain further insights into lecturers' choices, experiences, and the challenges they experienced in curriculum design and in their efforts to promote an inclusive pedagogy in their international classrooms. Invitations were sent to lecturers who coordinate and/or teach in international classrooms. Although the curriculum scan was limited to Bachelor 1 (BA-1) courses, the interviews were broadened to lecturers who teach BA-2 and BA-3 to increase the number of participants. In total, 19 lecturers were interviewed between March and September 2022, online or in-person at the UVA campus (see table 1). The interviews

took between 45 to 60 minutes and were conducted by the two master's students in English or Dutch. After the interviews were fully transcribed, they were analysed using a software programme (Atlas.ti) by the students and by the work package coordinator. There might be a self-selection bias in the sample, since lecturers who are already attuned to the importance of diversifying the curriculum and pedagogy could have volunteered more frequently to take part in this study.

Table 1. Number of courses scanned, and lecturers interviewed, per department

Departments	**Course outlines scanned BA1 courses**	**Lecturers interviewed (Teaching BA1, BA2, BA3 courses)**	
		Male	Female
Sociology	8	2	3
Political Science	7	2	3
Psychology	6	4	2
Communication Science	7	1	2
Total	**28**	**9**	**10**

Social Identities of Lecturers

Lecturers exercise power in their classrooms as they select reading materials, determine course content, give directions during the lectures, create evaluative measures, assess students, and moderate student engagement. In inclusive classrooms, representation matters in terms of the course content but also in terms of the visibility of role models who come from backgrounds comparable to those of the students. Positive role models encourage students to follow the same path and strengthen their belonging.

In this study, lecturers were identified based on the names given in the course outlines. In case of doubt about their background characteristics, the lecturers' UvA webpages were consulted. According to our analysis, there were more male lecturers teaching international classrooms in these four departments (47 males versus 27 females) and they mostly had a native/ethnic Dutch background (62 versus 10 with international background, e.g., from Germany, the USA, Russia or Turkey; see table 2). Lecturers who were born and raised in the Netherlands but had a migration background were also categorised as international.

The attitude towards guest lecturers differs per department: in some it is commonplace to invite fellow researchers to showcase their work or to invite practitioners, while in other departments they are seldom invited. Guest lecturers were invited to provide additional perspectives and networking opportunities to students (e.g., establishing linkages with the private sector or policy-related organisations) and to break academic stereotypes and promote representation of marginalised groups and inspiring work they might be doing in the private sector. In some cases, guest lecturers were invited because students were interested, and students remarked favourably about having diverse speakers in student evaluation forms. The guest lecturers were mainly academics; only a few of them were practitioners.

However, most of the lecturers interviewed were hesitant to invite guest lecturers, because they felt responsible for the quality of the limited teaching time their courses offered and they did not want to put additional demands on fellow colleagues. Moreover, guest lecturers outside of academia do not have experience with teaching, so the quality of their contributions could vary greatly. Various lecturers also received less than favourable feedback from students regarding guest lecturers, or students thought the sessions during which guest lecturers take part were just "for fun" and they did not take them seriously, eventually not showing up. These experiences discouraged them from inviting guest lecturers.

Table 2: Background characteristics of lecturers teaching BA1 courses, per department

Departments	Sex of the lecturers		National background	
	Male	Female	Native Dutch	International
Sociology*	8	2	7	2
Political Science*	8	3	9	1
Psychology	18	11	29	0
Communication Science	13	11	17	7
Total	**47**	**27**	**62**	**10**

*Background of two lecturers is not known.

Course Objectives

Critical and reflexive thinking

Course outlines mostly referred to the development of critical thinking and the importance of reflecting on their own positionality and biases. Out of 28 courses, 20 of them explicitly referred to the importance of developing critical thinking and 11 of them to reflective thinking skills. During interviews, the lecturers maintained that critical thinking is indispensable for scientific development and academic studies, and that these skills are regularly assessed per course through student evaluations. What is assessed might eventually be more frequently highlighted in the course outlines as well.

> "There's no scientific teaching or no academic teaching that does not involve critical thinking. Like there's no uncritical science. That cannot exist."

