**Reference tools for working with (project) groups and inclusivity**

**Inclusive pedagogics according to Frank Tuitt:**

1. Build relationships:
Meaning: shake hands (not in times of corona), make sure that you practice everyone’s names, for example, by tossing a ball in a circle: the catcher says: I am receiving the ball from …(name), and I am throwing to ….(name). Within two or three sessions everyone will know the names of group members, especially in a small group. To do this online is a bit more difficult, but you can ask everyone to turn on their camera and greet each of the participants. Make sure they know they are seen.
2. Be alert to prejudices (be aware of):
Identify what you hear and see, and ask additional questions: especially ask open-ended questions such as: what do they ‘mean’ by ….?; what would it be like if you were part of a minority group, and people talked about you in a certain way? Communicate to students that they should have respect for ideas and customs that are ‘different’ from their ‘norm’.
3. Work on the self-worth of students:
Let students discuss their background: what are their traditions?; what are they proud of?;
what is the basis of their ideas and assumptions, etcetera. To what extent do they recognise similarities within the group that they are working in? How can they make sure that differences are allowed, and that these are accepted? They can agree on appropriate conduct together. Recognition of their identity.
4. Build self-motivation:
Ask students questions that get them thinking about what they can undertake themselves: What is your contribution here? What can you change in this situation? What can you do on your own, before asking another for help?
5. Think of students as individuals:
By greeting individually when meeting, and memorising their names, they already receive a part of that acknowledgement as individuals; spend time on the ideas of each student, also the quiet ones. Use what you know about a student when you are talking to them. (for example, what they shared at point 3)
6. High expectations:
Let them know what you expect. Better that you expect too much and all the while they are learning a lot, than that you expect too little and they get bored. Ask the students to make notes during meetings, formulate questions, formulate answers to all the questions asked; the latter to promote active participation in the meeting.
7. Appreciate and use all different perspectives:
Ask them to put themselves in another’s position, such as stakeholders, and at some point, challenge them to take a stand for an issue from a completely opposite point of view. Make sure they compare the different perspectives, stimulate them to ask questions about other perspectives, so that they understand them well before coming to an opinion, or judgement, and have them define the differences and similarities between the different perspectives.
8. Use different role models:
Have them name their role models, and discuss what the similarities are between them.
Is anything missing? (for example, a degree of diversity among the role models); Stimulate them to find and gather information and to share knowledge.
9. Show them that you are also learning:
Be vulnerable; you don’t know everything, and it is fine to communicate that. You are also learning from them. Mutual dependence: through interaction.