



Diversity Responsive Pedagogy through ICT integrated Approach: JU's Experience

14/05/2025

Hasselt,PXL University, August 2024





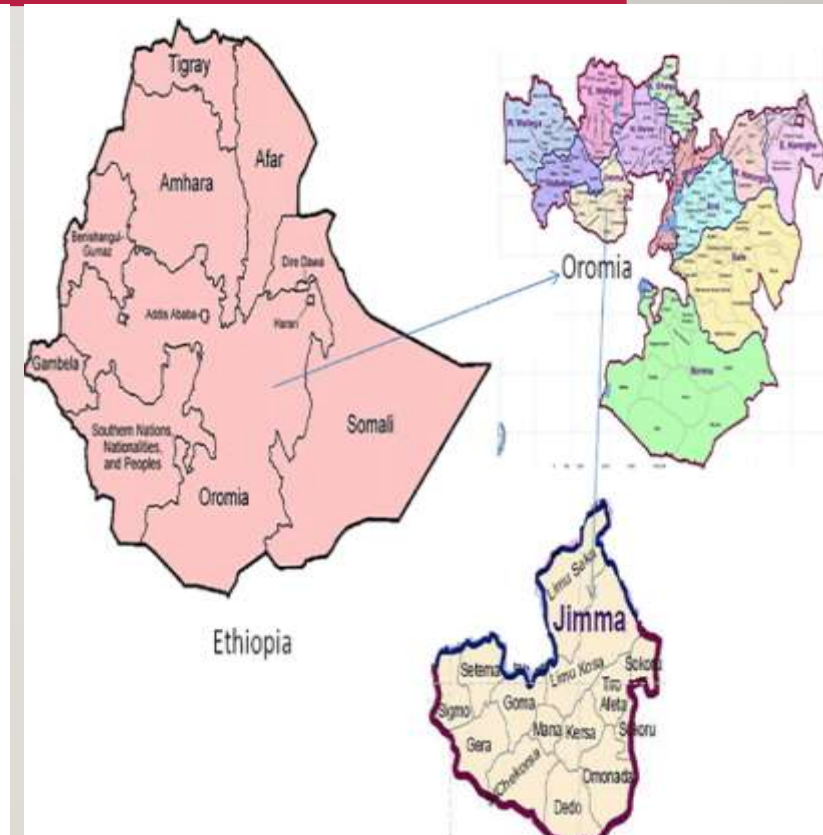
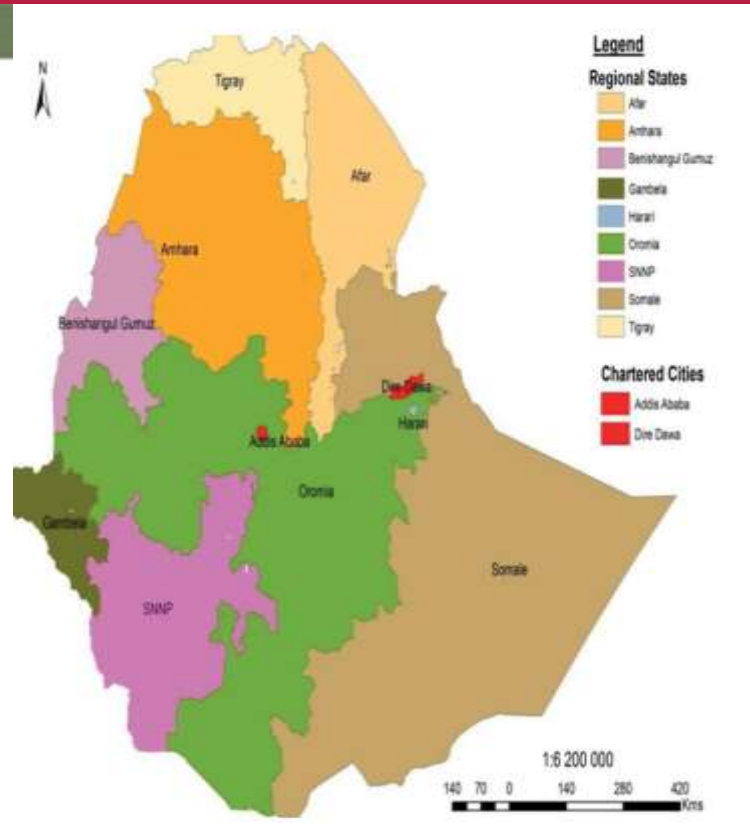
Outline

