Checklist:

Planning inclusive, digital teaching

Table of contents

[Introduction 1](#_Toc158473635)

[1a: (Online) teaching: planning in the context of the semester 3](#_Toc158473636)

[1b: (Online) teaching: planning in the context of a session 12](#_Toc158473637)

[2: (Online) teaching: this is what an inclusive classroom is all about 15](#_Toc158473638)

[Sources 18](#_Toc158473639)

# Introduction

We want to enable accessible or low-barrier participation in digital teaching for as many user groups as possible. This includes, among other things, that teaching takes place in an inclusive classroom, meaning an inclusive classroom or seminar room. For us, this term stands for an atmosphere in which as many participants as possible are given the opportunity to teach, learn, work and examine safely. In concrete terms, this means:

* All students feel welcome and supported in their learning.
* All students can use their individual experience, knowledge and backgrounds to their advantage.
* Students' individual needs are enquired about and taken into account (as far as possible).

To support you in planning inclusive, digital teaching, you will find three checklists below. The first two tables each have five columns. The first column is for checking purposes only. The second column shows the chronological use of the measures and precautions in the context of the **semester** (1a) or in the context of the **seminar** (1b). The third column contains a description of the measures and precautions. In the fourth column, you will find information on the needs for which the measures and precautions are particularly helpful. Finally, the fifth column contains a good practice example or a tip for implementation.

This is followed by a third table, which is organised according to teaching design aspects. The contents largely correspond to the contents of version 1 (a) and (b), but are supplemented above all by measures and precautions for the atmosphere of an inclusive classroom. In contrast to the first two, this table only has four columns: The first column is for the check. The second column shows the category of measures and precautions. The third column contains a description of the measures and precautions. In the fourth column, you will find information on the needs for which the measures and precautions are particularly helpful.

Please bear in mind: In any case, the list of requirements is exemplary, but not exhaustive! All points are important for the comprehensive accessibility of your teaching and the documents used.

# 1a: (Online) teaching: planning in the context of the semester

The following contents are divided into the chronological sections "Before the start date of the lecture period", "In the first session", "During the lecture period" and "After the lecture period". You are welcome to use this checklist to orientate yourself to the different periods within a semester and to refresh individual aspects.