The majority of the interviewed lecturers play an active role in stimulating critical and/or reflective thinking, through posing critical questions (e.g., to facilitate awareness about one's own assumptions and biases), demonstrating these skills, informing students about the significance of these skills, and facilitating reflection moments through a variety of assignments (e.g., writing assignments, classroom discussions, and Think-Pair-Share exercises). Incorporating opposing theoretical approaches or scientific studies with contradictory results in the reading list or lectures is also important to stimulate students to look at the issues from different angles and to analyse the material and reach their own conclusions. Some lecturers also formulate reading questions for the required literature and ask their students to discuss each in smaller groups, and some use journaling assignments to stimulate critical and reflexive thinking. Some expressed their struggle to prioritize critical and reflective thinking as course objectives because their courses are introductory, and they teach in large lecture halls where there is little room for discussion. First-year bachelor's courses are more geared towards understanding the basics and focus on foundational learning, although there is room for reflective thinking through weekly assignments. However, several lecturers believe that it becomes more important in the second and third years of the bachelor's programs. Feedback is also viewed as an important tool for stimulating critical thinking, as it forces students to think deeper, and "come up with support and reasoning behind their opinions".

Table 3: Course objectives, per department

Department – Number of courses scanned	Critical thinking	Reflective thinking	Diversity and inclusion	Inclusion of non-WEIRD perspective	Intercultural competence
Sociology – 8	5	3	6	4	1
Political Science – 7	4	5	2	2	0
Psychology – 6	6	1	0	3	0
Communication Science –7	5	2	1	0	0
(Total) – 28	**20**	**11**	**9**	**9**	**1**

Diversity and inclusion

This was stated as an explicit course objective in 9 (out of 28) courses. It mostly implied that the course content would be applied to a global and/or cross-cultural context and the various experiences of students would be used as a resource. A non-WEIRD perspective was also included in nine courses. One course outline explained that contemporary articles by authors of diverse backgrounds were included, which build on the classics written mostly by Jewish European white males. Some other courses that included a non-WEIRD perspective did so by providing an international perspective or work of thinkers from various traditions and philosophies around the globe.

The lecturer narratives during the interviews overwhelmingly pointed out the importance of diversity as a core objective, even if they may not have explicitly mentioned it in the course outlines. Diversity and/or inclusion were incorporated in courses through offering an inclusive learning experience, reflecting on positionality, and providing diverse course content. This implies creating an inclusive atmosphere by giving room to all voices present in the classroom, stimulating collaborative learning among students from diverse backgrounds, and connecting the content to the lives of all students. In this context, the social integration difficulties of international students were brought up, as well as the fact that local and international students remain separate across diverse departments, leading to a sense of isolation among some international students. Such social distance between local and international students is likely to have detrimental effects on the social integration of international students within the university and beyond.

Intercultural competence

Intercultural competence refers to individuals' capacity to respectfully engage and communicate with others so that they have the benefit of other people's cultural perspectives. It encompasses knowledge, skills, and attitudes individuals must develop. These include awareness about cultural frameworks, empathy, curiosity and openness about cultural differences, and understanding differences in verbal and non-verbal communication. Such competence supports effective, meaningful, and appropriate interaction in a multicultural classroom context. Engaging students with diverse content is only possible through an intercultural competence framework. Only one course outline included the development of intercultural competencies as an explicit course objective. During the interviews, however, almost all lecturers stated that they would like to stimulate intercultural competencies and skills in their courses, but that it is an implicit rather than an explicit objective. Lecturers expose students to various perspectives, engage with the course content (e.g., applying the theories to various cultures), and use inclusive language. Some lecturers noted that their courses have little space to stimulate intercultural competencies and skills because of the size of the class or the time limitations. However, there was an acknowledgement that due to their diversity, international classrooms better prepare students for "the real world", because workplaces are increasingly international and intercultural.

Course content and literature

Background characteristics of authors

A number of factors are important with regard to background characteristics. However, in this project we were able to analyse only the sex of the first authors of the required literature assigned for the courses. Curriculum scans revealed that the first authors were overwhelmingly male (121 males versus 38 females).

During the interviews, some lecturers explained that they do not consider the sex of the author important, and instead put more emphasis on the author's expertise, relevance of the publication for the course themes, the quality of the journal where the article/book was published, and whether or not the text is written in accessible language and includes case studies/exercises to apply the theoretical knowledge.