- I. Ethiopia and Jimma University
- II. Diversity and its dimension
- III. Campus Climate
- IV. Diversity responsive Practices:
policies, teaching, research, and facilities
- V. ICT in diverse educational context



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I. ETHIOPIA AND JIMMA UNIVERSITY





ETHIOPIA AND JIMMA UNIVERSITY CONT'D

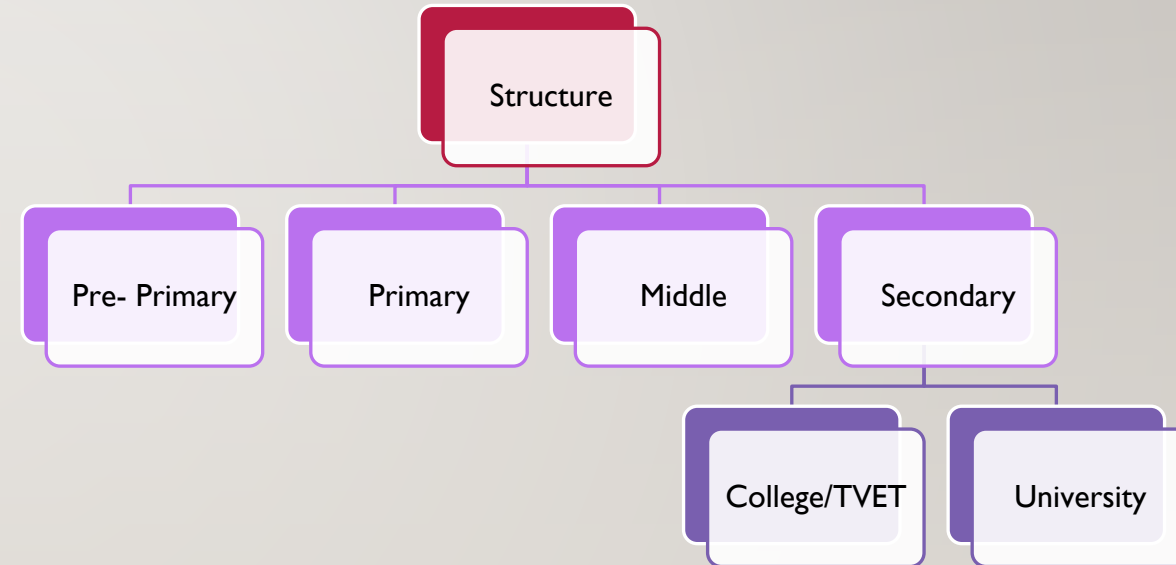
Facts

- ❖ An East African country with a population of 120 million.
- ❖ The most diversified country where more than 85 languages spoken.
- ❖ Religious wise majority is Christian, followed by Muslim and then others.
- ❖ JU prides itself on being a multicultural society with diversified students, faculty and staff
- ❖ Second populated and second largest in Africa.
- ❖ The capital city is Addis Ababa (New flower) it mean in English.
- ❖ Addis Ababa is the home for African union, diplomatic community and head quarter for Oromia Regional Government.
- ❖ Ethiopia is known as a 13 months sunshine where 12 months have 30 days and the last month Pagume is 5 days but 6 days every 4 years.
- ❖ Ethiopia is a multicultural society where many ethnics, religion, culture and languages are exercised.