| Check? | Category | Measure | In digital teaching, **particularly** helpful for individuals, who... | (Good practice) examples of implementation |
| --- | --- | --- | --- | --- |
|  | Before the start date of the lecture period | Signal your willingness to respond to students' needs and take their needs seriously. | ...are unsure.  ...need a protected space.  ...need support.  ...have an impairment. | As a teacher, take the time to talk about individual needs, e.g: "Every person, including students, has individual needs. As a teacher, I cannot recognise all of these directly. However, I know that you may find yourself in difficult situations due to personal, family or other factors in your environment, including in the context of your studies. Please do not hesitate to contact me at any time and let me know your needs. I will do my utmost to fulfil them and enable you to participate fully in my course."  The course used on the learning platform contains information on individual needs from the start date, an invitation to register needs and/or come to your student consulting hours, as well as a presentation of counselling services. |
|  | Before the start date of the lecture period | Provide written information about the structure and design of the event and the requirements for service provision. | ... cannot be present.  ... are not fully attentive, insecure or overwhelmed.  ... can only concentrate for a short time. | The course used on the learning platform contains the above information from the start date. Write a short paragraph that makes your expectations transparent, e.g: "I expect you to do xxx. In return, you can expect me to do xxx." |
|  | Before the start date of the lecture period | When planning the course, choose methods that allow students to learn in different ways and that appeal to different preferences and strengths. | All | Take a look at the suggestions in the knowledge database under "Methods" in the overview on "Making digital teaching accessible". |
|  | Before the start date of the lecture period | Consider collaborative methods when planning the event. | All | Take a look at the suggestions in the knowledge database under "Methods" in the overview on "Making digital teaching accessible". |
|  | Before the start date of the lecture period | When planning the event, consider methods that encourage reflection. | All | Take a look at the suggestions in the knowledge database under "Methods" in the overview on "Making digital teaching accessible". |
|  | Before the start date of the lecture period | When planning the event, make sure you use diversity-sensitive materials. | ...whose realities of life (due to individual heterogeneity characteristics) are not always reflected. | Use examples, material and literature that reflect multiple perspectives.  Question your own stereotypes and expectations from time to time.  Show several points of view in discussion and let them have their say.  If there are conflicts in the material, address them openly, comment and/or discuss them. |
|  | Before the start date of the lecture period | Pay attention to the approval of material, method, technology and space. | ...are dependent on accessibility. | Ensure the technical accessibility of documents (see checklists) and, if possible, the learning platform.  Offer a certain variety in the methods and social forms used.  Apply for a room change if it is not accessible or the technical equipment is not sufficient. |
|  | **In the first meeting** | Provide information about counselling and support options. | ... need support in the course of their studies. | Include a slide in your introductory presentation that contains an invitation to register your needs and/or come to the student consulting hours, as well as a presentation of the counselling and service offers by the university and the faculty. |
|  | In the first meeting | If the group is large enough, endeavour to get to know the students, e.g. there is a round of introductions or pronouns in the first lecture. | ... have difficulties making initial contact with other people. | Ask the students to place the appropriate pronoun after their own Zoom name.  Use the activity "All who..." (can also include technical questions, e.g. about prior knowledge) or "Waffle vs. pancakes[[1]](#footnote-1) ". These are not too personal, but still serve as an icebreaker and can be implemented both in person and in a video conference. |
|  | In the first meeting | Provide information on requirements for service provision, also in writing. | All  ... feel strong examination pressure. |  |
|  | In the first meeting | Explain information/guidelines for interaction (e.g. netiquette, feedback rules) so that all students can express their opinions and give each other feedback respectfully. | ... need support in social interaction. | Provide information on Net(t)iquette as part of the course on the learning platform as well as part of the introductory presentation, e.g: "We assume that you will treat each other with respect and contribute to group work in such a way that **teamwork** does NOT mean: "**T**ime-wasting **E**ntities **A**ccumulating **M**isery", but "Together we are strong!". Take part in discussions. We would be happy if you would leave the cameras on your laptop; this makes interaction easier for all sides."  Provide clear feedback rules, e.g: "In our event, I would like to see a culture that includes constructive and fair feedback. When it comes to feedback phases, I ask you to adhere to the following rules. Only then a fair and inclusive interaction is possible:   * + Firstly, describe your impressions and specific observations.   + Give comprehensible examples and do not make sweeping judgements.   + This also means that you have to stay on the factual level and leave feelings or personal discord out of it.   + Formulate constructive suggestions for solutions or requests.   + All staff, people are allowed to finish speaking.   + You listen actively, try to understand the feedback and ask questions if something is unclear.   As a teacher, I will also abide by these rules." |
|  | In the first meeting | Present the Diversity or Inclusivity Statement of your university or event. | ... have not yet really arrived at universities. | Welcome your students and point out support options and contacts for various topics: Advice centres, representatives for students with disabilities or chronic illnesses, university services in the area of learning and study organisation, etc.  Here is an example of the Inclusivity Statement from the company Hubspot (2018): "Bring Your Whole Self to Work. We are passionate about creating an inclusive workplace that sponsors and values diversity. Companies that are diverse in terms of age, gender identity, race, sexual orientation, physical or mental ability, ethnicity and perspective are proven to be better companies. More importantly, creating an environment where everyone, regardless of background, can do their best work is the right thing to do." (further [suggestions at isnca.org](https://isnca.org/10-beispiele-f%C3%BCr-gro%C3%9Fartige-diversity-statements/)). |
|  | **During the lecture period** | Signal your willingness to respond to students' needs and take their needs seriously. | ...are unsure.  ...need a protected space.  ... need support.  ... have an impairment. | At the end of each meeting (regardless of whether (a)synchronised), point out the possibility of student consulting hours and individual discussions.  Ask explicitly for (anonymous) feedback on how the event and the approval of the materials are perceived. |
|  | During the lecture period | Make participation in synchronous events non-mandatory or offer alternative academic achievements and opportunities for participation. | ... cannot guarantee participation in an event (because they are not very flexible in terms of time, need structural security, are mentally unable to do so). | Exchange oral or written contributions with each other.  Allow contributions in forums, reflection tasks in the LMS.  Facilitate discussions in the seminar.  Allow displays of canvas boards, presentations, etc. |
|  | During the lecture period | Create transparency: Maintain fixed deadlines, communicate performance requirements, formulate concrete work instructions, clarify responsibilities (who is under obligation to pick up or drop off and when). | ... are not very flexible in terms of time.  ... require structural securities. | Regularly check that communicated deadlines and tasks are up to date and inform students of any changes promptly.  Ask for feedback on the clarity of work instructions and allow for queries.  Provide regular feedback on failure/success (possibly using a tool) and point out the expectations already communicated: "I expect you to do xxx. In return, you can expect me to do xxx." |
|  | During the lecture period | Note the accessibility of the literature requested or used. | ... are dependent on a functioning voice output.  ... require certain colours and/or contrasts. | Use ePubs and accessible PDFs in particular. If you have to use scanned literature, make sure that these documents are made readable with OCR software. You can find more information on this in our knowledge database under the topic "Accessibility literature". |
|  | During the lecture period | If possible, record video conferences. | ... cannot guarantee participation in an event (because they are not very flexible in terms of time, need structural security, are mentally unable to do so). | Explain that you would like to record the event to facilitate both pre and post-session preparation for everyone. Point out that the camera may be switched off. Ideally, however, it should be switched on for spoken contributions. The recording will then be uploaded with password protection. |
|  | During the lecture period | Provide online offers and materials at least until the test date. | ... prepare intensively for the exam. |  |
|  | **After the lecture period** | Provide online offers and materials at least until the test date. | ... prepare intensively for the exam. |  |
|  | After the lecture period | Use inclusive or alternative examination formats. | ... feel strong examination pressure.  ... require accessible examination formats. | Allow formats according to the criteria of constructive alignment, projects, portfolios, group work, etc. as a form of examination or offer these explicitly as an option. |

