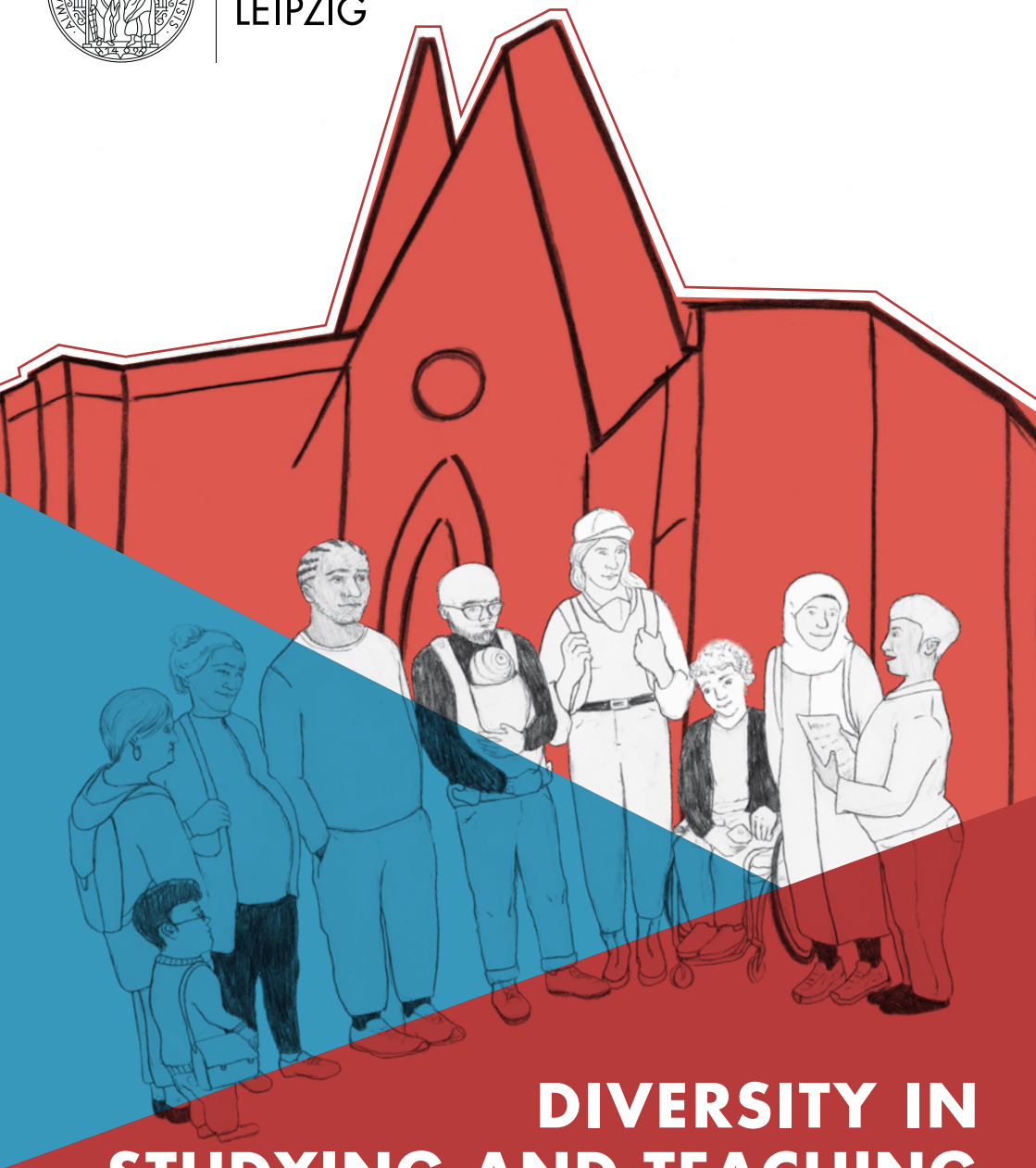




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DIVERSITY IN STUDYING AND TEACHING

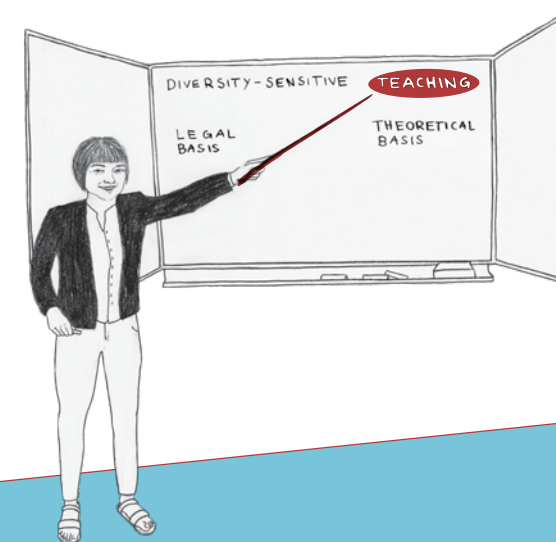
A joint initiative for teaching that is responsive to diversity

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1 MOTIVES: WHAT IS THE PURPOSE OF THESE GUIDE LINES?



Nowadays, institutions of higher education are characterised by a high degree of diversity: not only students, but also people who form part of the higher education system all come from different backgrounds. And this means that they also have different needs. At the same time, there are structures that can create barriers and impede paths to learning and education.