EDUCATION SYSTEM

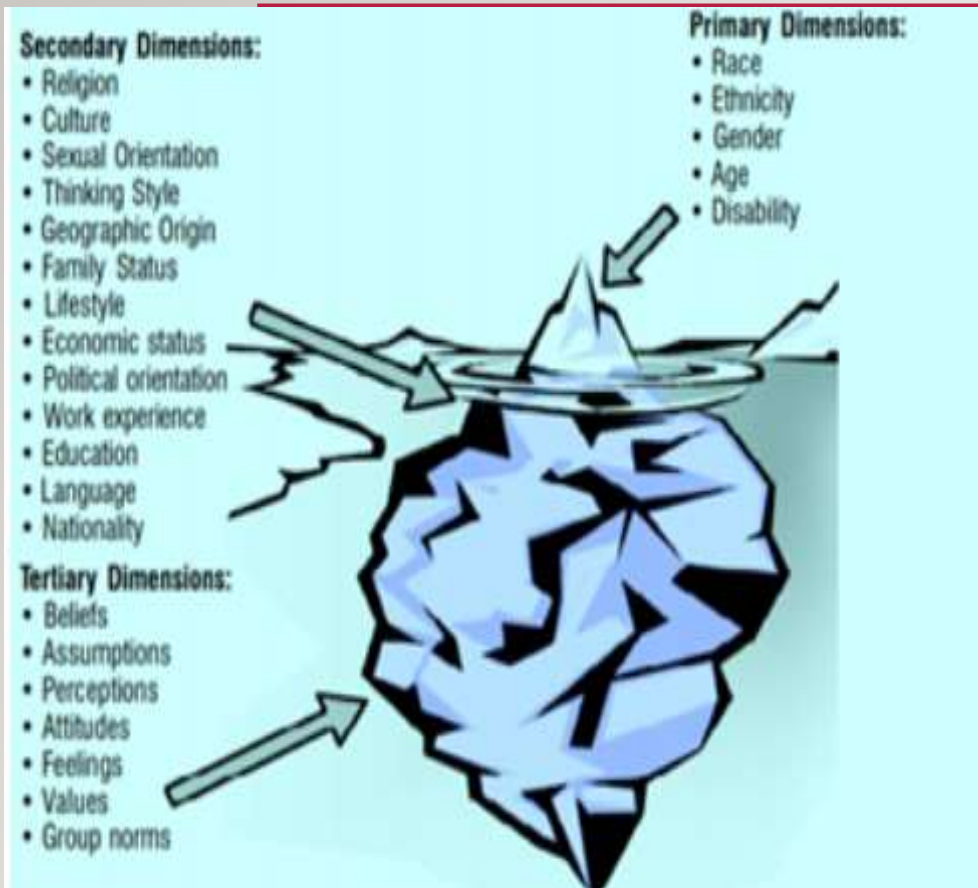
- ❖ Pre-primary education or KG for 2 years
- ❖ Primary education took 8 years where the first 6 years is lower primary and remaining 2 years is upper primary.
- ❖ Secondary education is 4 years from G9 to G12.
- ❖ The higher education is also arranged based on program nature where minimum duration is 4 years while maximum is 6 years.



