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Diversity Education: An Evaluation of the Course from Teachers' Perspectives

پەرۆهردەى هه‌مه‌جۆر: هه‌لسه‌نگاندنى كۆرسه‌كه له روانگه‌ى مامۆستاىانه‌وه

تعلیم المتنوع: تقييم الكورس من وجهة نظر المعلمين

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Abstract

This paper is entitled 'Diversity Education: An Evaluation of the Course from Teachers' Perspectives'. It aims at evaluating the whole course content of Diversity Education from teachers' perspectives. The problem of this paper lies in the fact that, 'Diversity Education' as newly added module to the departments of College of Basic Education, Salahaddin University-Erbil, in the last few years, has not been evaluated yet. Accordingly, the paper tries to answer the following questions: 1) To what extent does the course content provide enough information to promote students' awareness of diversity? 2) to what extent are the course objectives and outcomes achievable? 3) To what extent the evaluation system and its material are suitable for the course content? To achieve the aim and find an answer to the questions above, the paper hypothesizes that: a) The content of the course is appropriate for the present time for promoting students' awareness of diversity. b) The course objectives and outcomes are achievable. c) The evaluation system and materials need modification. A qualitative-quantitative method has been employed for this paper and the data has been collected through a questionnaire handed out to a number of instructors who teach Diversity Education in the departments of English, Kindergarten, Kurdish and General Science at College of Basic Education, Salahaddin University-Erbil for the academic year 2018-2019. The findings of the research have revealed that the content of the course is appropriate and it increases students' level of awareness about diversity. Moreover, the data analysis show that the course objectives and outcomes are achievable and clear. Besides, the evaluation system is appropriate while materials are suitable with some modifications.

Keywords: Diversity Education, Course Evaluation, Course Design.

گوفاری زانکۆی هه‌له‌بجه: گوفاریکی زانستی ته‌كادیمییه زانکۆی هه‌له‌بجه ده‌ری ده‌كات	
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ئەم توێژینەوێهە بەناوینیشانی 'پەرورەدەى هەمەجۆرى: هەئسەنگاندىن بۆ كۆرس لە روانگەى مامۆستايان'. ئامانجى سەرەكى توێژینەوێهە بریتىيە لە هەئسەنگاندىن ناوەرۆكى هەموو كۆرسەكەى . كێشەى ئەم توێژینەوێهە كە " پەرورەدەى هەمەجۆرى " وەك بابەتى تازەى زىادكرائو بۆ بەشەكانى كۆلێژى پەرورەدەى بنەرەتى زانكۆى سەلاحەدىن - هەولێر لە چەند سالى رابردوودا تا ئىستا هەئسەنگانراو بەم پىيە، توێژینەوێهە هەول دەدات وەئامى ئەم پرسىارانەى خوارووە بەداتەو: (١) ناوەرۆكى كۆرسەكەزانى تەواو دابىن دەكات بۆ بەرزكردنەوێهەى هۆشيارى قوتابىان لە هەمەجۆرى؟ (٢) تا چ رادەيەك ئامانجى و دەرەنجامەكان كۆرسەكەكە بەدەست دەهێنرێت؟ (٣) تاچەند سىستەمى هەئسەنگاندىن و ماددەكانى گونجاو بۆ ناوەرۆكى كۆرسەكە؟ بۆ گەيشتن بە ئامانج و دۆزىنەوێهەى وەئامىك بۆ ئەو پرسىارانەى سەرەو، توێژینەوێهە كە گریمانەى ئەو دەكات: (١) ناوەرۆكى خولەكە گونجاو بۆ كاتى ئىستا بۆ بەرزكردنەوێهەى هۆشيارى قوتابىان لە هەمەجۆرى (ب) ئامانجى كۆرس و دەرەنجامەكان بە دەست دەهێنرێت. (ج) سىستەمى هەئسەنگاندىن و ماددەكان پىويستىان بە گۆرانكارى هەيە. مېتۆدىكى جۆرى - چەندايەتى بۆ ئەم توێژینەوێهە دىزىنكرائو و داتاكان لەرېنگەى راپرسىيەو كۆكراو تەو و رادەستى ژمارەيەك لە مامۆستايان كراو كە پەرورەدەى هەمەجۆر لە بەشەكانى ئىنگلىزى و باخچەى ساوايان و خوێندنى كوردى و گشتى لە كۆلێژى پەرورەدەى بنەرەتى دە رتە نجامى توێژینەوێهە كە دەرېخستوو كە ناوەرۆكى خولەكە گونجاو و ئاستى هۆشيارى قوتابىان لە هەمەجۆرى زىاتر دەكات سەرەراى ئەو وەش، شىكردەوێهەى داتاكان ئەو پىشان دەدەن كە ئامانج و دەرەنجامەكانى كۆرس بە دەستھاتوو و روون. جگەلەو وەش سىستەمى هەئسەنگاندىن گونجاو لە كاتىكدا ماددەكان لە گەئ هەندىك گۆرانكارى پىويستە