This finding might also be explained by the fact that most analysed courses were introductory, and lecturers thus felt obliged to include influential classical work, mostly written by male authors. Some also remarked that "It's actually quite difficult to find female authors that have had substantial impact on the field in the last decade". In one department, there was a preference for published articles from their own department.

> "There is also no way around some of the literature that is very Eurocentric (…) because that's what a lot of the other literature refers to. So, we cannot start with let's completely ignore that and do something entirely different, because we're also providing an introduction to the field"

Table 4: Sex of the first authors in required reading list, per department

	Sex of first authors in reading list (Number of texts)	
	Male	**Female**
Sociology	40	10
Political Science	42	7
Psychology	8	9
Communication Science	31	12
Total	**121**	**38**

> "Because I believe knowledge production is part of a power operation and if we want to understand how power works, we need to include different perspectives. Also, because actually it's very interesting and high-quality work that non-canonical authors produced".

During the interviews, several lecturers also added that they tried to consider the sex and ethnic and/or national background of the authors when they were selecting the required reading list. They hoped that including (more) non-canonical authors would improve representation, break down stereotypes, and add high-quality texts written from these authors' unique positionality. These lecturers seem to be aware of the benefits that a diversity-rich reading list and giving voice to different perspectives offer. Hence, some of them also checked whether texts have an international or at least a non-Dutch or non-European perspective. Few lecturers displayed the photos of the authors on screen to give clues about the positionality of the author (e.g., their ethnic and racial identity). Some lecturers put readings about positionality on the reading list. These texts helped students reflect on who is writing the text and what their built-in perspective is, which lecturers consider important when students read the classics.

Diversifying curriculum content

Course content includes subjects that are studied, scholars who are represented on the syllabus, statistics, examples, and metaphors that are used to illustrate important concepts or debates. It is a core element in creating inclusive learning environments. The assigned readings, the topics, metaphors, and examples used in a specific course convey to students whose perspectives are foundational to a discipline, who belongs within a field of study, and who holds legitimate authority in terms of knowledge production. Moreover, lecturers assigning specific readings from specific authors imply that this is the powerful knowledge that should be transmitted to the new generations. In other words, such choices demonstrate what knowledge matters. Cultural frames of reference and biases influence the assumptions that inform lecturers' selection of topics and reading lists.

Several lecturers commented that Eurocentrism remains strong in the curriculum. Furthermore, the influence of American scholars in some disciplines, e.g., in political science and psychology was brought up. They pointed to the importance of diversifying the readings to show that there are alternative perspectives on these key issues. The focus becomes very international in international classrooms in some courses, because students are from highly diverse backgrounds. A key challenge in diversifying the curriculum is related to making the content relevant for both Dutch and international students. Dutch students need to know and relate the studied topics to the societal and political developments in their country. Because international students come to study in the Netherlands, they would like to learn more about the Dutch context as well. However, most of them will not stay in the Netherlands. Hence, balancing the emphasis on the Dutch versus the international context remains a challenge. Moreover, lecturers noted that it is easier to connect to what is going on in the news with Dutch students. Some were surprised by the extent to which international students are not familiar at all with developments in the Netherlands. Moreover, when the Dutch context is brought up as an example, international students need to be provided with relevant contextual information. Another challenge with regard to integration of content from diverse contexts is related to the political sensitivity of the topics, especially when an international conflict concerns two different countries and students from both are present in the class. Some students are easily offended or feel challenged after being exposed to knowledge that is diametrically opposed to the narratives, they were told in their home countries. Discussion in such cases requires extra care and skilfulness.

> "Now we have to look really beyond our borders to come up with examples."

Several lecturers discussed encountering some difficulties in adapting their teaching to diverse national and/or cultural backgrounds in their classrooms. This also had to do with the fact that in Dutch-speaking, relatively homogeneous classrooms, the entry level of the students is comparable (VWO diploma) and the (Dutch) lecturers have an understanding of the students' level. However, international students come from a variety of educational systems with different qualification criteria. Even though some of these students are highly motivated, competent, and accomplished, some tend to be academically impoverished. Catering to such a diverse group with very different academic levels is very challenging compared to teaching to a Dutch group. In addition, in large classrooms, lecturers also do not have much space and time to explore what students already know. This implies some additional challenges in designing the content of the lectures. Moreover, international students tend to have relatively higher needs for supervision and guidance, because they are not familiar with the Dutch academic culture, expectations, and regulations.