JU's profile@ <https://youtu.be/VWwna7NCGQv8>

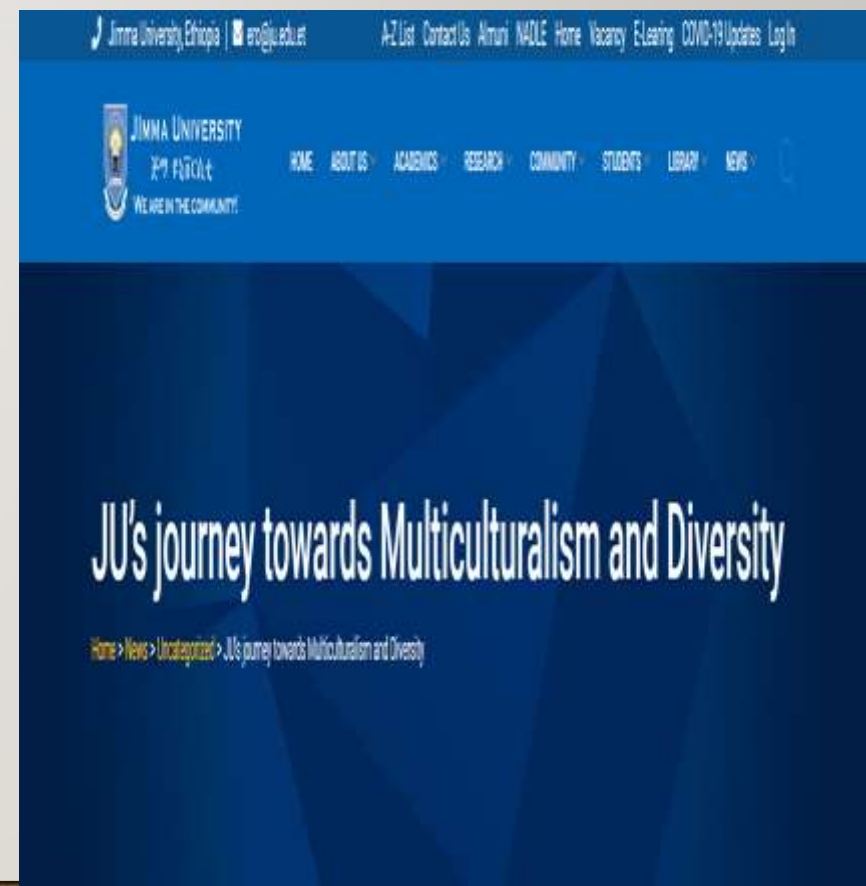


II. DIVERSITY AND THE DIMENSIONS



Diverse faculty,
staff and
students

How we
conceptualize
Diversity?





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III. CAMPUS CLIMATE

- ❖ How individuals and groups experience membership in the campus community?
 - ❖ Sense of belonging
 - ❖ Safety and respect
 - ❖ Interpersonal relationships
 - ❖ Student placement(dormitory service)
 - ❖ Institutional support

Intergroup interaction events

<https://www.youtube.com/watch?v=7xHHPNGG7wI>

<https://www.youtube.com/watch?v=0IYgafidQAik>



<https://www.youtube.com/watch?v=ksoWVGQ0Qeo>



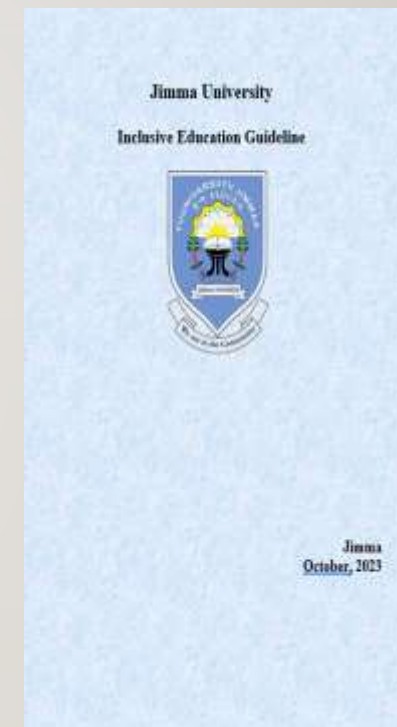
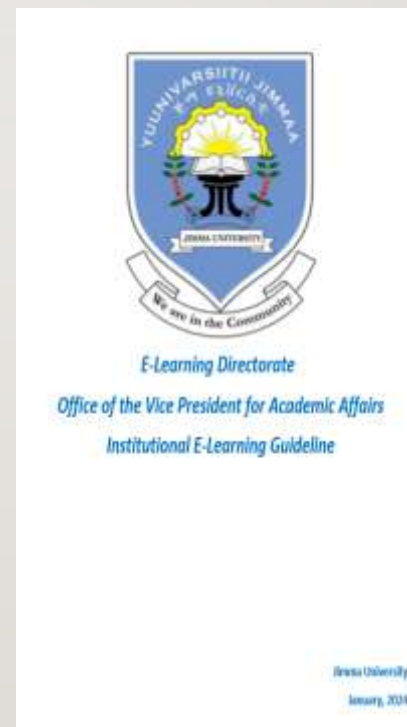
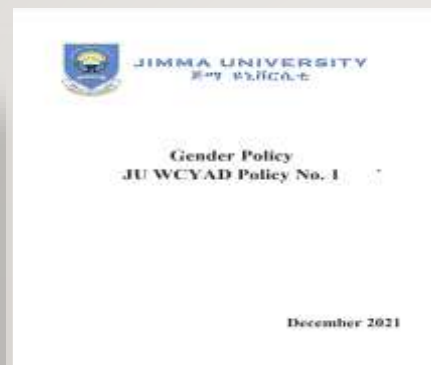
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IV. DIVERSITY RESPONSIVE PRACTICES

POLICIES, GUIDELINES, RESEARCH, CURRICULUM & INSTRUCTION AND FACILITIES

Sample Policies and guidelines

- ❖ Gender Policy
- ❖ Inclusive Education Guideline
- ❖ E-learning Guideline
- ❖ Guideline for academic and psychosocial support



Diversity Responsive Pedagogy...