وشە كلىليەكان: پەرورەدەى هەمەجۆرى، هەئسەنگاندىن كۆرس، دىزىانى كۆرس

الخلاصة

هذه البحث هو بعنوان "تعليم التنوع: تقييم الدورة من وجهة نظر المعلمين". ويهدف البحث إلى تقييم محتوى الدورة التعليمية الكاملة لتعليم التنوع من وجهات نظر المعلمين. اضيفت دورة تعليم التنوع في السنوات القليلة الماضية إلى مناهج كلية التربية الأساسية في جامعة صلاح الدين - أربيل و تكمن مشكلة هذه الدراسة في حقيقة ان هذه الدورة لم يتم تقييمها بعد. وبناء على هذا، تحاول الدراسة الإجابة عن الأسئلة الآتية: (١) إلى أي مدى يوفر محتوى الدورة معلومات كافية لتعزيز وعي الطلاب بالتنوع؟ (٢) إلى أي مدى يمكن تحقيق أهداف الدورة ونتائجها؟ (٣) مدى مناسبة نظام التقييم لمحتوى الدورة؟ لتحقيق الهدف والإجابة على الأسئلة المذكورة سابقا.

تفترض الدراسة أن: (١) محتوى الدورة مناسب للوقت الحاضر لتعزيز وعي الطلاب بالتنوع. (ب) أهداف الدورة ونتائجها قابلة للتحقيق. (ج) يحتاج نظام التقييم وطرائقه إلى تعديل. تستخدم طريقة نوعية كمية في هذه الدراسة وتُجمع البيانات بواسطة الاستبيان ويُوزع على عدد من المدرسين الذين يقومون بتدريس التربية المتنوعة في أقسام اللغة الإنجليزية ورياض الأطفال واللغة الكردية والعلوم العامة في كلية التربية الأساسية في جامعة صلاح الدين - أربيل للعام الدراسي ٢٠١٨-٢٠١٩.

كشفت نتائج البحث أن محتوى الدورة مناسب ويزيد من مستوى وعي الطلبة بالتنوع، إضافة إلى ما سبق يُظهر تحليل البيانات أن أهداف الدورة ونتائجها واضحة وقابلة للتحقيق، إلى جانب ذلك، بينت الدراسة إن نظام التقييم مناسب لكن المواد تحتاج إلى بعض التعديلات.

الكلمات المفتاحية: تعليم التنوع، تقييم الدورة، تصميم الدورة

Introduction

It is commonly assumed that the Diversity Education program is identified and added to have a positive role in educational development. It is mainly adopted to provide students with further comprehension about verities in terms of religion, age, gender, educational level, ways of thinking, culture and race. Moreover, diversity education works on expanding students' cultural capability, promoting collaboration and appreciation among the learners for various lifestyle and societies, self-confidence and exploration. In addition, Kurdistan region expands multiculturally thusly, the need for applying diversity education appeared in Kurdistan universities.

The problem of this study lies in the point that, 'Diversity Education' as newly added module to the departments of College of Basic Education in the last few years has not been evaluated yet.

The study attempts to evaluate the content of Diversity Education course by taking into consideration teachers' perspectives regarding the whole course.

This study hypothesizes the followings:

- a) The content of the course is appropriate for the present time for promoting awareness of the students.
- b) The course objectives and outcomes are achievable.
- c) The evaluation system and materials need to be modified.

