

Diversity in Teaching - Tips for Teachers

Preparation/Conception

Field of action / measure	Background	Tips and links
Checking the premises (before the start of the semester)	<ul style="list-style-type: none"> Students with disabilities or chronic illnesses have specific needs. Among other things, this involves structural accessibility and equipment suitable for disabled people. Important aspects are, for example, access for people with limited mobility to buildings and rooms, as well as technical aids for the visually or hearing impaired in seminar rooms and lecture halls. The size and equipment of the teaching rooms also play a role. For example, it is important to consider whether there is enough space for several working groups, if required, whether tables and chairs can be moved freely (for movement in the room), and whether there is a beamer, OHP and/or a blackboard (→teaching-learning methods). 	<ul style="list-style-type: none"> Information about technical aids in lecture halls and further tips on the topic of "studying with disabilities" can be found on the website of the representative for students with a disability/chronic illness Information on access to buildings and rooms is available here: https://uni-freiburg.de/university/university-at-a-glance/contact-and-directory
Early provision of documents, materials, and literature	<ul style="list-style-type: none"> Students have different prior knowledge and different learning speeds. Providing materials and literature at an early stage offers the possibility of pre- and post-work for individual students - independent of attendance times. It also ensures transparent and equal access to knowledge and course content. 	<ul style="list-style-type: none"> With the learning platform ILIAS, the University of Freiburg offers teachers a way to make teaching and learning materials available to their students digitally and thus independent of time and place.

Defining learning objectives	<ul style="list-style-type: none">• Clearly defined and formulated learning objectives create clarity among students about the contents of a course and the required assessments. Depending on their prior knowledge, learning type and motivation, students can thus better (more specifically) adjust to the learning process.• At the same time, learning objectives serve as a grid for teachers to select the most suitable teaching-learning methods for achieving the objectives from the abundance of teaching-learning methods available.• Learning objectives also enable transparent and fair assessment. (→exams)	<ul style="list-style-type: none">• On the web pages of the Center for Teaching and Learning, you will find informative tips and hints on how to design your teaching, including assistance in formulating learning objectives.
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<p>Accessibility of teaching and learning materials</p>	<ul style="list-style-type: none"> Students with visual or hearing impairments depend on accessible teaching and learning materials. These ensure equal access to study content and participation in your teaching. 	<ul style="list-style-type: none"> When creating accessible teaching and learning materials, please consider the following easy-to-implement aspects: Documents should be clearly structured If possible, use a sans-serif font (e.g. Calibri, Arial) with sufficient font size Pay attention to contrasting colors (avoid red-green) Provide images and graphics with descriptive alternative texts If you show videos or short films, enable subtitles (if available). Explain what the content is, beforehand. Always design presentations and slides in such a way that they are easy to read even in the back row If possible, avoid scanned or copied documents with low quality/resolution
<p>Variety of methods</p>	<ul style="list-style-type: none"> Students have diverse expectations of university teaching; they bring individual learning and educational experiences; some like to present their results to all other participants, others prefer to work in smaller groups; students in a higher semester may have different learning goals than students who are still in the orientation phase, etc., etc. 	<ul style="list-style-type: none"> Varied teaching designs (variation of lecture, plenary discussions, small group and individual work) and participatory learning settings (small or whisper group, thought experiments, estimation questions, learning circles) are very well suited to activate the diverse learning prerequisites of

	<ul style="list-style-type: none"> • It is advisable to identify this diversity in your respective teaching setting early and systematically and to include it as an enrichment in your course. 	<p>students and thus maximize learning successes.</p> <ul style="list-style-type: none"> • Use cooperative forms of learning and project work. In this way, you increase the opportunities for participation for the diverse groups of students - and additionally prepare them for later professional everyday life in diverse work teams. • Vary the composition of working groups and also win over reticent or international students, whose communication in the foreign language German is to be promoted, to lead working groups, workshops, and presentations of results. • On the web pages of the Center for Teaching and Learning, you will also find informative tips and hints!
<p>Use of e-learning tools (e.g. the ILIAS platform of the University of Freiburg)</p>	<p>E-learning enables...</p> <ul style="list-style-type: none"> • the provision of teaching and learning materials independent of time and place • to try out alternative assessments, e.g. by using blogs or wikis • to activate learning groups and to support self-learning phases • to promote the construction of knowledge and competence building through communicative and collaborative tasks • active working through instead of presenting learning content 	<ul style="list-style-type: none"> • The E-Learning Service Center provides extensive information on its website about the use of digital media in research and teaching and the e-learning infrastructure at the University of Freiburg. In addition, it also offers a variety of advising and training services in the field of e-learning. • When using e-learning tools, please keep in mind that they should meet the

