

Checklists for diversity-sensitive teaching

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Self-awareness

- How intensively do I deal with the topic of **diversity**¹ in my everyday teaching?
- To what extent do I face the heterogeneity of my students?
- Where and in what form do I encounter **diversity** in my role as a university teacher?
- How much do my **origin**, **religion/belief** or **age** etc. influence me in my role as a teacher?
- How do these characteristics of my students affect me?
- How do I evaluate students based on group membership/individual characteristics?
- How diverse do I perceive my student body to be? What visible and invisible diversity characteristics can I identify?
- What are my values and attitudes concerning student diversity?
- What prejudices and/or stereotypes do I have about students or about certain groups?
- How did these values and attitudes form?
- How open, responsive, and flexible do I perceive myself as a teacher when it comes to dealing with heterogeneity? Are there any aspects that I would like to change in the future?

¹ Terms marked in **red** are explained in more detail in the [glossary](#) of the toolbox.

- Are there any role models in my field that are subliminally conveyed (e.g. the computer scientist, the pediatrician, the public prosecutor, the translator)?
- In what situations have I myself experienced **discrimination**/privilege based on personal characteristics/features?
- Am I able to deal with different prior knowledge constructively and to integrate subject-specific heterogeneity as an enriching element in my teaching?

Diversity knowledge

	applies	partially applies	does not apply
<ul style="list-style-type: none"> I know that diversity can be defined as both <i>differences</i> and <i>differences-and-commonalities</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I am familiar with the General Act on Equal Treatment (AGG) and the diversity dimensions defined therein: age, disability, ethnic origin, gender, sexual identity and religion/belief ("Big 6"). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I am aware that certain diversity dimensions are visible (e.g., skin color, age), but others are non-visible (e.g., chronic illness, family responsibilities) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Even if some diversity dimensions are not visible at first, I perceive them in my students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I know why it is of great importance for me as a university teacher to deal with the students' diversity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I recognize the importance of facing up to the issue of diversity in my everyday teaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I know where to ask for advice/expertise on diversity issues 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum development

	applies	partially applies	does not apply
<ul style="list-style-type: none"> In developing my curriculum, I pay attention to the different prerequisites of my students and take them into account as much as possible 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I am convinced that my curriculum is designed in a way that is conducive to learning and student-oriented, so that in principle, successful participation is possible for all students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I am aware of the fact that the choice of study content can lead to the exclusion/inclusion of students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> In structuring the curriculum, enabling the flexibility of courses of studies is an important feature for me 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> When integrating assessment formats, I consider opportunities and disadvantages regarding student diversity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> In my teaching, I provide e-learning elements (e.g. the ILIAS platform of the University of Freiburg) in order to take into account different learning accesses and to ensure more accessibility 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Planning and conception of teaching-learning offers

	applies	partially applies	does not apply
• I am aware that my students have different learning styles and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I take this fact into account by creating different teaching-learning settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• When designing learning environments, I make sure that learning content, learning tasks and assessment methods are well-matched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I define learning objectives for each learning unit. I make sure that they are defined SMARTly (= specific, measurable, achievable, realistic, timed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I observe accessibility principles when designing teaching-learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am considerate of the needs of students with family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I make lecture slides, texts and scripts available online before and/or after class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I select teaching and learning content in such a way that people from different origins and with different realities of life can identify with it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I take into account that students have a variety of experiences or different prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Implementation of teaching-learning offers

	applies	partially applies	does not apply
<ul style="list-style-type: none"> I communicate my advising hours to students in the first session of the semester and make it clear that they are welcome to contact me with any form of question or problem pertaining to their studies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I present the agenda and learning objectives of the session at the beginning of learning unit 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I encourage students to solicit feedback 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I try to give feedback as soon as possible after the assessment has been completed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I make sure that my font/presentation is easy to read even in the last row (color selection, contrast) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I pay attention to clear pronunciation and appropriate volume while speaking 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I pay attention to diversity-sensitive language 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I vary my teaching-learning methods to accommodate different learning styles 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I vary the use of media in my teaching (blackboard, OHP, PPT, etc.) to accommodate the different learning approaches of my students and their limited attention spans 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> When choosing (case) examples, pictures and videos, I make sure that they do not reproduce stereotypes or discriminate against certain (groups of) persons 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- I make sure that the participation of all students is as equal as possible, e.g. with regard to oral contributions
- I design my learning environments in such a way that even people with a less dominant speech behavior are motivated to contribute, e.g. by integrating cooperative forms of learning.
- I encourage students to question gender roles and to change their view or their own attitudes as needed
- I am aware of the fact that the way I lead my classes - e.g., how I ask questions or moderate discussions - can contribute to the exclusion or **inclusion** of students

Advising and support

	applies	partially applies	does not apply
• I encourage students to take advantage of the advising services I offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I emphasize the confidentiality and the chances of a consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I enable students to access advising as low-threshold as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am aware of other university/external advising services - e.g. on the topics of studying with a child or studying with a disability - and can refer students, if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I focus on the student's concerns during the advising session, not on myself as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I know that advising situations require ambiguity tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exams	applies	partially applies	does not apply
• I am aware of the fact that uniform exams can always put students at a disadvantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I share evaluation criteria already some time before the exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The learning objectives of the course and assessment criteria of the graded assessment are transparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am familiar with the term " inclusive assessment " and its meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I know how to design inclusive exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I try to make exams as inclusive as possible, for example by letting students choose between different exam types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I ensure that examination arrangements meet the principles of equal opportunity/fairness, so that all students can demonstrate their full performance potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• In justified cases, I will allow students an equivalent, alternative examination opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• In addition to summative exam forms, I conduct learning progress checks during the semester to provide feedback and proactively address existing problems/knowledge gaps, etc., as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I give students an overview of qualitatively different examination results. This enables them to recognize differences in quality and derive conclusions for future performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I enable students to view the work results of their fellow students (with their consent), so that they get an impression of the diversity of the work results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation

	applies	partially applies	does not apply
<ul style="list-style-type: none"> I integrate items on diversity into the course evaluation at the end of the semester (e.g. <i>"In the course, I felt disadvantaged because of my gender/prior knowledge/cultural background/age/..."</i>). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I evaluate my courses both formatively (in-process/during the semester) and summatively (final evaluation). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I reflect the evaluation results to the students 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> I reflect on my own behavior as a teacher, e.g. communication style, choice of didactic methods, learning success, participation of different persons or groups of persons. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>