Accordingly, the study tries to answer the following questions:

- 1) To what extend does course content provide enough information to promote students' awareness of diversity?
- 2) To what extend the course objectives and outcomes achievable?
- 3) To what extend the evaluation system and Material suitable for the course content?

The scope of this study is limited to instructors who teach Diversity Education in the departments of English, Kindergarten, Kurdish and General Science at College of Basic Education, Salahaddin University-Erbil for the academic year 2018-2019.

Furthermore, it is significant for Ministry of Higher Education to take into consideration the importance of studying diversity education in Kurdistan Universities. The curriculum designers and instructors, besides, the committee members of Diversity Education board at the college and other researchers who are interested in the same topic as well.

2. Theoretical Background

2.1 Course Design and Steps

Meader (2019) have provided a detailed definition of course design as it determines norms to guide and formulate the materials and exercises that are utilized by instructors in a course. Providing a structure for recognition of materials and strategies, Backward Design reinforces the manufacture of learning activities for students, directing them to indicate essential success at the end of a course.

It can be stated that course design is a general framework for outlining the specific structure of a program. Course design specialists have demonstrated different structures to classify the process of course design into parts for the purpose of providing better comprehension and simplifying it. Brown (2007) in his book *Teaching by Principles an Integrated Approach to Language Pedagogy* indicates a few main sequences that need to be adopted by the designers. First, to identify the learning situations and context in addition to analyzing students. Second, the experts need to write the goals. Third, deciding on appropriate structure and content for the course. Fourth, it is essential to construct units and components of the course carefully. Fifth, preparing a lesson plan for the subject. Sixth, start teaching the subject where teachers experience and personality and style affects the teaching process. Seventh, is formulating evaluation criteria to assess the course from teachers, students and program designers' perspectives. The last step, is revision of the course and modifications needed to be done according to the achieved findings.

2.2 Course Evaluation

Richards (2001) states that the main idea of a course evaluation is to identify answers plus gathering information on various features of language so as to comprehend about the performance and sufficiency of the program. Furthermore, evaluation works on facilitating the decision-making process to find out if student's needs are fulfilled, or any changes needed to be applied and if training is needed for the instructors of the program.

2.2.1 Types of Evaluation

In light of recent researches on evaluation, it is becoming extremely difficult to ignore the existence of its various kinds in which each one of them is used for different purposes and some of the types are introduced below:

2.2.1.1 Formative Evaluation

Historically, the term formative evaluation has been used to describe the situation in which the basic intention of a program evaluation is to supply information for the progress and renovation of the program. Moreover, in formative evaluation, a program can be criticized in terms of benefits and drawbacks of its part. In formative evaluation, the evaluators are commonly the people delivering the program or those close to it (Fitzpatrick et al. 2011).

2.2.1.2 Summative Evaluation

According to Fitzpatrick et al. (2011), the term summative evaluation refers to judgments about a program if a change is needed or to introduce the advantages and disadvantages of it, so a decision has to be taken by the evaluators whether to continue with a program or not. Thus, this type is defined as “evaluation done for, or by, any observers or decision makers (by contrast with developers) who need evaluative conclusions for any other reasons besides development” (Fitzpatrick et al. 2011, P. 22). The audiences, in this kind of evaluation, are learners, instructors, designers, supervisors, and administrators.

2.2.1.3 Diagnostic Evaluation

This is an evaluation where it is specifically constructed to reveal students' lack or strength for a subject. Not only but also, Diagnostic is a type of evaluation which discovers what the candidates already know and are capable of. They are implemented by the teacher usually at the beginning of a year, or when bare new to each both instructor and the learners are dealing with each other for the first time (Malcová, 2006).

2.2.1.4 Illuminative Evaluation

A different kind of evaluation is presented by Richard (2001) as an illuminative evaluation. This kind of evaluation concerns with finding out the way in which various aspects of a program works and is applied. Furthermore, it attempts to supply more comprehension of the system of teaching and learning of the course, without the need for replacement of the course.

2.3 Diversity Education and Challenges

In one of the latest studies, by Abdulkarim et al. in 2020, diversity is used to boost the concept of realization about values ,managing socail instance among the graduates inorder to guide the educational progress and combining the materials to reality.