These Guidelines are intended to provide you, as educators, with suggestions on how to take these different needs into account and to develop teaching and learning activities that are responsive to diversity. To this end, the Guidelines will first cover a number important theoretical fundamentals, such as the concept of diversity. Secondly, the Guidelines will provide practical tips and further information that can be applied directly to your teaching. The Guidelines are aimed at all those who are interested in reviewing, reflecting on and developing their own teaching skills with a focus on diversity. However, they are especially aimed at those of you who are new to teaching.

The objective of these Guidelines is to provide you with the

knowledge and tools to enable all students to participate equitably and actively in day-to-day life at university. In this context, it should also be clear that this is not about responding to a few "troublesome students". Rather, the focus should be on the principle of teaching that is responsive to diversity in higher education for all students, irrespective of whether they are affected in a specific way. The Guidelines are intended to help identify differences that are relevant for learning and to provide practical advice on how to respond to these differences adequately.

The Guidelines are divided into three main sections: The first section discusses the general legal and university-related conditions as well as fundamental theoretical principles. The second section builds on this by providing a practical component on how to structure teaching that is responsive to diversity in real-life situations. The third section consists of a checklist and a directory of people to contact at Leipzig University. This is where you will find information on how to provide day-to-day support when teaching, along with suggestions for further exploration.

Key terms are explained in more detail in a glossary. Throughout the Guidelines, boxes containing important background information are highlighted in red, while specific suggestions on what to do ("Try this") are highlighted in blue. A computer symbol indicates specific features of digitally assisted teaching.

It is clear that not all of the suggestions can be implemented at once and it is not the objective of these Guidelines. As educators, you are invited to apply the suggested ideas based on your own resources and needs.

These Guidelines were developed with lecturers, teaching staff and students at Leipzig University in mind, and are expressly intended to be developed further based on a range of different perspectives. We welcome feedback, suggestions for improvements and any further points you may wish to add. This also applies to digitally assisted teaching, which has become a key part of everyday academic life. Finally, there are no simple, generally applicable methods and strategies. The best way to find the right approaches to individual issues is to consult the students themselves.

We would be pleased to receive your feedback on these Guidelines. Send us an e-mail to chancengleichheit@uni-leipzig.de

**Feedback
info box**



2 STARTING POINTS: IS IT ALL LAWFUL AND LEGAL?



Ensuring that everyone can participate as equals is a major priority at an institution of higher education such as Leipzig University. In this context, fostering equal opportunities is the responsibility of all associates and members of the University.

The legal framework for this is provided by Article 3 of the Basic Law for the Federal Republic of Germany (Grundgesetz), which states that all people are equal before the law. The Basic Law stipulates that no person "shall be favoured or disfavoured because of sex, parentage, race, language, homeland and ethnicity, faith or religious or political opinions."¹ People living with physical disabilities or chronic illnesses may not be disfavoured either. The German General Act on Equal Treatment (Allgemeine Gleichbehandlungsgesetz, AGG)² also guarantees these rights. It expands the scope of diversity in that it also prohibits the unequal treatment of people on the basis of, among other things, their age or sexual identity.

Based on these legal principles, Guideline No. 7 of the Hochschulentwicklungsplanung Sachsen 2025 (higher education development plan 2025) states: "Universities shall make meaningful use of the social diversity of university members and associates. They shall advance the diversity of university members and endeavour to use it for their benefit. In this context, discrimination of any kind shall be prevented, equal rights and opportunities [...] and the reconciliation of family and professional life shall be improved."³ Accordingly, ensuring the equal participation of all people is also the responsibility of institutions of higher education in Saxony in general and Leipzig University in particular. At the same time, there are social processes and structures that can give rise to barriers, disadvantages and discrimination. If these discriminatory structures are not actively and systematically dismantled, they may have an additional detrimental effect on students' health and well-being. In turn, this can greatly influence their ability to perform.

If we look at impediments that hinder studying at university, it is reasonable to assume that there is at least one person on each degree course who is affected by such an impediment.

Studying with disabilities

The German Students' Union (Deutsches Studentenwerk) conducted a nationwide survey of students living with disabilities and chronic illnesses entitled "Studying with disabilities" during the 2016/2017 winter semester. In a special assessment of Leipzig University, it was found that mental health problems (62.1 %) are the most common condition affecting students with disabilities. 13.4% of students living with disabilities and chronic illnesses at Leipzig University reported having a physical disability. Any type of impediment or marginalisation can have a profound impact on studying at university. However, the majority of these restrictions are not obvious at first glance: only 1.9% of the survey participants have a visible physical impairment or chronic illness.⁴

Discrimination is a complex problem which affects society as a whole. Some normative patterns of thinking and behaviour also prevail in academic learning environments, which may be discriminatory. It goes without saying that not all members of a university experience discrimination. However, it is a much more widespread phenomenon than is generally assumed. Unless the necessary degree of awareness is shown by all those involved in daily life at a university, we will not succeed in eliminating the structures that discriminate against or disadvantage students.

