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Welcome again dear students, I already mentioned my name in the opening sequence, Yasemin Karakaşoğlu, I now have the honor, the pleasure, to introduce you to chapter 2, which is about dealing with the term 'diversity' from a theoretical perspective, considering all of the facets of this term which accompanies us throughout the episodes, all of the chapters of this eGeneral Studies course and which is the core term, so it is about dealing with this term.

And I would like to give you a brief overview of what you can expect now. You will hear three lecturers from the University of Bremen speak about different approaches, facets that are related to working with this term. First of all, Dr. Margrit Kaufmann will offer you a critical perspective on diversity. She speaks of a tension-loaded time-dispositive. Diversity is a term that very often appears in media discourse and that is connected to many ideas that are related to a discourse of enrichment, for example, or to the question of equal rights and equal access, participation. This tension, which you can also call a tension between 'equity' and 'business' approaches, will be what she is going to explain to you. And yes, she will also already give an insight into the concept of intersectionality, that is, the intersections of different dimensions of diversity that have an impact on points of access or also closed access within a society, to social institutions that individuals or also groups experience.

The second episode continues to explore the concept of diversity, our core concept in this chapter, and Professor Alisha Heinemann will familiarize you with the question of how addressing diversity can actually become a trap. She talks about the "grey side of doing diversity", so to speak the other side of the coin of addressing diversity, because we produce or reproduce and address the difference and otherness of people in a certain way when we talk about their diversity and she will explain this tension to you once again in more detail, also pointing out how diversity concepts are sometimes used as a cover for a lack of dealing with structural disadvantage. For example when saying that everything here is geared towards diversity, that it is a colorful, diverse group of employees that we adorn ourselves with, then the question always is, is that a label, so to speak, is that something that you put on the flag as a positive feature of the institution and is that also reflected in the critical ways of looking at diversity, that is, in dealing with discrimination, for example, or lack of access to institutions.

Finally, the third contribution in this chapter will be episode 3, with Dr. Christoph Kulgemeyer, who will take you into an area that you might not necessarily immediately think of in connection with diversity, namely the didactics of physics. And this is about performance heterogeneity, how to deal with performance heterogeneity in science teaching: How can you design a lesson in such a way that it appropriately addresses the different prerequisites of students and conveys certain facts in the natural sciences in such a way that all students are actually involved? You will learn about terms such as external and internal differentiation, for example, and the whole thing will be explained using examples from physics lessons.

Take these three impulses, three episodes, all of which are intended to contribute to an initial discussion, a fundamental discussion of the concept of diversity, as a stimulus, as a blueprint for what you will then learn in the following chapters, with different emphases,

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when discussing age, for example, ageism, gender, certain aspects of society, the housing market, education, university, schools, with all these different aspects being brought to your attention, where you encounter these aspects, and consider what you have actually learned in the second chapter about this fundamental term, which then comes up again. Or asking where there are possibly also gaps from your experience and your perspective. For now I wish you a stimulating discussion in chapter two.