Moreover, producing the highest quality education for students, we must first comprehend the direction by which diversity courses approval intellectual, and not just ethical or social, growth in students. Furthermore,

He also conveys that combining diversity into the educational programs supplies students with an incredible ability to acquire information about themselves and others (Meier,2012).

According to a conference in Cape Town entitled 'Diversity and Differentiation in Higher Education Systems' by Vught diversity is defined as " A term indicating the variety of entities within a system" (Vught .2007, p.2).

In other words, diversity refers to the state of being different in various aspects like religion, age, gender, educational level, way of thinking, culture and race and these differences are between societies or individuals from the same society.

from the literature reviewed, it is assumed that diversity education has a number of obstacles; In 2009 Swennen & van der Klink in their book *Becoming a Teacher Educator* illustrates various challenges first of all, Student Teacher Diversity, Second, Professional Self-Development of Teacher Educators. Third, Understanding the Impact of Discrimination among teachers and students. Finally, Preparing New Teachers for Classroom Diversity.

2.3.1 The Benefit of Diversity Education

An explanation is presented by Scott & Sims (2018) on the advantages of diversity education for students who experience it in the classroom learning environment:

1. Diversity improves students' educational knowledge by communicating with students from various backgrounds.
2. Diversity encourages personal development and healthy society by destroying negative prejudgment about cultures and nationalities that are unknown by the students.
3. Diversity makes communities and workplaces more powerful by qualifying the students to be responsible representatives of society.
4. The uncertain growing of demographics in our societies also indicates that unbiased routines in educational framework cooperate in allowing equal chances for all students to accomplish academically.

2.3.2 Course Structure in Diversity Education

Designing a syllabus demands a lot of efforts and points that need to be taken into consideration for a program. Therefore, the following are some steps illustrated by Davis (2009) for designing a diversity course structure:

First, formulating a reading list that indicates the academic diversity in the class. There are three sections in the list: background reading includes information for students who need to work on their level, skill; basic reading refers to the vital knowledge which must be mastered in the course; in-depth reading of students

who want to develop and gain deeper comprehension on the diversity course. Second, 'offer a cafeteria menu of assignments. Allow students to choose a combination of assignments – each worth a specified number of points, reflecting the difficulty or time required to meet the course requirements. Weaker students may prefer to submit a larger number and shorter or easier assignments, while stronger students might choose to do one or two longer, more complex assignment' (Davis,2009, P. 91).

Last but not least, monitoring group work among the students and fostering learners to learn from each other. In spite of this, learners' level of variation can be improved by assigning them to work on a project in pair: it is an opportunity for high-level students to progress their investigation and explaining ability, and the low-level students to be beneficial of the group as a training course. Finally, the ambiguous grading system shouldn't be applied in the course. Instead, the teacher needs to design criteria for evaluating the students so as to find out the exact level of the students. In this way, psychological side effects would be prevented for low-level students.

Furthermore, Svinicki & McKeachie (2014) identifies more steps for designing a syllabus. First, the teacher needs to identify learning goals and outcomes. Second, the teacher needs to choose appropriate program to engage technology in the class which might help students to interact more with the class. Third, the teacher needs to take students' general and specific requirements of the course into consideration while writing a syllabus. Fourth, an appropriate activity assessment system needs to be set for the course activities. Fifth, some extra texts and materials need to be prepared by the teacher for students.

2.3.3 Strategies for Teaching Diversity Education

Plessis & Bisschoff (2007) suggests some methods for delivering diversity education course which are stated below:

First, adopting a scientific method in explaining the subjects by supplying accurate examples about the topic sequentially that maintains introduction then engaging it to emotion and the last step to discuss and come to an analysis. Second, in presenting the topic session, attaching graphs, diagrams and pictures at the beginning and end as well are essential for further understanding. Third, playing a short video or film in the lesson then asking the students to talk about their perspectives on a specific part or character in it. Fourth, teachers need to provide chances to students for making small brain storm activities after taking notes about the topic. Fifth, for providing practice on the taught topic, drill exercises are very beneficial to be used by the teacher. Sixth, presenting open-ended problems and exercises for students to work together and solve or find solutions for them.