	<ul style="list-style-type: none">• efficient teaching offers for modern, flexible learning, that corresponds to the individual learning orientations and life circumstances of the students• solutions for time and space constraints• the illustration of complex issues through multimedia, interactive presentation methods, and simulation processes• the reduction of access barriers to study for employed persons, persons with disabilities, chronically ill persons, foreign students, etc. <p>(Source: https://www.rz.uni-freiburg.de/services/elearning/elearning)</p>	requirements for accessible teaching-learning materials.
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<p>Advising and support</p>	<ul style="list-style-type: none"> • Students from abroad, who are used to a different university system; students with disabilities, who have questions about disadvantage compensation; students with children, who need more flexible study arrangements: They all have a need for comprehensive, low-threshold advising and support services. To be effective, this advising and support must address the individual requirements and needs of the students. • In the context of courses, it is crucial to make the advising possibilities transparent and to communicate them to the students. Communicating information about office hours and contact options - directly in the session or between individual appointments - creates a clear information structure and makes it easier for students to get in touch. • When students address their personal prerequisites and/or difficulties, information about the central advising facilities within the university is indispensable. In addition, students can already be supported by actively listening to them and jointly seeking solutions, if necessary. 	<ul style="list-style-type: none"> • It is important to know the advising and service points of your respective faculty and to refer students to them. • In addition, you will find numerous links to advising facilities and contact persons on diversity topics at the University of Freiburg on the Gender and Diversity Portal under the heading "Service and Contact Points".
<p>Diversity-sensitive language</p>	<ul style="list-style-type: none"> • Depending on which words, terms or images are chosen - whether consciously or unconsciously - language can have exclusionary, stigmatizing or discriminatory effects. It can reproduce existing stereotypes or fuel (new) prejudices. • Linguistic discrimination can be explicit, as in swear words, sexist images, or racist or derogatory statements towards people. However, linguistic discrimination can also happen implicitly, in that groups of people are systematically not 	<ul style="list-style-type: none"> • The Equal Opportunity Office of the University of Freiburg has developed a guideline that provides suggestions and tips for using gender-sensitive language. • The Gender and Diversity Office offers workshops on the topic of "Inclusive Language" at regular intervals. More detailed information on these workshops

	<p>mentioned, or in that they are not spoken of as people, but as "objects". Examples include statements such as: "typical male/female", "confined to a wheelchair", "the new girl at his side" or "the black continent".</p> <ul style="list-style-type: none"> • Diversity-sensitive language aims to counteract such discrimination or stigmatization. There is no one right solution for this. Rather, depending on the (teaching) context, different options are available for creative language use that addresses everyone. 	<p>can be found on the Gender and Diversity Portal and on the pages of the Internal Further Training and Continuing Education Program.</p>
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<p>Accessibility and comprehensibility</p>	<ul style="list-style-type: none"> • Students with visual or hearing impairments often have a much harder time following what a teacher is saying (verbally or visually). 	<ul style="list-style-type: none"> • Verbalize the visual (for visually impaired students). • Visualize the verbal (for hearing impaired students). • Be sure to explain board pictures, PPT slides, etc. facing students so that hearing impaired students can read your lips.
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Exams

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Inclusive exams (inclusive assessment)	<ul style="list-style-type: none"> Students with a disability, chronic illness, or not only temporary health impairment that makes it difficult to complete pass/fail or graded assessments can apply for disadvantage compensation. The entitlement to compensation for disadvantages results from the principle of equal opportunities under examination law and is regulated and defined in the respective study or examination regulations for the individual degree programs. The students concerned must be granted this compensation for disadvantages in consultation with the teachers. This may involve, for example, extended processing times, the use of technical aids or a different form of examination (e.g. oral colloquium instead of written examination). Such an examination modification or a waiver of a special performance requirement does not constitute preferential treatment but ensures equal opportunities for students with disabilities. By (voluntarily) offering different examination formats, you also provide all students with the opportunity to select the examination format that suits their learning style and examination type. This involves an increased amount of work, but it contributes to a significant improvement in teaching, an increased quality of examinations and thus to a high level of student satisfaction. 	<ul style="list-style-type: none"> Information on disadvantage compensation at the University of Freiburg can be found on the website of the representative for students with a disability/chronic illness. A clear and comprehensive collection of videos and guidelines in English on inclusive assessment can be found on the University of Plymouth website.

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