Diversity as a thematic focus

Lastly, the inclusion of diversity as a theme was analysed with the curriculum scan. The theme was included in 13 courses out of 28, mostly in the courses offered by Sociology department (e.g., highlighting the importance of context, systematic exclusion of particular

groups and its consequences, biases surrounding racism, classism and sexism, and need for a global perspective). Diversity came up as a theme in other departments as well, but less frequently (in two or three courses each).

Table 5: Number of courses with diversity as a theme in curriculum, per department

Department – Number of courses scanned	Diversity as a theme in curriculum
Sociology - 8	6
Political Science – 7	2
Psychology – 6	3
Communication Studies -7	2
(Total) – 28	13

Teaching and learning methods

Several lecturers maintained that teaching in international classrooms is more interesting and enriching compared to teaching students from more homogenous backgrounds. They observed students learning from each other's diverse perspectives and experiences and broadening their worldviews.

> "Class discussion is a lot richer if you have students from different parts of the world bringing in examples from their country. And you can really see how the theory comes to life through the eyes from someone else from a different part of the world".

Furthermore, international students motivate and inspire Dutch students, because some of them are highly motivated and perform well and are more active in classroom discussions. International students from non-EU countries make an effort to come to the Netherlands and pay much higher tuition fees. Hence, they tend to be more serious in terms of preparing well before the classes, and to benefit from the lectures. This has a positive overall impact on classroom climate, stimulating intrinsic motivation and raising the bar in the discussions. The presence of international students also stimulates experiential learning to be open to different perspectives and aware of different ways of looking at certain issues.

Common pedagogical practices

Almost all courses combined a variety of different methods, but the most frequently listed teaching and learning method in course outlines was whole-class interactive lectures, followed by tutorials and Q&A sessions. In various cases, group work, a discussion on Canvas, peer feedback, individual or group presentations, writing diagnostic reports, and doing research were also included. During the interviews, the lecturers also mentioned that they mainly use whole-class lectures, and almost all of them placed importance on stimulating interaction and discussions. The role of the lecturer in terms of facilitating students' knowledge acquisition is key during the lectures, and interaction, discussion and collaboration are highlighted more during tutorial sessions. However, not all courses had tutorial sessions. Collaborative learning is stimulated by encouraging students to work together to write a joint article, engage in small group discussions about the required reading material, or work on assignments to apply the theory to different situations. When group work was organised, some cultural misunderstandings took place, leading to difficulties in group work or serious conflicts. This had to do with having different cultural cues and expectations. Some lecturers replaced group assignments that required research and writing a paper/report together with individual papers to reduce the pressure to cooperate. Moreover, to stimulate critical discussions, the lecturers make use of videos, segments of podcasts, and pictures. Reading questions that are prepared in advance to promote more reflexive reading of the required literature are used in small-group discussions.

The lecturers also discussed that there were a range of challenges they encountered as they tried to promote an inclusive pedagogy in their classrooms. In Table 6, these are briefly summarised.

Table 6: Challenges in promoting inclusive pedagogy

Large classroom size	-Limits space and time for student engagement and dialogue. -Perceived as more intimidating for students to express themselves. -Limits getting to know the academic level and background of students.
Short duration of courses	-Limits subjects that can be incorporated and more time-consuming interactive pedagogical practices. -Less time for lecturers to familiarise themselves with their students.
Cultural differences	-Might lead to cultural misunderstandings during group work, resulting in serious conflict in some cases, or limiting collaboration. -Providing feedback to international students in the "typical Dutch way", can be considered "too harsh", negative feedback taken "too seriously".
Social integration difficulties	-Difficulties integrating into the social fabric of the university for international students, feelings of isolation. -Negative implications for facilitating group work or student collaboration in general. -Greater difficulty for international students in doing hands-on research due to lacking strong connections to local environments, compelling them to write their papers based on literature review.
English as the language of instruction	-Limited classroom interactions among some Dutch students who are used to having their education in Dutch. -Lack of full proficiency in English of difficulties because of accent for some international students.
Controversial and challenges issues	-Silence students, lead to self-censorship, fear of saying "the wrong thing" - Challenges regarding engaging with perspectives students have never encountered before, or perspectives that are not viewed as positive/favourable. -Possible avoidance of such topics by lecturers.
Online education	-Reluctance to speak up in recorded sessions.
Underfunding and lack of sufficient time	-Limit time for preparing additional assignments.
Assessment	-Stricter student evaluation system compared to some other academic traditions. -Different meaning of score of '7' compared to other international contexts. -Lack of experience with written exams, e.g., Italian students who mostly have oral exams at secondary education.