On the other hand, some other methods of delivery are presented by Davis (2009) as follows:

1. Concept tests' activity: it takes place in a lecture where the teacher raises some difficult questions that

only some can reply easily, then giving time to students to discuss and try to convince the others with their point of view. In addition, one advantage of 'concept test' activity is that it is used instead of classical lectures.

2. Debate: it presents effective framework for presenting a topic. In debates students are assigned to two groups one to state positive ideas about the topic and the other to think of drawbacks. In this kind of method, each student must be given 5 minutes to participate and present his/her point.

3. Discovery learning: is away to explain a topic in which the teacher raises a problem, puzzle or an open-ended question related to the subject. The students need to find answers or solutions by themselves without help of teacher. One important role is the teachers' who need to guide the students during their discovery process.

4. Inquiry-based instruction: In a formulated inquiry-based instruction the students are presented with a problem and the required materials without the expected outcomes. Students need to discover a way for solving the problem, they need to point out the reason, to present results and evaluate them. The inquiry-based instruction is regarded as independent research.

5. Guest Speaker: inviting a guest speaker to the class to add more excitement to the class. Thus, learning would be more effective.

The teacher needs to introduce the guest speaker, in advance, the teacher has to discuss the essential points and the questions that will be presented in the class with the speaker.

3. Methodology

The present study involves using a quantitative - qualitative method. Namely, questionnaire which has been implemented for the purpose of investigating the aims as well as answering the research questions. The qualitative data take place in a part of the questionnaire that was devoted for additional suggestion and recommendation given by the participants. While the second part of the questionnaire was dedicated to extra suggestion and recommendation from the instructors about the course. The collected data were analyzed by content-based analysis that is a method of analyzing qualitative data.

3.1 Sample

The sampling procedure in this research is limited to (10) instructors who teach Diversity Education in the departments of (English, Kindergarten, Kurdish and General Science) at College of Basic Education, Salahaddin University-Erbil for the academic year 2018-2019.

The reason behind taking all the instructors of all the departments is due to the limited number of instructors of English Department who taught or are teaching this course to obtain much more reliable results.

3.2 Construction of the questionnaire

Teachers' questionnaire is distributed into two parts. The first part is to select the suitable answer for two questions. Question (1) is selection of course objective; question (2) is the implemented approach in the course. While, the second part is (12) like scale items (Strongly agree, agree, natural, disagree and strongly disagree). Item (1-2) referred to course objectives, selection of course materials is item (3), activity assessment is (4), course requirements is (5), course content effectiveness is (6-7-8), procedure is (9), assessment is (10-11), and course outcome is (12). One to one administration was used in administrating the pilot questionnaire on 20th, February, 2019, i.e., during the second course of the academic year 2018-2019. In addition to the questions of second part, a section is given for additional comments and suggestions from the participants of the study on the course. This question provides more opportunities to Diversity Education instructors for expressing their perspectives and point of views.

3.3 Validity

The validity of the tool was taken by pilot questionnaire. The questionnaire was tested and divided on (5) Diversity Education teachers in English and Kurdish departments, College of Basic Education, Salahaddin University –Erbil. The teachers who participated in piloting stage were excluded from the final submission.

Table 1 Descriptive Analysis of Instructors Pilot Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation	Agreement Rate
X1	5	1	5	3.77	.858	75.4%
X2	5	2	5	3.67	.994	73.4%
X3	5	2	5	3.33	.844	66.6%
X4	5	2	5	3.33	1.184	66.6%
X5	5	1	5	3.17	1.147	63.4%

3.4 Reliability

According to Plano and Creswell (2015), reliability refers to achieving the same results of a test through different times. Hence the scores should be almost the same when scholars manage the survey method multiple times to the same survey contributors. One of the most used reliability techniques in the research is Cronbach's alpha test for reliability. Table (1) presents the reliability statistics of teachers' questionnaire

Table 2 Reliability Statistics of Teachers' Questionnaire

Tests	Cronbach's Alpha	Number of Items	Number of participants	Percentage
Pilot test (First test)	0.702	12	5	100.0
Final Test and Reliability Test	0.748	12	10	100.0

4.Data Analysis and Discussion

The collected data have analyzed through Statistical Package for the Social Science (SPSS) program. The rating scale of the analysis in the questionnaire are numerical as 1 – strongly agree, 2- agree, 3 –neutral, 4- disagree and 5- strongly disagree. So, the mean between 1 and 5 is 3. It means 3 is neutral, then more than 3 is positive, and less than 2 is negative. Furthermore, the second part of teachers' questionnaire that is devoted to additional suggestion and recommendation given by the participants. The qualitative data are analyzed through using content analysis method.