As part of the diversity audit carried out by Stifterverband, the Office for Equality, Diversity and Family Affairs at Leipzig University (formerly known as the Equal Opportunities Office) initiated an empirical study on experiences of discrimination. 4,456 members of Leipzig University, of which 69.1 % were students, took part in the online survey, which was conducted during the 2015/2016 winter semester. 30.9% indicated that they were employees of Leipzig Uni-

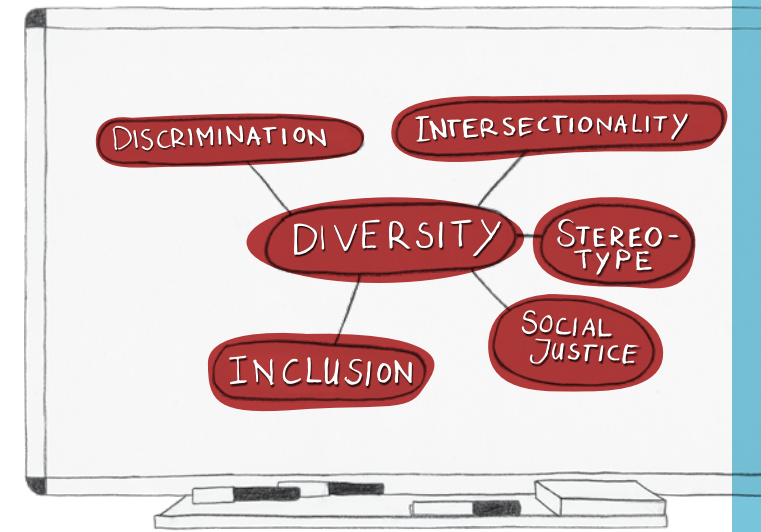
versity. The survey demonstrated that there is certainly potential for improvement in how welcome students with children, foreign students and people with disabilities are made to feel. The topics of combining parenthood with teaching and studying are as relevant for students as for teaching staff and employees alike. Caring for family members is an important issue, especially for employees. LGBTQI* respondents⁵ were among those most likely to experience discrimination (48.8 %). Women most often cited gender as a reason for discrimination. People of a non-Christian faith frequently cited their religious background as a reason for discrimination (30.3 %). In this context, Muslims stated their religious beliefs as a reason for discrimination far more frequently than adherents of other religions. Instances of sexualised discrimination or the marginalisation of severely disabled employees and students were also reported. Problems related to the recognition of transgender people and the racist treatment of foreign students were also raised.

Percentage of women at Leipzig University

On average, 60% of students enrolled at Leipzig University (UL) are women. In 2020, 62% of all graduates were women. At approximately 54%, there are a higher percentage of women completing doctorates at Leipzig University. It is also clear that, especially in the humanities, a large percentage of doctoral candidates (approx. 60%) are women. However, at 39%, the percentage of female doctoral degree holders in Physics, Mathematics and Computer Science is significantly lower.⁶ The share of female habilitation candidates at Leipzig University was 37% in 2020.⁷ On the one hand, the percentage of women is very low in degree programmes that are associated with men. On the other hand, significantly fewer women complete their habilitation compared to men. It is more likely to be men who pursue academic careers. From this perspective, it is of particular importance to create a level playing field for women to pursue a postgraduate academic career.⁸

This survey clearly demonstrates that both students and lecturers at Leipzig University are affected by discrimination and that there is a need for action to be taken at several levels. Raising awareness of diversity means taking a further step towards creating a university that is free of discrimination, with equal rights and equal opportunities for all. The following sections discuss the theoretical principles that are fundamental to this process.

3 DELVING DEEPER: WHAT IS IT ABOUT?



The theoretical principle on which these Guidelines is based is the concept of diversity. The term is derived from the English word meaning variety or difference, and as a political concept can be traced back to the American civil rights movement of the 1960s. The goal of these mass social movements was to make racist inequalities and other forms of discrimination a subject of discussion and eventually eliminate them. At that time, activists not only demanded the fundamental equality of all individuals, but also universal equity with regard to fair distribution and recognition. Today, these demands are often grouped together under the goal of social justice.⁹ The term merges economic justice with social justice. The first step in achieving social justice is to acknowledge the fact that people are excluded due to societal structures. The aspects of diversity that simultaneously bring forth the results of discrimination and privilege can be used to reveal these societal structures. The next section discusses the aspects of diversity in more detail. If discrimination is not only to be revealed, but also prevented, it is important that those affected are both heard and protected in an institutional context - and that their resilience is also strengthened. If

the potential for discriminatory behaviour is to be tackled effectively, proactive participation on equal terms must also be possible.

Discrimination is based on categorising people into groups. Typically, this categorisation is not undertaken by the groups themselves, but by other social authorities. Categorisations of this nature are also referred to as external ascriptions. They are mostly based on the conviction that the individual members of the group share universal, yet group-specific characteristics. These certainties about group characteristics are based on what social scientists consider to be impermissible over-generalisations, which ultimately manifest themselves as stereotypes. This disregards the diversity that is inherent in every group and consequently ignores the fact that every human being is an individual. In aiming to protect individuals from discrimination who have been ascribed to a certain group, these Guidelines also run the risk of re-enforcing such ascriptions.