Finally, although the sample is small, our data indicated a higher level of awareness and sensitivity among female lecturers with an international background with regard to the complexities of teaching in international classrooms and the importance of adapting the curriculum and the pedagogy to meet the demands of a diverse group.

Student engagement

Student engagement is key to promoting an inclusive pedagogy and to making sure that teaching is about all students in a given classroom, not just those who are already motivated, engaged, and vocal. Equity within the classroom requires that the lectures are structured in a way that creates opportunities for all students to express themselves verbally, to have time to think and process the knowledge, to pose ideas and construct their knowledge, and to be

explicitly welcomed into discussions. Otherwise, classes are fully accessed by only a small number of students in the classroom.

Lecturers believed that in international classrooms, students tend to be very careful in terms of what they express, and they try to be politically correct. There is also hesitance to speak out in an international classroom out of fear of saying "the wrong thing", or unintentionally offending someone. But in an all-Dutch group, there is less of that. Students are more outspoken and even blunt. Student engagement is stimulated by almost all lecturers through a variety of means. A common practice is to assign writing exercises, which are later on discussed in tutorials. Students are also invited to pose questions on Canvas or using a software program in the class (such as Mentimeter) or do small research projects or other short exercises in tutorials. Lecturers observed that some students engage more easily in the class than others; students' personality, gender, cultural background, and language comprehension have an influence on these patterns. To encourage all students to engage with one another, smaller group discussions are used, as expressing viewpoints in the plenary group might be more stressful and intimidating for some students. In that regard, Think-Pair-Share was particularly mentioned by a few as a very effective pedagogical tool. Three lecturers have forbidden the use of laptops in the class so that the students will be more present and focused and pay more attention to the discussions and engage in them.

Safe classroom environment

All lecturers were aware of the importance of classroom safety for student engagement and learning. Lecturers strive to promote safe classroom environments through various ways: they set clear rules for interaction and discussion, moderate the discussions, set an example, incorporate student feedback in their teaching, and when needed, engage with the students after the class to provide additional clarification or to talk through a sensitive issue that has arisen during the lecture. In these ways, the lecturers aimed at creating a space where students could share their experiences and perspectives and could engage in critical discussions with others. Some lecturers provide additional support and encouragement to non-dominant groups to express themselves in the class, and some invite their students to talk about their emotional well-being after a sensitive topic comes up in the class. Racism was brought up as the most sensitive and controversial topic, and followed by migration, feminism, and the Russian invasion in Ukraine. Students with right-wing political inclinations do not feel safe to express their viewpoints. The importance of setting clear ground rules for class discussions was particularly emphasized in relation to sensitive/political issues to make sure that students engage in critical discussions without the discussions spiralling out of control.

Effective strategies to promote inclusive curriculum and pedagogy

Content integration
Include a diversity statement in the course outline.
Articulate how diversity is approached in this course and how inclusion will be promoted. Even in the first introductory class, discuss classroom pedagogy with students, making them aware that students come from different pedagogical traditions, and might have different understandings and expectations of how learning and teaching should take place, and what the role of teacher and student is in this process.
Make an inventory of which voices are represented in your course outline and classroom space. Such as: Which voices are represented in the curriculum, why? Are the authors, researchers,

scholars, guest speakers representative of diverse identities and experiences? Which students' voices are represented in the class? Why?

Incorporate more diverse voices and perspectives in primary sources, scholarly perspectives, examples, statistics and metaphors. The possibilities vary per discipline. In some courses, the lecturers can reflect diversity through the primary sources they choose, while in some others this can be done through incorporating diverse student viewpoints and leading discussions on the lack of diversity on a specific subject or discipline. Incorporating diverse perspectives and voices into the curriculum helps create more inclusive classroom spaces in which students feel recognized and valued.