The results of information on Diversity Education course in terms of selection of course objectives and the implemented approach are shown in table 2.

Table 3 Basis for Choosing the Course Objectives

On what basis did you choose the course objectives		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student needs	1	10.0	10.0	10.0
	Community needs	6	60.0	60.0	70.0
	University requirements	1	10.0	10.0	80.0
	Student needs and University requirements	1	10.0	10.0	90.0
	Student needs, Community needs, and University requirements	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

To know the basis for choosing course objectives, the results of (Q1) showed that 60% of the participants believed that the course objectives are being set according to the Community needs. Moreover, 10% of the participants agreed on Students' needs. Besides, the same percentage selected university requirements. Furthermore, the participant's rate of agreement on Students' needs and University requirement are 10%. While, the other 10% of the participants believed in Student's needs, Community needs and University requirements. According to the above output, the findings of the first question indicate that the course objectives are clearly set on Community needs.

Table 4 The Implemented Approach in the Course

The course types		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning-centered	3	30.0	30.0	30.0
	Skill- centered	6	60.0	60.0	90.0
	Skill -centered and Learning-centered	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The results of the implemented approach in the course are shown in table 4. It can be noticed that 60% of the participants selected skill-centered approach. While, 30% of the participants indicated learning-centered approach and only 10% believed in mixture of both approaches. The findings of the results indicate that the main implemented approach is skill-centered.

4.1 Analysis of the Quantitative Data Collected from the First Part of the Teachers' Questionnaire

The first 2 questions in the questionnaire are dedicated to course objectives.

Table 5 Results of Course Objectives

No.	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
1.	The course objectives are clear.	10	4.40	0.516	88%
2.	. The course objectives are achievable.	10	4.30	0.675	86%

To know whether the course aims are clear or not, the results of item (1) showed that the majority of the participants believed that the course objectives are clear. The rate of the agreement is 88%. Besides, statistical mean, and standard deviation scores are 4.40, and 0.516 respectively. While, the second item (2) is related to the statement of achievability of the course aims. The results indicate that the course aims are achievable, supported by the rate of the agreement that is 86%. Besides, statistical mean and standard deviation scores are 4.30, and 0.675. According to the above output, the findings of these two questions indicate that the course objectives are clearly identified and achievable and it helps teachers in analyzing the concept for undergraduates that their level of respect and co-existence will be elevated.

Table 6 Results of the Text Selections for the Course Content

No	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
3.	The studying materials suitable for the course content and its objectives.	10	3.50	0.527	70%

The result of text selections for the course content is shown in table 6. The statistical mean and standard deviation scores are 3.50 and 0.527. Besides, the agreement percentage is 70%. This result indicates that the course texts are clear and well written.

Table 7 Results of Activity Assessment

No	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
4.	The course clearly states how class activities would be graded.	10	4.00	0.667	80%

This question attempts to find about activity assessment in the course. The result indicates that the majority of the participants support the statement that the course clearly states how activities are graded with the percentage of agreement 80% of the total responses. The mean and standard deviation scores are 4.00 and 0.667 respectively. The finding of this question states that the majority of participants agreed that the course clearly states how class activities would be graded. In another word, instructors are satisfied with the adopted system of evaluation for their activities like presentations, group work.

Table 8 Results of the Course Requirements

No	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
5.	The course shows its requirements.	10	4.10	0.738	82%

As indicated in the above outlined results, whether course requirements are stated or not, the statistical mean and standard deviation scores are 4.10 and 0.783 and 82% of the participants agreed on the point that the course clearly shows what is needed to be successful in it.