The challenge is to acknowledge that there are group affiliations in order to be able to reveal and name social injustices and discrimination in the first place. Social affiliations may also have a positive political impact. On the one hand, members of these groups can use their common identity to organise themselves and advocate for their own interests. On the other hand, each individual's singularity should be acknowledged without attributing certain group affiliations to them in order to discriminate or categorise them.¹⁰ This area of conflict can never be resolved entirely. In this regard, the only way to deal with this area of conflict is to be aware of and responsive to it - an approach that also needs to be firmly established in the field of teaching.

Diversity is frequently defined in terms of a range of categorical factors such as age, gender and social class. These factors define categorisations on the basis of which individuals are either discriminated against or privileged. They are neither separate, nor are they rigid, definitively established categories. Rather, they should be understood as social constructs undergoing historical transformation. Although they are (socially) constructed, these categorisations have real implications for those affected. Furthermore, these factors are interrelated, which can be described using the analytical concept of intersectionality.¹¹ The term was coined by the lawyer Kimberlé Crenshaw, who argues that since multiple forms of discrimination can overlap, a new kind of experience discrimination arises. She uses the term intersectionality to describe this phenomenon. These different forms of inequality and discrimination cannot always be seen as cumulative, instead they generate a new form of discrimination through complex interactions and mutual reinforcement. To identify diversity within social groups, it is helpful to bear in mind the concept of intersectionality.

Therefore, diversity is not a goal to be attained, but the foundation of all human interaction. As a result, diversity must be accepted as the norm, rather than a deviation from a construed norm.¹² Within the concept of diversity, variety is the norm.

Similarly, the terms accessibility and inclusion are often used as objectives within the context of teaching and development processes at institutions of higher education. However, barriers can never be completely removed from existing structures because students' needs are very different. This is why the term "accessible" is used in the Guidelines

to describe how teaching and learning activities are designed. The term "inclusion" means enabling everyone who meets the formal requirements for a programme of study to participate and contribute as equals. This applies regardless of individual needs or experiences of discrimination.

"IT WAS MADE ABUNDANTLY CLEAR TO ME THAT I SHOULDN'T HAVE ANY ASPIRATIONS TOWARDS AN ACADEMIC CAREER BECAUSE I HAVE A CHILD".

"A group of students loudly made fun of a trans woman as she walked by a group of men."

"WHEN IT GOT A BIT NOISY AT ONE STAGE, A LECTURER [...] SAID THAT THINGS WERE BETTER AT UNIVERSITY WHEN THERE DIDN'T USE TO BE ALL THAT 17- AND 18-YEAR-OLD SCUM AROUND."

"It happens repeatedly that female students refuse to work with me on group projects. There have been problems even when the lecturer arranges the groups. By contrast, male students have no problem with the age difference of around 10-15 years."

These quotes mentioned are taken from the study entitled "Du willst es doch auch! Diskriminierungserfahrungen der Studierenden und Beschäftigten an der Universität Leipzig", and have been translated into English

"(Severely) disabled people are forced to apply for a refund of the MDV share [author's note: own contribution towards the local travel pass] of their semester fee by a certain deadline every semester, with the justification that advances in medicine are so fast nowadays that it is possible for a severe disability to go away by the next semester (a spontaneous recovery, perhaps?)"

"When I was telling my fellow students that I didn't have enough money to buy a certain book because of my social background, one rolled her eyes conspicuously and another said it wasn't her problem."

4 DECODING DIVERSITY: WHAT ARE DIFFERENCES THAT ARE RELEVANT FOR LEARNING?



The aspects of diversity are one of the starting points for group constructs and ascriptions. However, these social constructs are not ranked equally in the social sphere, rather they are hierarchised, thereby generating inequality at the same time. Although group affiliations are usually constructed, nevertheless they are real for people - as experiences of inequality and discrimination. Upbringing and socialisation instil this experience in the subjects.

Inequality is expressed via symbols that are not freely chosen - they are determined by this real social situation. Examples of the symbolic ranking of inequality include style of dress, recreational activities, personal tastes, language and other behaviours. Some of them are – and this is important in university teaching – relevant for learning. The differences that are relevant for learning are discussed in these Guidelines, specifically in relation to teaching practices in Section 6.

In general, a number of different aspects of diversity can be mentioned within the meaning of a discrimination or privilege category, which deserve special consideration when planning teaching and learning activities. These aspects

can neither be clearly defined nor are they all-encompassing, and so they should be considered in terms of their intersectionality. Given that all aspects are equally relevant and cannot be hierarchised, an alphabetical structure has been selected.

Age and generation

This aspect relates to socio-cultural ascriptions of the needs and abilities associated with the (presumed) age of the students. Individuals can be perceived to be a certain age by other people and expectations can be placed on them as a result. For example, a high level of technical knowledge or a low level of professional expertise might be assumed. This is related to the prevalent societal perceptions of members of a particular generation. On average, students in Saxony are 24.5 years of age, which is younger than the national average.

There are many reasons why students start university a few years earlier or later. These include completing secondary school at exceptionally quickly, a previous apprenticeship, financing a degree course independently and possibly experiencing delays as a result, taking parental leave, deciding to study in parallel to working, etc. Consequently, age diversity is also the norm at university.

Age discrimination does not only happen to older students. It can also affect younger students if they are stereotyped using positive or negative ascriptions. As a result, they face being overburdened or not being taken seriously. These dynamics and risks come into play especially in courses and lectures during which students are expected to work together in groups, for instance.