# 1b: (Online) teaching: planning in the context of a session

The following content is divided into the chronological sections "Before the meeting", "During the meeting" and "After the meeting". You are welcome to use this checklist to orientate yourself at the different times of a course and to refresh individual aspects.

| Check? | Category | Aspect | In digital teaching, **particularly** helpful for individuals, who... | (Good practice) examples of implementation |
| --- | --- | --- | --- | --- |
|  | **Before the meeting** | Provide the required material and possible discussion questions to the participants approx. 3 days before the event. | ... require an accessible version of the material.  ... prepare for the meeting. | Upload materials to the relevant folder on the learning platform or send them to the students by email. Don't worry: anyone who wants to come to the course will come regardless of whether the material is provided. |
|  | **During the meeting** | Make the agenda of the session transparent from the start date. | ... cannot guarantee permanent attention and therefore plan individual breaks. | Integrate a slide on the planned structure/procedure of the meeting into your presentation. Introduce it and provide an opportunity for questions. |
|  | During the meeting | Plan regular short breaks for everyone and communicate these transparently. | ... need a clear structure.  ... can only concentrate for a short time. | After 30-45 minutes, for example, allow the room to be ventilated for 5 minutes (presence) or switch off the camera (video conference). This option is already included in the slide on how the meeting is organised. |
|  | During the meeting | Make relevant information accessible both acoustically and visually[[2]](#footnote-2) . Both text and graphics are available. | ... primarily use only one of the sensory channels mentioned. | Always use a presentation, blackboard, whiteboard or similar to visually support your presentation. Presentations are particularly suitable for visual representations to support oral explanations. |
|  | During the meeting | Use the automatic live subtitling function when using PowerPoint. | ... require visual support when processing information. | Right-click in presentation mode and select "Switch on subtitles". |
|  | During the meeting | If necessary and possible, involve interpreters (for sign language or written language). Take them into account with regard to the pace of speech. | ... use sign language. |  |
|  | During the meeting | Create opportunities for queries and communicate these transparently. | ... have not understood something.  ... are insecure in verbal interaction. | After an input sequence, after setting a task, at the end of the meeting - always give students the opportunity to ask questions when there is a transition between two phases. Alternatively, you can run feedback tools such as Tweedback [(https://tweedback.de/](https://tweedback.de/)) simultaneously with your presentation, for example. |
|  | During the meeting | If necessary, explain the rules for interaction (e.g. netiquette, feedback rules, structure for discussions). | ... need support in social interaction. | Ensure that the rules presented above are adhered to. Remind your students of this before the relevant phases and refer them to the corresponding link, where they can be read in writing. It is better to be preventative beforehand than reactive afterwards. |
|  | During the meeting | Encourage your students to pay attention to accessibility themselves, e.g. when creating documents, media or sharing resources. | ... are dependent on accessibility. | Integrate aspects of (technical) accessibility into the requirements for documents and projects when students create them themselves. You are welcome to use the checklists provided . |
|  | During the meeting | Change the social form in the course of the event. | ... are prone to social anxiety in group constellations.  ... learn better through exchange. | Use a warm-up as an introduction to the content: e.g. prepared question with mentimeter in plenary.  Use the Think-Pair-Share method using EduPad, for example, to develop a new topic.  Use prepared questions on Edkimo in EA, for example, to reflect on the status of your work. |
|  | **After the meeting** | Provide written elaborations. | ... were unable to take their own notes (e.g. due to limited concentration or different working speed). | Provide your own script. Have present students write protocols/lecture notes and then share them with everyone (but then remember clear and transparent communication and planning). Prepare a description of a whiteboard/blackboard illustration either by yourself or your students. |