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DIVERSITY RESPONSIVE PRACTICES CONT'D

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Sample JU funded Research Works

Cultural Sensitiveness in Health Care Delivery of Jimma University Specialized and Teaching Hospital, South West Ethiopia, 2016

Article - November 2017

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© 2018 IJERT | Volume 6, Issue 4 April 2018 | ISSN: 2320-2882

Diversity and its educational implication through the eyes of students: Ethiopian public universities in focus

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Abstract

The dynamic changes in all aspects of human endeavor necessitated the importance of diversity in many organizations including higher learning institutions. As the landscape of higher learning institutions becomes growingly diverse, considering the different processes that can help these diverse students succeed becomes more critical. Currently, it is one of the grave concerns in institutional mission, policy, programs and strategies. Students' understanding about diversity and its implication in learning contributes a lot to realize the vision of the educational institutions. The study intended to unfold students' perception about diversity on campus. Mixed research approach with embedded design was employed to collect authentic information from 360 students across six universities. The finding revealed that diversity perspectives are polarized among the students and resulted in developing propensity towards ethnocentricity. Again, diversity is solely perceived through political point of view; its implication for academic achievement is highly camouflaged by political ideology. Institutions are expected to refrain from rigidly dressing and revitalize the true nature of academic atmosphere to ensure exposing the hidden potential of diversified students for individual, institutional and societal benefits.

Key words

Diversity, campus climate

Research Article

Intercultural sensitivity of instructors in Ethiopian public universities

Tariku Gutu¹ & Worku Tegegne²

Pages 412-425 | Received 14 Aug 2021, Accepted 08 Jul 2022, Published online: 15 Mar 2023

academicjournals

Vol. 11 No. 23, 2022, pp. 412-425, doi:10.12809/aj.v11n23.412
DOI: 10.12809/aj.v11n23.412
Article Number: 10711031
ISSN 1949-5691
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Educational Research and Reviews

Full Length Research Paper

Place of diversity in the current Ethiopian education and training policy: Analysis of Cardinal dimensions

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Received 22 December 2019; Accepted 26 February 2020

The purpose of this paper was to investigate to what extent the diversity dimensions are addressed in the current Education and Training Policy. To that end, document analysis was employed. The major diversity dimensions were analyzed based on their cardinal features. The study demonstrated that there is an ambitious need to address issues of diversity into the Ethiopian Education and Training Policy. Nevertheless, there are missing dimensions in the document. Moreover, the specific elements of the dimensions are not exhaustively treated. Implications which are believed to advance fair representation of different groups based on the identified dimensions are indicated in the article.

Key words: Document analysis, diversity, education and training policy, diversity dimensions

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14/05/2025

International Journal of Current Advanced Research

ISSN: O: 2319-6475, ISSN: P: 2319-6505, Impact Factor: 6.614

Available Online at www.journalijcar.org

Volume 7; Issue 3(1); March 2018; Page No. 11075-11081

DOI: <http://dx.doi.org/10.24327/ijcar.2018.11081.1908>



Research Article

THE STATUS OF ADDRESSING DIVERSITY IN THE CURRICULA OF ETHIOPIAN PUBLIC HIGHER EDUCATION INSTITUTIONS: THE GENERAL FEATURES OF DIVERSITY RESPONSIVE CURRICULUM IN FOCUS

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ARTICLE INFO

ABSTRACT

academicJournals

Vol. 5(5), pp. 179-191, August, 2013

DOI: 10.5897/IJSA2013.0446

ISSN 2006-988x © 2013 Academic Journals

<http://www.academicjournals.org/IJSA>

International Journal of Sociology and
Anthropology

Full Length Research Paper

Interethnic relations among students of Jimma University, Oromiya, Ethiopia

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DIVERSITY RESPONSIVE PRACTICES CONT'D

Curriculum and Instruction

- ❖ Diversity responsive UG& PG programme courses(Eg Curriculum and Instruction in Multicultural setting in Teacher Education Programme)
- ❖ Blending 30% courses of all programmes
- ❖ Digitization is one of the strategic shifts of the university(Students, faculty and staff training on digital literacy)



- 75% cut in budget spent for purchasing stationery materials (papers, tonner, staples).
- All course outlines shall be shared online.
- Final exams for UGs and 85% assessment for PGs shall be made using online modality.
- At least 25% of course work, including teaching and assessment, should be accomplished through the online modality.
- All communications (with exception of messages using posters, banners, flyers and urgent noticeboard adverts) with students and staff shall be done electronically.