Impairment

Although individuals may have physical and cognitive impairments, they only become disabled because of a non-inclusive environment. Therefore, the issue is about people with impairments who are impeded by certain social processes and structures.

This aspect encompasses an individual's different physical and cognitive abilities and their need to lead an autonomous life. Physical and cognitive impairments include, for example, reduced mobility, visual impairments and blindness, hearing impairments and deafness, speech impediments and partial performance disorders (e.g. dyslexia or dyscalculia), but also chronic physical illnesses, mental illnesses, autism spectrum disorders and attention-deficit/hyperactivity disorder.

Impairments are complex phenomena. On the one hand, they may be an important part of an individual's personal identity, thereby facilitating a sense of belonging to a group and the related representation of their interests. On the other hand, impairments are stigmatised as a result of the categorisation of differences in order to distinguish them from a valid norm, and this leads to discrimination and impediments in day-to-day life.

Due to normative concepts of what constitutes good health and functionality, an impairment is often perceived as a deviation from this concept and ascribed to the person as a disability. As a result, it is often "[n]ot the injury itself but the social implications for the individual's lifestyle [...] that determine the disability".¹³

These Guidelines are intended to inspire a shift in perspective. It is not the individuals or their impairments that are barriers that need to be removed, but the social processes

that disables these individuals. From this perspective, it is also clear that if barriers are to be eliminated, it is not the individuals who need to change, but the social processes. Higher education institutions, too, need to provide access for all students, irrespective of whether they have a formal diagnosis with regard to a physical or cognitive impairment. To this end, institutions of higher education have to acknowledge that impairment is not a deviation from the norm, but a part of human diversity.

25% of students in Saxony report that they suffer from impaired health or chronic illness.¹⁴ At 62.1%, mental illnesses accounts for the majority of impairments that make learning difficult for students living with disabilities and chronic illness at Leipzig University.¹⁵

Mental illness

It is not only structural barriers that pose a challenge for students. The way teaching is organised at universities and the demands placed on students can also constitute barriers. If teaching and learning are designed to be responsive to diversity, then everyone who has met the formal entry requirements will be able to access them.

Family responsibility for relatives

This aspect refers to an individual's family situation or living arrangements and the related responsibility for raising and caring for children.

Students who are parents

At 9%, students in Saxony are much more likely to have at least one child than the national average (6%). 13% of students aged 26 to 30 and just under half of students over 30 are parents (49%).¹⁶

At Leipzig University, combining studying and raising a family is another relevant feature of the quality of university teaching that respects and embraces diversity. For example, students who are parents can only attend lectures or tutorials when their child or children are being cared for. Preparing for lectures and follow-up work is also confined to this period. Lectures frequently cannot be attended if childcare is not available due to the closure of the childcare facility or because a child is ill. In pregnancy, expectant mothers frequently have to take at least one semester off. This means that students are at risk of falling behind on their course work as well as losing contact with other fellow students.

Students caring for a family member face similar challenges.¹⁷ Their responsibilities also mean that these students are faced with time pressure and financial burdens. When combined with studying full time, this can result in substantial mental and physical stress.

Gender and gender roles

The aspect of gender and gender roles may relate to the sex defined at birth (biologically determined or "sex") or associated socio-cultural attributions (socially constructed or "gender"). This includes ascriptions with regard to character traits, behaviour and role performance. In Germany, since 1 January 2019, it has been possible to record a third gender, "divers" (inter/X) in addition to "male" and "female" in the register of births (along with the option to leave it blank). This means that three genders are legally recognised in Germany.

A total of 31,022 students were enrolled at Leipzig University in the 2021/22 winter semester, of whom 18,867 (60.8%) identify themselves as "female" and 12,090 (38.9%) as "male" at enrolment. All other students (0.2%) use the term "divers" (inter/X) or provided no information.¹⁸

Figures on gender

It is necessary to ensure that people, regardless of their ascribed or actual gender, are empowered and entrusted with acquiring skills in an unbiased and equitable manner. An approach based on equal rights, interests and skills is appropriate in this context both in terms of teaching that respects and embraces diversity and to enhance the learning outcomes of the entire student body while also facilitating equal opportunities.¹⁹

In order to achieve access for all, it is often necessary to provide targeted support for underrepresented student groups, e.g. special programmes for women studying STEM subjects. But linguistically, too, more equal opportunities can be fostered by including all genders in wording of texts so that they feel that they are being addressed.

Country of origin

This aspect refers to a person's country of origin (e.g. where they were born) and the socio-cultural background associated with it. Both nationality and socio-cultural norms and rules are relevant for people living in a world order based on nation states. This concerns the importance of being part of a national community and demonstrating this through personal identification documents, cultural differences such as language, and also imagined differences between people in terms of their country of origin.

Figures on international students

In the 2019/20 winter semester, international students made up just under 12% of the student body at Leipzig University (N= 3,652). All in all, these students come from 151 countries. The nine most prevalent nations China including Tibet: 9.69%, Russian Federation: 5.7%, Syrian Arab Republic: 4.98%, Ukraine: 3.59%, Egypt: 3.31%, USA: 3.29%, Italy: 3.26%, Vietnam: 3.12% and Spain: 2.82% make up less than half (42%) of all international students. This means that the group of international students at Leipzig University is very diverse in terms of their respective countries of origin.²⁰

In a university setting, international students have to adapt to different situations and therefore face greater challenges than native students. For example, they have to learn and/or study in a new language, navigate through a new higher education system as well as a new academic tradition, establish social contacts and get used to new customs.

