Making digital teaching accessible

## Tabular overview of selected teaching methods

### For the introductory phase

Table 3: Advantages and disadvantages of methods for the introductory phase

| Method (social form) | Description of the | Advantage(s) | Disadvantage(s) | S. |
| --- | --- | --- | --- | --- |
| Yes/no question (plenary) | The teacher asks yes/no questions, e.g. about familiarisation or prior knowledge of a topic.  Participants who can answer "yes" to the question ...  analogue: ... stand up.  with digital tools: ... vote Yes in a tool. Suitable tools: Mentimeter, Kahoot, Plickers. This variant also allows questions with multiple answers.  digital: ... briefly remove the (note) paper that they would otherwise hold in front of their camera. | * Participation of all possible * No "exposure" à safe space * Increased motivation through interaction * Question can be asked verbally and in writing | * Participation only possible with appropriate technical equipment (especially digital) | 2 |
| Flash (plenary session) | The teacher asks a question or introduces a topic. Each participant then makes a short (!) statement here. These remain uncommented.  Analogue and digital: Participants pass the word to the next person  digital tools: Chat function, Padlet, feedbackr | * Participation in a secure/possibly anonymised space (digital tools) * Make people aware of their interest in learning | * Expectation to make a contribution creates pressure (especially digitally) * Purely auditory format (digital) * Overview of contributions already made difficult (digital) | 5 |
| Word cloud/ Wordle (EA) | The participants enter associated terms for a prepared question/topic. These are displayed in different sizes depending on the number of responses. Approval for the tool is provided as a QR code or link.  Analogue: loose collection of terms (without relation to size and number of mentions)  Suitable digital tools: Mentimeter, edkimo | * Participation of all possible in a safe space * Visualisation offers further approval | * Spelling mistakes "falsify" the size relations * No approval possible with visual impairment | 45 |

### For the work phase

Table 4: Advantages and disadvantages of methods for the work phase

| Method (social form) | Description of the | Advantage(s) | Disadvantage(s) | S. |
| --- | --- | --- | --- | --- |
| Station learning (GA) | Lehren und Lernen [Centre for teaching and learning] design learning stations on various topics or learning objectives. The learners then go to the various stations and work on corresponding tasks and tutorials (in connection with lecture/seminar).  Analogue: Stations at different table groups  Digital tools: Miroboard, padlet, ZUMpad  Digital: there is a breakout room for each "station" in which the results of the corresponding station are discussed. Access to results via digital tools. | * Self-directed learning process * Various approvals and representations possible * Different levels of difficulty possible for creation | * Teachers must ensure that the materials are accessible * Fixed deadline for provision of the stations | 64 |
| Discussion/ debate (GA + plenary) | The participants develop arguments for different points of view in a debate, e.g. in favour (group 1) and against (group 2). After an exchange of arguments in their own group, approx. 2-3 panellists per group take part in a subsequent discussion on the topic.  Analogue: Preparation in GA; discussion in a circle of chairs  Digital tools: digital pinboard for collecting and structuring arguments (e.g. miro-board, padlet)  Digital: preparation asynchronous; discussion in video conference (all those not involved in the discussion switch off their video so that a podium situation is simulated). | * Intensive familiarisation with a topic can increase interest in learning. * Discussion in your own group about the meaning, weight etc. of an argument sponsors the learning process * Discussion with another group enables different perspectives | * Texts with arguments can often be very complex. * Presentation of arguments mostly in written form. * Discussion can be difficult to follow for the hearing impaired | 74 |
| Marketplace/ museum tour (all social forms possible) | The participants work on tasks (in EA, PA or GA) on predefined topics, the results of which are then made available to everyone. After viewing the results, all participants are given the opportunity to ask questions and give feedback.  Analogue: Put up posters about the results in the room. Comments with post-its or similar.  Digital tools for notes and presentation: padlet, taskcards, ZUMpad/ Edupad, miroboard  Digital: uploading and commenting in the: LMS, digital pinboard. | * Tasks can be completed at your own pace and at your own discretion * Display options are individual * Focus within the given topic can possibly be set according to interest | * Presentation of the tasks and topics of others can present barriers * Interaction with the learning object depends on the participants | 86  112 |
| Poster presentation (GA) | The teacher provides various topics. For each topic, a small group gets together to create a poster and then present it.  analogue: present in the room with flipcharts or similar  digital tools: PowerPoint, genially, mural.  Digital: similar to the group puzzle | * Display options are individual * Promote communication and cooperation Interaction with the learning object | * Predefined topic does not always correspond to the interests of the participants * Fixed deadline and "compulsion" to present create pressure | 95 |
| Think-Pair-Share (all social forms combined) | Teaching staff, instructors, lectures give a question or task to the plenary. **Think**: The participants think about it alone in individual work. **Pair:** Two participants get together and exchange ideas. **Share:** Two tandems form a group of four and compare differences/similarities. Finally, each group briefly presents the results in plenary.  analogue: possibly with flipcharts  digital tools: DisCourse (Moodle), collaborative writing  digital: Breakout sessions to which you can assign yourself. | * Discussion about different perspectives/opinions * Focus on the essentials with Share * Plenary presentation can be customised * Results possible within one meeting * Change of social form | * Oral exchange in the Pari is mandatory | 111 |
| Query with impulse questions (EA + plenary) | The teachers prepare various columns, each of which is labelled with a different key question on the same topic. The participants enter ideas, associations and answers in these columns and can comment on what is already there. This collection can be used to structure a lesson or similar. Further additions can be made.  analogue: Pinboard  digital tools: Padlet  digital: | * Individual focus on columns possible à Why according to UDL * Individual type of contribution possible * Large, time frame in which contributions are possible | * Handwritten contributions may be illegible | 25 |
| Brainstorming (EA, GA) | The participants collect any associations for a given topic or title. The ideas are immediately sorted and structured.  analogue: Labelling and sorting moderation cards  digital tools for taking notes:  Etherpad, Zumpad, Padlet, Taskcards, Oncoo, Mentimeter, PollEverywhere, Miroboard  digital: using one of the digital tools | * Anonymous contributions possible à Protect quality and quantity * All participants are heard | * Creating structures can be challenging * Required or desired structures vary | 32 |
| Placemat (EA + GA) | The participants are divided into small groups (ideally 4 staff, people per group). Each group receives a sheet of paper with a space for individual notes per staff, people. These are made in EA. There is also an area in the centre for group notes. This is filled in together after all individuals have presented their notes. Based on the group notes, a joint presentation is made in plenary.  analogue: DIN A3 sheet with the illustration described above  Digital tools for notes: Oncoo, Taskcards, Padlet, ZumPad  Digital: The illustration above is provided to the groups as a worksheet, one person shares the screen, everyone enters something using the comment function | * The form and scope of the notes in EA can be customised * Exchange of different perspectives and ideas * Agreement on the elementary | * Time required for EA can vary greatly * Verbal dialogue is challenging for some participants | 40 |
| Group puzzle/ jigsaw (GA) | The participants are divided into groups. Each group is given a topic to familiarise themselves with. Together, the members think about a way to present the topic. All participants are then divided into new groups. These are formed in such a way that each topic is represented. In these new groups, each person presents their topic. Optionally, questions or similar can be clarified in the final plenary session.  analogue: as described, possibly with posters etc.  digital tools for presentations: Edvisto, explain everything, Powerpoint, genially, Powtoon  digital: upload the presentation to a  learning platform so that every participant can view it | * Customised form of presentation * Presentation takes place in small groups * time is managed within the group. | * Selection of topics is predetermined * Mandatory presentation | 52 |
| Presentation (EA, PA or GA) | The participants prepare a topic (synchronously, asynchronously, in EA, PA or GA) and give a suitable presentation in a synchronous meeting. Feedback is then given by the audience.  analogue: Posters with e.g. flipcharts  digital tools: Edvisto, explain everything, PowerPoint, genially, Powtoon  digital: presentation via split screen | * Flexibility in the social form * Topics can be predefined or chosen by the participants themselves * Individual research, presentation and preparation of the presentation | * Presentation on a fixed date | 62 |