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DIVERSITY RESPONSIVE PRACTICES CONT'D

Facilities & support





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DIVERSITY RESPONSIVE PRACTICES CONT'D



Voice recorder



Screen reader



Hearing aid



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V. ICT IN DIVERSE EDUCATIONAL CONTEXT

ICT in promoting diversity and inclusion

- ❖ Differentiated instruction
- ❖ Accessible content
- ❖ Collaborative learning
- ❖ Equity pedagogy
- ❖ Quality Education





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ICT IN DIVERSE EDUCATIONAL CONTEXT

❖ *Revitalizing e-learning*



E-learning facilities and Library services status report

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faculty Training



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DORMITORIES AND LIBRARIES ACCESS TO WIFI

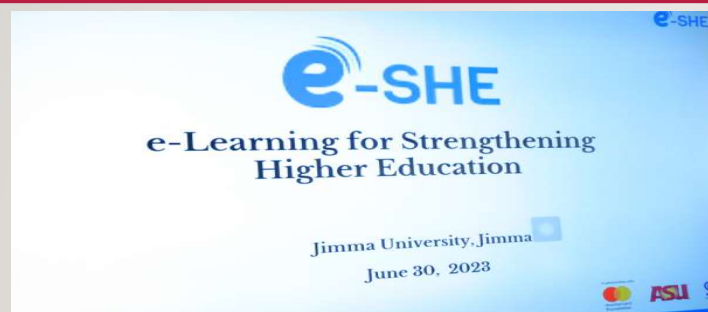




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e-SHE initiative

institutionalizing e-learning initiatives



e-Learning for Strengthening Higher Education

Jimma University, Jimma
June 30, 2023

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Institutionalization (Awareness creation & promotion)

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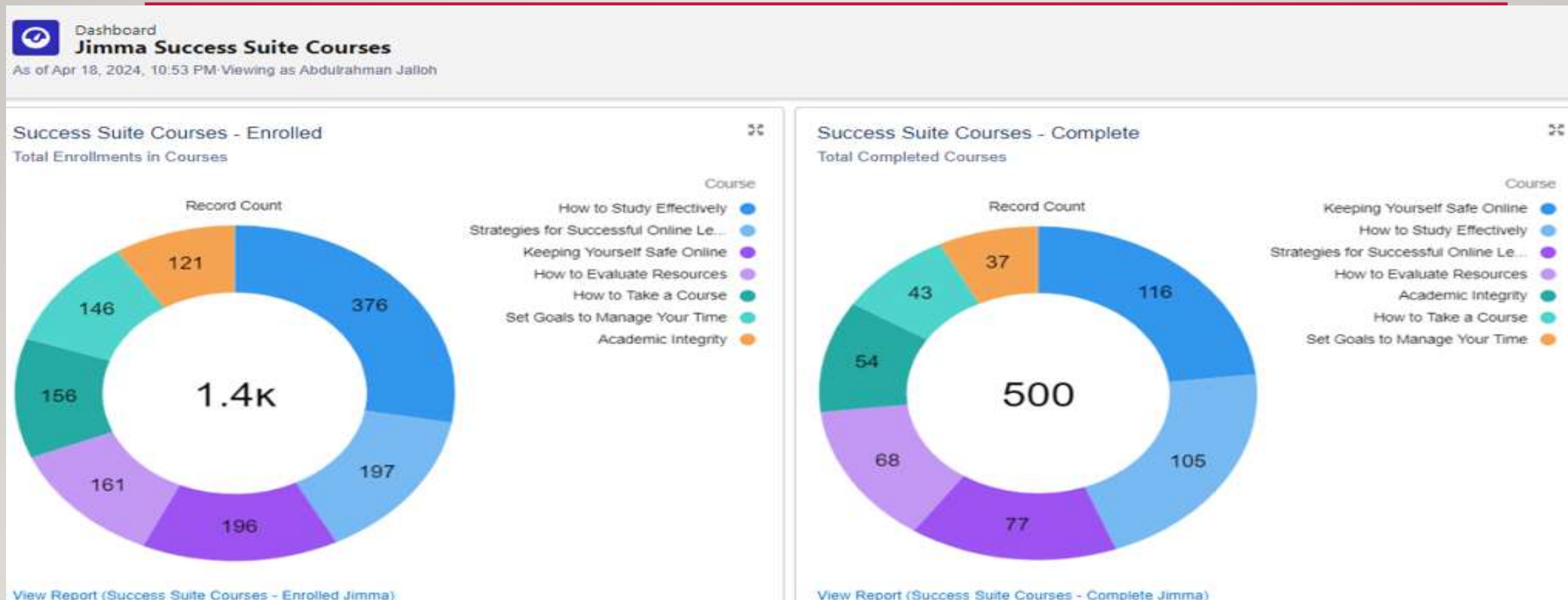
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Utilization of LMS/SIS cont'd