Table 9 Results of the Effectiveness of Course Content

No.	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
6.	The techniques that are utilized in the course helps the students to handle their diverse classes as future educators.	10	4.00	0.667	80%
7.	The course content provides enough information to promote students' awareness of diversity.	10	4.20	0.632	84%
8.	The course content fulfills the students' needs.	10	3.70	0.675	74%

Question number (6,7&8) as presented in the above table 8 demonstrates course content effectiveness.

To know whether the course content is effective in teaching techniques, awareness and fulfills students' needs or not, the results of item (6) showed that the participants believed that the course content provides students with the essential techniques as future teachers according to rate of agreement 80%. Besides, statistical mean and standard deviation scores are 4.00 and 0.667. On the other hand, item (7) concerns with the degree in which the course enriches student's awareness of diversity. The results indicate that the course contains different strategies that promote students' awareness supported by the rate of the agreement that is 84%. Besides, statistical mean and standard deviation scores are 4.20, and 0.632. Moreover, the results of item (8) illustrated that the course fulfills the students' needs according to rate of agreement 74%. Besides, statistical mean and standard deviation scores are 3.70 and 0.675. The findings of these questions show that the course content is extremely effective especially in increasing students' awareness of diversity. See table 9.

Table 10 Results of the Course Procedure

No	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
9.	To what extent group work and discussion implemented in the course	10	3.90	0.568	78%

As presented in the above outlined table 10, item (8) is related to the degree in which workgroup and discussions are implemented in the course. The results indicate that the course contains different methods of teaching supported by the rate of the agreement representing 78%. Besides, statistical mean and standard deviation scores are 3.90, and 0.568. The findings of this question show that the adopted procedures for the course are appropriate.

Table 11 Results of Course Assessment

No.	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
10.	The evaluation system of the course appropriate.	10	4.20	1.033	84%
12.	The course needs a change in its contents.	10	4.20	0.422	84%

To know whether the adopted assessment in the course is appropriate or not, the results of item (10) showed that the majority of the participants believed that the evaluation system of the course is appropriate. The rate of the agreement is 84%. Besides, statistical mean, and standard deviation scores are 4.20, and 1.033. Moreover, item (12) is related to whether the course needs changes in the content or not. The results indicate that, in the instructor's point of view, the course content requires a change in its content, supported by the rate of the agreement that is 84%. Besides, statistical mean and standard deviation scores are 4.20, and 0.422. According to the above output, the findings of these two questions indicate that the techniques to course assessment are appropriate in terms of evaluation but a change in the content is also needed to make it up to date. See table 10

Table 12 Results of the Course Outcome

No	Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
11.	The course outcomes are achievable.	10	3.60	0.699	72%

The result of course outcome is shown in table 12. The statistical mean and standard deviation scores are 3.60 and 0.699. Besides, the agreement percentage is 72%. The finding of the result demonstrates that according to the instructors of Diversity Education the course outcomes are achieved.

One interesting finding from the overall results from the first part of teachers' questionnaire indicates that item (1) 'The course objectives clear.' obtained the highest mean score compared to other questions. Hence, the result establishes that the course objectives are clarified and appropriate in a significant level. However, item (3) 'The studying materials suitable for the course content and its objectives' came at the lower mean, so, the course clearly needs a change in its materials to be more appropriate for every department. See figure 1.