# 2: (Online) teaching: this is what an inclusive classroom is all about

The following content is organised according to aspects of teaching design. You will find the categories "Atmosphere/ interaction", "Service provision", "Material/ method" and "Creating structure". You are welcome to use this checklist to find out about general aspects of inclusive, digital teaching or to brush up on individual aspects.

| Check? | Category | Aspects to be considered | In digital teaching, **particularly** helpful for individuals, who... |
| --- | --- | --- | --- |
|  | **Atmosphere/ interaction** | Make an effort to get to know the students, especially in larger groups. For example, in the first session, have an introduction or pronoun round. | ... face difficulties in building connections with other people. |
|  | Atmosphere/ interaction | Give students with specific needs the opportunity to register them with you (in a protected space). Make every effort to accommodate these needs. | ... are unsure.  ... need a protected space.  ... need support.  ... have an impairment. |
|  | Atmosphere/ interaction | Be approachable for students. | All |
|  | Atmosphere/ interaction | Make sure that all students can have their say in the event. | All |
|  | Atmosphere/ interaction | Ensure respectful communication with and among students. | ... quickly feel excluded. |
|  | Atmosphere/ interaction | Do not tolerate insults or racist, ableist, sexist, xenophobic or other discriminatory behaviour. | All |
|  | **task fulfillment** | Allow alternative forms of active participation (e.g. oral or written contributions, contributions in forums, reflection tasks in the LMS, discussion in the seminar, canvas boards, presentations, etc.). | ... cannot guarantee participation in an event (because they are not very flexible in terms of time, need structural security, are mentally unable to do so). |
|  | task fulfillment | Use inclusive or alternative formats for service provision (e.g. formats according to the criteria of constructive alignment or projects/ portfolios/ group work/ ...). | ... feel strong examination pressure.  ... require accessible examination formats. |
|  | **Material/ Method** | Make sure that the teaching and learning materials used are designed to be diversity-sensitive. | ...whose realities of life (due to individual heterogeneity characteristics) are not always reflected. |
|  | Material/ Method | Choose methods that allow students to learn in different ways and that appeal to different preferences and strengths. | All |
|  | Material/ Method | Consider collaborative methods when planning the event. | All |
|  | Material/ Method | When planning the event, consider methods that encourage reflection. | All |
|  | Material/ Method | Change the social form during the event. | ... are prone to social anxiety in group constellations.  ... learn better through exchange. |
|  | Material/ Method | Encourage students to pay attention to accessibility themselves, e.g. when creating documents, media or sharing resources. | ... are dependent on accessibility. |
|  | Material/ Method | Use the automatic live subtitling function in PowerPoint (for both teachers and students). | ... require visual support when processing information. |
|  | Material/ Method  + Create structure | Provide the participants with the required material and possible discussion questions at least 3 days before the event. | ... require an accessible version of the material.  ... prepare for the meeting. |
|  | **Create structure** | Create transparency: Maintain fixed deadlines, communicate performance requirements, formulate work instructions, clarify responsibilities (who is obliged to pick up or drop off and when). | ... are not very flexible in terms of time.  ... require structural securities. |
|  | Create structure | Make the agenda of the session transparent from the beginning. | ... cannot guarantee permanent attention and therefore plan individual breaks. |
|  | Create structure | Plan regular short breaks for everyone. These are communicated transparently. | ... need a clear structure.  ... can only concentrate for a short time. |
|  | Create structure | Provide written elaborations. | ... were unable to take their own notes. |

# Sources

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1. Waffle vs. pancakes: One person asks another person X or Y question. This person then decides subjectively what they want to "keep", adds another thing to the question and passes the question on. Example: Staff, people A: Would you prefer waffles or pancakes? Person B: Waffles. Would you prefer waffles or cocktails? Person C: Cocktails. Prefer cocktails or sparkling wine? Etc.

   [↑](#footnote-ref-1)
2. This also includes transcripts for audio files and subtitles for video files. [↑](#footnote-ref-2)