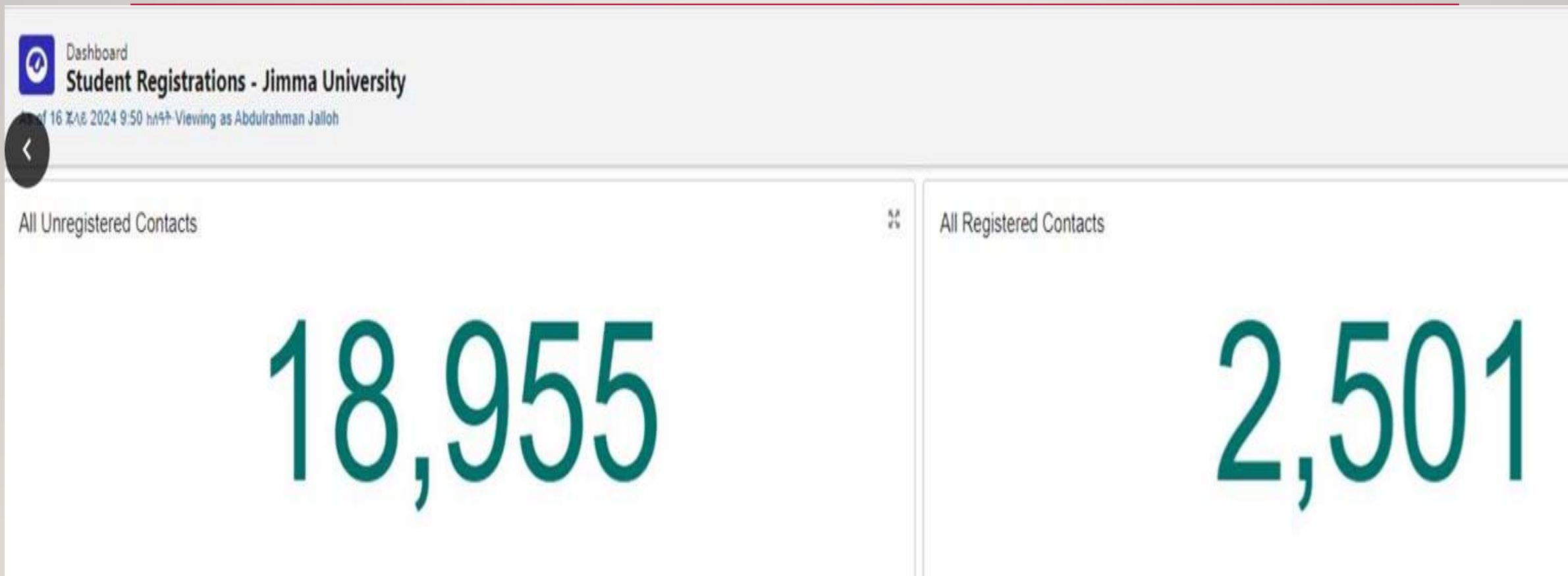


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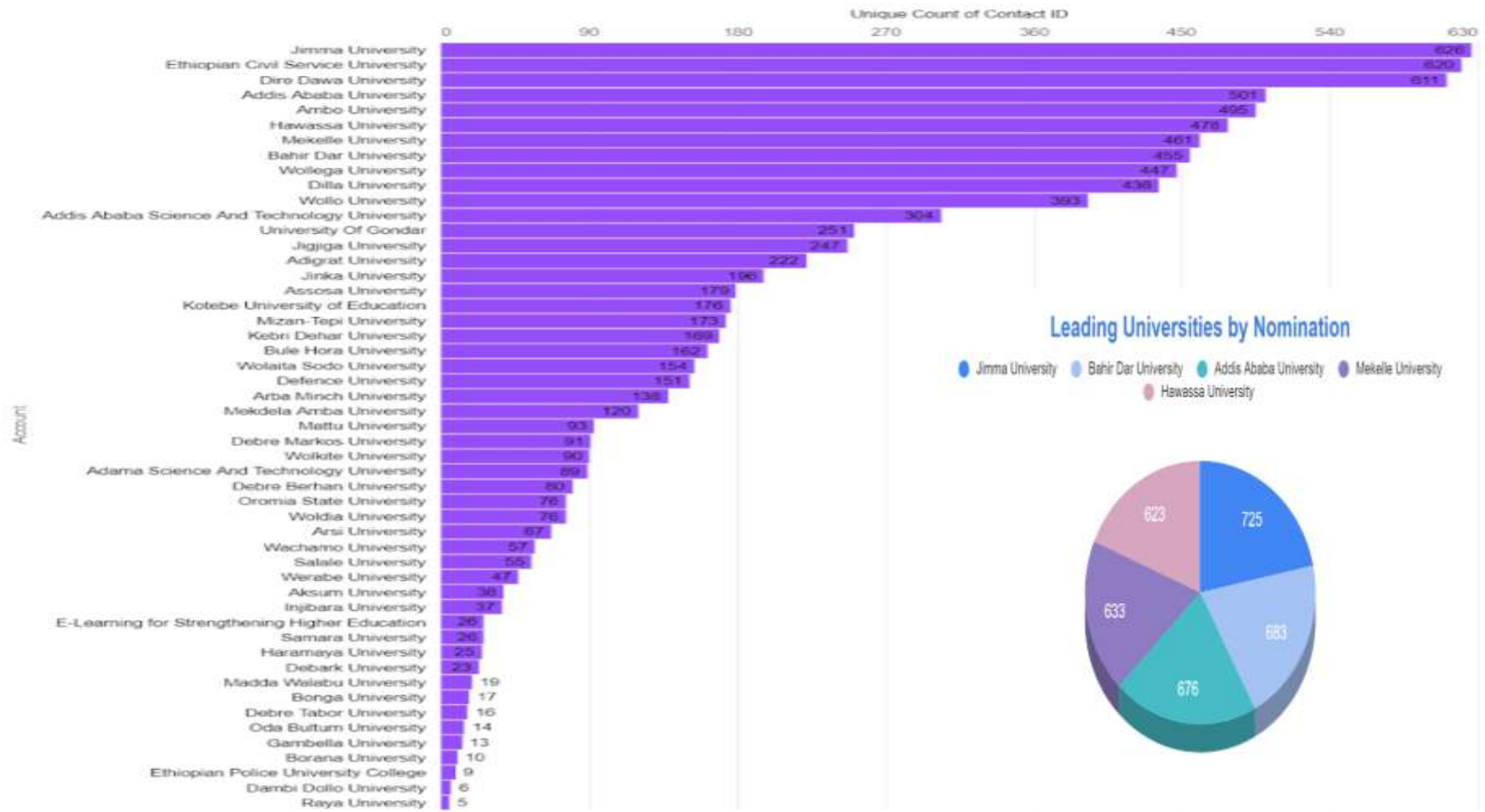


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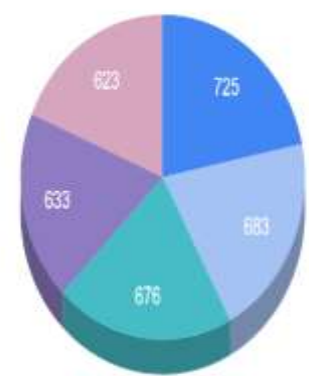


Total Master Class Trainees with MC Enrollment



Leading Universities by Nomination

Jimma University Bahir Dar University Addis Ababa University Mekelle University
Hawassa University





CONCLUSION

- ❑ JU is creating inviting diversity responsive campus climate
- ❑ The practices are promising
- ❑ Maximizing the impact through collaboration with both local and global institutions is essential.



***Individually, we are one drop.
Together, we are an ocean.”
Ryunosuke Satoro***



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Reflections and Questions

Participants

- ☐ Reflections
- ☐ Questions