These different contexts and backgrounds should also be taken into account when it comes to structuring teaching. The use of racist terms²¹ (e.g. the n-word) and terms associated with Germany's colonial or Nazi past (e.g. coloured,

exotic) should be avoided or where this is not possible, put into context.²² Similarly, care should be taken to understand the stereotypes and ascriptions that are being replicated in teaching materials. This can supplement what are frequently Eurocentric academic points of view and stimulate critical reflection.

There are four officially recognised minorities in Germany: the Danes, the Frisians, the German Sinti and Romani and the Sorbs. Germans who belong to these national minorities are German citizens, but have their own language, culture and history. With the exception of Sinti and Romani, the regions where the majority of the members of the respective minority live are geographically distinguishable. Leipzig University is home to the Institut für Sorabistik (Institute for Sorbian Studies), which is the only centre of its kind in Germany that trains Sorbian teachers. About 60,000 Sorbs live as Upper Sorbs in Upper Lusatia (Saxony) and as Lower Sorbs in Lower Lusatia (Brandenburg) and speak Upper Sorbian and Lower Sorbian alongside German. As a national minority, they are entitled to preserve and develop Sorbian culture and traditions.²³

National minorities in Germany

Social background

This aspect refers to the student body's different educational and social backgrounds. In addition to socio-economic circumstances in the family home, the means and routes to obtaining a higher education entrance qualification can also differ.

Figures on family home

55.6% of students in Saxony stated that their parents had a higher level education. This figure is significantly higher than the national average of 47.9%. This means that more students in Saxony have university-educated parents than the average for Germany as a whole, yet almost half of them have parents who are not university-educated.²⁴

Compared to students whose parents are university-educated, they may have different requirements when it comes to studying for a degree. On the one hand, the timing and organisation of studies can be particularly challenging for first-time graduates because they cannot fall back on the experience, expertise or professional and financial support of their parents. This is also reflected in initiating internships or stays abroad, as well as in applications for tutor and assistant positions.

Social inequality

Discrimination based on social background, i.e. classism, has an impact on the equal opportunities of those affected. Classism can be expressed in very subtle ways. For example, the practice of "asking questions" tends to have positive connotations in academic contexts and negative connotations in contexts that are far removed from academia. While in the former context asking questions is seen as an expression of independent thinking, in the latter context it may be an expression of a lack of knowledge. In other words, it is more than an individual preference if some individuals ask questions and others remain silent. The difficulty is that certain types of behaviour better suit an academic context, thus making life at the University easier for some than for others. To remain with the example: As a rule, students who ask questions get more recognition at university than students who are more silent. This in turn leads to unequal opportunities, which are mostly only countered with an apparently objective assessment. There are two ways to respond to this: Firstly, the behaviour itself can be used as a starting point. It is not rigid, but can change to a certain extent over the course of a lifetime. This is where you can start with sensitive skills development. The limitations and starting points of this development are different in each case and should be a factor in the assessment. The second – and in this context more important starting point – is structural change. We need to adapt university structures to accommodate different socialised behaviours.

This is important not least in view of the fact that academic success is significantly dependent on the sense of coherence experienced while studying for a degree. This is because the likelihood of students' successfully completing their degree course increases when realise that they "are part of the institution", speak its language and are recognised as members.²⁵

Gender identity

This aspect is about the individual's own gender identity, which can deviate from the biological sex determined at birth (transgender) or correspond to it (cisgender). Similarly, this gender identity cannot always be located within the binary, i.e. dual-gender system (non-binary, queer). Socio-cultural ascriptions are also applied in gender identity (see gender and gender roles).

For people who do not conform to heteronormative ideas or assign themselves to the binary system, day-to-day life at university can be a source of great stress because they regularly have to out themselves, for example, explain themselves and correct other people (e.g. when they use incorrect pronouns). Moreover, during contact with students, the question often arises of how to address people who do not fit into the binary system or who are currently transitioning, i.e. in the process of gender reassignment. For specific suggestions, see Section 6.

Sexual identity

This term refers to lesbian, gay, bisexual and heterosexual persons. Sexual identity is often used synonymously with the term sexual orientation. However, the term sexual identity, as opposed to the term sexual orientation, clarifies that homosexuality, bisexuality and heterosexuality are a person's individual nature. Sexual identity is not only defined by a sexual relationship with another person, but extends beyond it.²⁶ There are other sexual identities (pansexual, asexual, demisexual, etc.) that it is not possible to discuss in detail here. It is fundamentally subject to a state of incompleteness, since it draws on self-identification.²⁷

LGBTQI* and FLINTA*

We often encounter the abbreviations LGBTQI* (lesbian, gay, bi, trans, queer, inter). These acronyms are self-identifiers and are used as a generic term for identities that are not heteronormative.

There is also the abbreviation FLINTA* (female, lesbian, inter, non-binary, trans, agender). This acronym is mainly used to denote groups of people that are disfavoured by patriarchal worldviews.