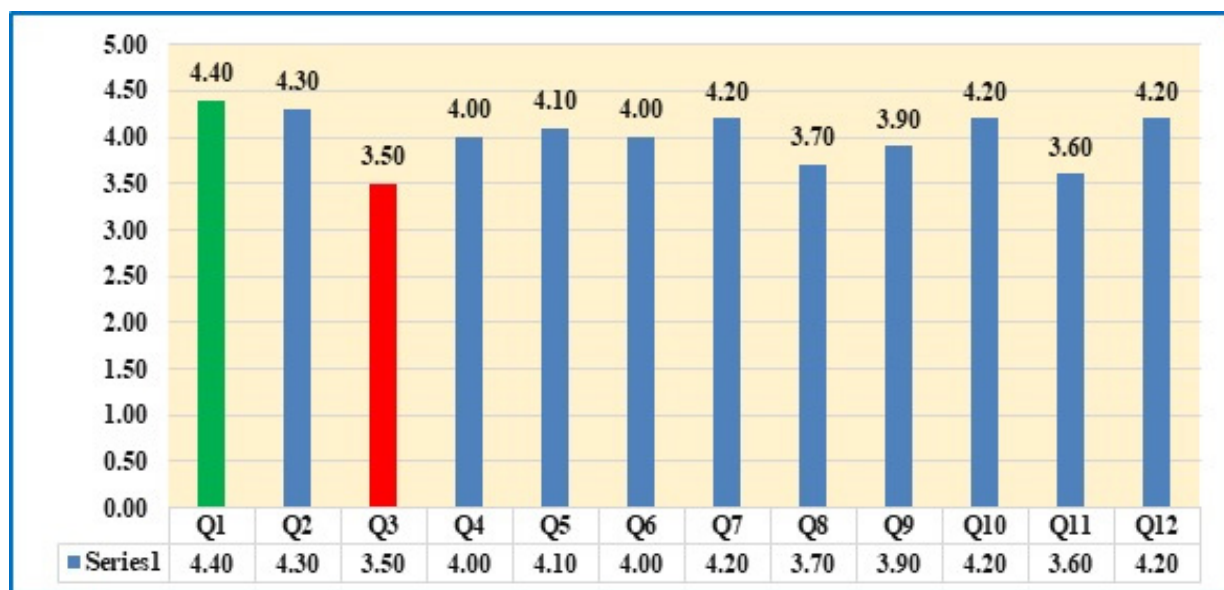


Figure 1 Statistical Mean Score of Teachers' Questionnaire

4.2 Analysis of the Collected Data from the Second Part of the Teachers' Questionnaire

The second part of teachers' questionnaire is specified for additional suggestion and recommendation given by the participants. This part is added to the tool of collecting qualitative data from the teachers to support the quantitative data collected through the first part. The qualitative data are analyzed through using content analysis method. Content analysis is a qualitative data analysis method. "It is a suitable method for analyzing the collected data from open-ended questions in a questionnaire" (Dawson, 2007,P.122).

This part of the questionnaire is responded by majority of the participants and only few left it out. The participants' recommendations and suggestions are presented below:

1. The first participant provided the study with the following suggestions:

"The course needs more teaching aids to be more productive and taught better, such as practical diversity issues to be solved by students, practical examples of diversity to be discussed, unraveled, relevant activities and assignments to be given to students to work in a group inside and outside the classroom."

The above suggestion reveals that adopting new materials for teaching and focusing on group work is important. Besides, learning diversity practically is much more essential and productive.

2. The second participants' comment is:

"The course needs to be translated to other languages according to the departments that is taught in not only English. Moreover, more sources need to be supplied to teachers in the Kurdish language."

The above statement recommends that the content of the course and the materials to be supplied with other languages rather than English. This is because the course may not be easily mastered by the instructors of other departments.

3. The third respondent presented a note as follows:

" In my opinion, field visits (like, churches, mosques and other places) are very essential for giving authenticity to the materials."

The above note shows that promoting practical side of the course is mostly recommended as it provides prove for validity of learning of the course by the students.

4. The fourth, fifth and sixth respondents have offered the same suggestions for the course:

1. The course needs to be regularly renewal to match the problems of society and to be translated in other languages.

2. Students to be taught practically by communicating with people from different field of the society to discuss and find solution for the problems.

The above suggestion reveal that majority of the respondents agree on regular change and the need of supplying the course in other languages. Besides, the course must provide activities that make students learn through more realistic experiences.

5. Conclusion

Based on the analyzed data, the following conclusions are drawn:

1. The content of the course is appropriate and it increases students' level of awareness about diversity but it might need slide change to match the need of students in the future.
2. The data analysis of the teachers show that the course objectives and outcomes are achievable and clear.
3. The teachers believed that the activities of the course must be implemented more practically.
4. The course adopts various ways for evaluating the students.
5. The materials are much more suitable for some departments because some others have problem with the language.
6. The course must provide activities that make students learn through more realistic experiences and promoting practical side of the course.
7. The course helps the students to learn the techniques to handle their classes.

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