### For the final phase

Table 5: Advantages and disadvantages of methods for the finalisation phase

| Method (social form) | Description of the | Advantage(s) | Disadvantage(s) | S. |
| --- | --- | --- | --- | --- |
| Five-finger feedback (EA, plenary) | Each participant gives feedback on a specific topic/occasion using their hand. **Thumb**: That was great. **Index finger**: That was important/ I'll take it with me. **Middle finger**: That wasn't good. **Ring finger**: That's my favourite/ highlight. **Little finger**: That was too short.  analogue: verbal, with print template  digital: verbally, filling out the template on the PC  digital tools: Padlet (name columns according to fingers), Kahoot | * Relation to your own body, with mnemonic bridges * Possible at flexible times * Quantity of reflection mostly flexible * Visualisation can appeal to other senses |  | 124 |
| Learning diary/ e-portfolio (EA) | Participants "keep learning journals/learning diaries or (e-)portfolios throughout the semester, in which they write down and document their findings, work results and learning experiences. [...] The e-portfolios also include peer feedback and feedback from teaching staff, instructors, lectures."  analogue: notebook, college pad  digital tools: Portfolio function for LMS, LeTaBu  digital: Word | * Quantity and quality can be hit individually * The way it is presented varies and can appeal to different senses through combinations * Individual focus (in terms of content) * Time flexibility | * Deadline for submission | 129 |
| Paper feedback (EA) | Feedback on a course or an individual meeting is given on slips of paper that are handed in at the end (e.g. in a box). Participants should write down their wishes, comments and suggestions on the slips of paper.  analogue: Slip of paper + box  digital tools: Padlet, video tool chat, Tweedback, Edkimo | * Openness, few specific questions * Close temporal relationship between feedback and meeting * Anonymity | * Openness, few specific questions | 142 |
| Target (EA) | Evaluation of an event or the learning objectives with the support of a target. This is either on a flipchart or in a digital tool. The disc consists of 4-5 parts, with each part corresponding to an aspect of the evaluation. For example: learning success, cooperation, preparation. Each participant receives one point per aspect, which he/she places on the target disc: The better the aspect was fulfilled, the closer the point is to the centre.  analogue: Flipchart, pin board, sticky dots.  digital tools: Padlet, Taskcards, Oncoo  Digital: The target is visible to everyone via "Share screen" so that everyone can set the points using the "Comment" function | * Concrete frame of reference visible | * Visualisation is not accessible to everyone (both for participation in the evaluation and for evaluation) | 143 |

### Example of a digitalised face-to-face session in the middle of the semester

Entry phase

* Welcome + presentation of the procedure of the meeting
* Warm-up as an introduction: Prepared **questions with mentimeter** in plenary, approx. 5 questions that already introduce the content (e.g. to test prior knowledge or activate knowledge from the last meeting)

Work phase

* Introduction through brief framing by the teacher
* Concrete work assignment to work on a new topic using the **think-pair-share** method, whereby the tandems or groups can work with an **EduPad.**

Finalisation phase

* Presentation of the work results in plenary. The EduPads used can serve as a support and protocol.
* Reflection of the work status with prepared **questions on Edkimo in EA**
* Outlook + Farewe