Select content by authors of diverse backgrounds and discuss contributions made to the field by historically underrepresented groups so that students can see themselves represented in the scholars, mentors, and role models within the field. If you find that these voices are not well-represented in your discipline, make it a point to discuss these absences and the socio-historical reasons for them with your students.

While teaching challenging or controversial topics, prepare yourself and your students to emotionally and socially engage with these topics. For instance, say that these are really difficult, complex issues and can trigger a variety of emotional reactions. Allow students to get together in affinity groups where they can actually work through their social and emotional issues before a whole-class discussion. Structured protocols for the discussion would be helpful, as they promote safety.

Invite guest speakers or lecturers who can bring diverse perspectives to the classroom space, provide relevant information about them to students, and integrate the guest speaker and the materials they present into the course content, so that it does not feel an "extra" that was appended to the course.

Have students embrace being creators of knowledge and collaborative co-constructers of knowledge. To stimulate this, encourage students to bring materials to the class (e.g., personal experiences or content from their countries of origin published in their national language).

Integrate intercultural competence into course objectives, as it cuts across all courses in international classrooms. Within this framework, identify ways to help students acquire relevant skills, attitude, and knowledge, such as empathy, curiosity, openness, and cultural self-awareness. For instance, maximize and facilitate purposeful interactions, value the assets students bring to the classroom, and balance and support dissonance when it occurs in the classroom.

Giving students opportunities to think and talk

Wait time: Increase time for student thinking and expand the number of students participating verbally, instead of immediately giving the floor to the first student who volunteers. Doing so might lead to domination of class discussions by a small number of verbally expressive, confident students. Increasing wait time also increases the length and complexity of the students' responses. Wait time after a question can be increased by waiting until at least three students raise their hands, for example.

Allow students time to write: As a response to questions raised, allow time for students to write down their ideas, which might help organise their thoughts and lead to new insights (e.g., 2 to 5 minutes).

Think-pair-share: Give all students a minute or so to think or write about their ideas on a given issue or question, then share it with a neighbouring student, compare ideas, and identify points of agreement and misalignment. These paired discussions may be followed by whole-group conversations during which individual students can share the highlights of their paired discussion.

Do not try to do too much: Structure more active learning outside class time, e.g., case study assignments.

Encouraging, demanding, and actively managing the participation of all students
Hand raising: Actively encourage hand raising and turn-taking in the classroom. Be explicit about asking for "hands from those of us who have not yet had a chance to share".
Multiple hands, multiple voices: Call upon multiple students to respond to a question or share views on a specific issue to increase the breadth of ideas flowing.
Monitor student participation: Make running lists of students who contributed to the discussions, mentally in smaller classes, and on a piece of paper in larger classes.
Establish and reinforce ground rules for discussion: Ideally, the ground rules should be established and discussed with students at the start of the course, and they should be revisited to help everyone stay accountable to each other in the learning space.
Model and promote active listening techniques: Model what it means to listen to a peer and consider their perspective by engaging in active listening techniques and constructive dialogue with students who speak up in class.

Building an inclusive and fair classroom community
Establish an inclusive course climate where all students feel like they belong and build a sense of community with your students.
Integrate relevant and culturally diverse examples.
Work in stations or small groups. This is an effective active learning strategy that helps to incorporate diverse student voices into the classroom space. It allows all students to engage with one another, and to think through multiple viewpoints and experiences. Such practices convey to students that they all have important contributions to make. Make sure small groups include students with diverse background and multiple perspectives.
Use varied active learning strategies. For instance, use group work that requires students to take up opposing perspectives and present arguments to each other. After the discussion, key highlights can be presented to the class, so that students can hear diverse viewpoints on the topic.

Making structural changes
Train lecturers and study advisors to work with students from diverse backgrounds and improve their knowledge and skills regarding diversity and inclusion.
Stimulate interchanges between lecturers to encourage peer learning about strategies to promote inclusive pedagogies, safe classrooms and student engagement.
Provide additional hours or create space in other ways for the lecturers to invest more in preparing their classes and the assignments for their classrooms.
Stimulate recruitment of international staff from minority backgrounds.
Stimulate enrolment of students with a migration background, as their percentage at the UVA is small and is not representative of the diversity of Amsterdam.

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