The asterisk signifies all identities and orientations that cannot or do not wish to be assigned to those just mentioned. The lines that make up the asterisk are intended to emphasise their diversity. The Glossary contains more detailed explanations of the individual terms.²⁸

Racism

Racism can be defined as the process by which people are construed to a different and homogeneous group on the basis of (perceived) physical or cultural attributes (e.g. skin colour, ethnicity, language, religion). This construct based on purported biological or cultural differences leads to marginalisation and discrimination. Structural racism is when there is systematic discrimination against people on the basis of their racial background and associated social inequality.

People with a migrant background are often affected by racism within the majority population in Germany. Students at university also experience discrimination for this reason. The Glossary contains detailed background information on the various terms used.

Figures on students with a migrant background

Approximately 10% of German students in Saxony had a migration background in 2016, which is below the national German average of 20%.²⁹

The implied affiliation with a group means assumptions are generally also made about the individual's social circumstances or ability to perform, and in the field of education, above all, assumptions are made about performance-related shortcomings. Those most affected by these racist constructed causalities between perceived external features and supposed characteristics and abilities – in short, ascriptions – are individuals who do not conform to the normative concepts of the majority population.

Racism also manifests itself in what are termed microaggressions, i.e. in "minor", deliberate and often seemingly harmless, yet nonetheless offensive expressions in everyday communication. For example, people are assumed to lack language skills or particularly good language skills are emphasised. Also, expertise on subject-related issues is often attributed on the basis of presumed affiliations, e.g. to a faith community. These expressions and reactions single an individual out as being different or even alien (othering), suggesting that an individual with certain (external) features cannot be "German", for example, and therefore cannot belong.

Micro-aggressions

Question: "Where are you from?", answer: "Bielefeld."

The disappointment and incredulity of hearing that people with a migrant background are from a German city makes many fellow Germans want to probe further: "No, I mean, where are you originally from?" Their curiosity about discovering an uncommon immigrant story leads many to insist on asking about the person's entire family tree (where are your parents from, your grandparents, etc.). These kinds of questions always imply that people with certain external features are not regarded as being German and not belonging. In the worst cases, people can be retraumatized by what may seem to be innocuous questions.

"But you speak good German!" "Thank you, so do you."

A large number of people with a migrant background who were born in Germany, speak German as their mother tongue, but do not correspond to the phenotypic norm of the German majority population, are classified as "foreigners" because of their appearance. The remark that they speak "good German" can be revealed to be racism: Germany is a country of immigration. The fact that Germans do not perceive other Germans as belonging due to their external features is indicative of racial socialisation.³⁰ Such ascriptions also manifest themselves as microaggressions in other forms of discrimination.

As already mentioned, forms of discrimination are inter-related, which is why we introduced the term intersectionality on page 9 of these Guidelines. Multiple forms of discrimination may occur when, for example, racism and religious hostility are combined. This generates a new kind of discriminatory experience, such as anti-Muslim racism or antisemitism (see also Glossary and Section 3 "Delving deeper: what is it about?"). If, on the one hand, individuals

are assumed not to be German on the basis of external features (for example, because their name is not typically German) and, at the same time, experience sexual discrimination as a woman, they are subjected to a complex interaction of two forms of discrimination, which can reinforce each other. At this juncture, it should be noted that the aspects of racism along with religion and worldview are intertwined, which is why the examples also apply to the aspects below.

Antisemitism

The term antisemitism is used to describe to hatred, hostile attitudes, derogatory statements, actions and prejudices directed against people who are or are perceived to be Jewish. Antisemitism can also be targeted against the state of Israel, which is perceived to be a homogenous Jewish community.

Although modern antisemitism is often also racist in origin, it differs significantly from other racist stereotypes. In antisemitic worldviews, being Jewish is perceived as being "the other", the common enemy of all other nations and groups of people.³¹

Public antisemitic propaganda is now a criminal offence in Germany under Section 130 of the German Penal Code (Strafgesetzbuch, StGB), which also encompasses denying the Holocaust.

Religion and worldview

This aspect refers to the influence of worldview and faith on an individual's own actions and self-perception. For instance, faith and worldview can be reflected in one's diet, wearing certain clothes, traditional gender roles, and observing days of rest on certain holidays. Adhering to these religious codes can consequently also have an impact on one's studies. For example, observant students may not be able to take examinations that fall on religious holidays, or their ability to perform may be limited because they are fasting for religious reasons. Many religious holidays do not adhere to the Gregorian calendar, so holidays tend to move around within the yearly calendar.³²

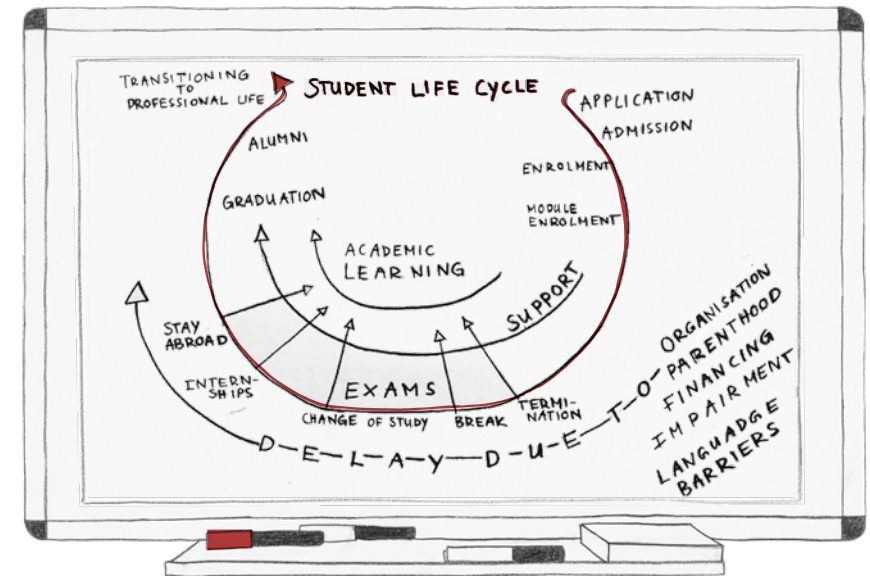
Students who can be visibly identified as followers of a certain religion are also affected by discrimination on a structural and personal level. In this case, too, it is important to scrutinise one's own stereotypical ways of thinking, to revise teaching material if necessary and to be mindful in one's own teaching.

Diversity affects everyone

Now that we have explained ten aspects of diversity that are relevant in the context of higher education, it should be emphasised once again that these aspects are, firstly, constructed categories that need to be broken down and discussed further, Secondly, they are necessary in order to be able to identify and expose experiences of discrimination. At the same time, within the context of higher education especially, it is important to consider this in a cross-categorical and intersectional way, for example by asking about specific needs in specific situations. This can illustrate that diversity affects everyone and occurs when individuals meet and differ in some ways but are similar in others. This means that, in addition to the aspects of

diversity outlined above, differences in students' motives, aptitudes, ways of learning and the pace at which they learn, their motivation and study strategies, as well as their goals, are also relevant when it comes to shaping university teaching.³³ When planning lectures, the question also arises as to which aspects of diversity have a specific bearing on the learning process and thereby support or hinder students' learning outcomes. The concept of the relevance of diversity for learning both identifies specific evidence-based relations between diversity-sensitive teaching and academic success while also seeking educational solutions. You can also find out more about this in the toolbox provided by the Hochschule für Wirtschaft und Gesellschaft (University of Applied Sciences) in Ludwigshafen.³⁴

5 UNDERSTANDING PATHS TO LEARNING: SUPPORTING DEGREE PROGRAMMES IN A WAY THAT IS RESPONSIVE TO DIVERSITY



Identifying gaps and stages in the degree programme

The student life cycle is primarily relevant for institutions of higher education for administrative reasons. It defines all of the stages that students go through during their university education and the related roles of students, teachers and university administration. Therefore, given that the cycle also essentially involves aspects of teaching and learning at institutions of higher education, it is important to look at the cycle from the point of view of university didactics.³⁵

For students, the cycle covers all the stages from applying for a place at university, enrolment, attending lectures and examinations to graduation, leaving university and entering

professional life. Planning and conducting lectures, but also dealing with examinations, is of particular relevance for educators. In this context, it is helpful to look at the degree programme as a whole in order to identify key interfaces and gaps between the different stakeholder groups in the higher education system. Mapping out the programme as a whole reveals that, for instance, challenging examination phases, internships and periods spent studying abroad, as well as changes in study regulations, lead to delays in the standard programme sequence. Furthermore, it becomes clear what effects these breaks might have on students over the course of their degree programme: Specific needs for support and special consideration on the part of the lecturers are identified to facilitate successful completion of the degree programme.

To provide an example: The children of working-class parents may have greater difficulties than the children of university graduates in finding internships due to a different social capital, or may be under greater time pressure during examinations because they have to work part time.

From a university didactics perspective, the main goal should be to promote students' aspirations to complete their degree programmes successfully, to enhance degree programmes to make studying them more compatible, thereby creating more equitable access to education. A number of stages and gaps are addressed in the remainder of this section. Close attention should be paid to how to plan university entry and orientation, diversity-sensitive curricula and support for starting a career.

University entry and orientation

The transition from school or vocational education or from employment to higher education poses challenges for all students. In particular, this applies to those students with additional needs or restrictions, but also to those with no or very limited financial support.

At 19%, just under a fifth of students who dropped out of university ultimately did so because they had problems financing their degree programme. The reasons for dropping out are not only due to financial difficulties, but also the increasing struggle to combine long periods of employment with academic commitments.³⁶

Abbruchquote

Starting a degree programme can be described as the orientation stage. Students become familiar with the local conditions, their new social environment and the requirements of their field of study. The university can actively shape this orientation by providing information, transparency and opportunities for participation. Information can be provided, for example, on the degree programme in general, the university as an institutional system, as well as counselling services and subject-related expectations. Making these services accessible to all is generally even more important at this stage than at other stages of the degree programme. It is especially important for first-year students that plain language is used during the initial stage of their degree programme.

Developing social contact during lectures should also be encouraged, especially because not all students can take part in typical student activities. During the induction week for first-year students, the relevant student representative council organises pub crawls or a city tour, for instance. This option is not always feasible for some students, e.g. because of their commitments outside of the University. However, in order to help students navigate their new surroundings and make new friends, it can be helpful to plan a "get-to-know-you" session during lectures. Ultimately, a supported transition into everyday university life will help students to complete their degree successfully.

Planning curricula that are responsive to diversity

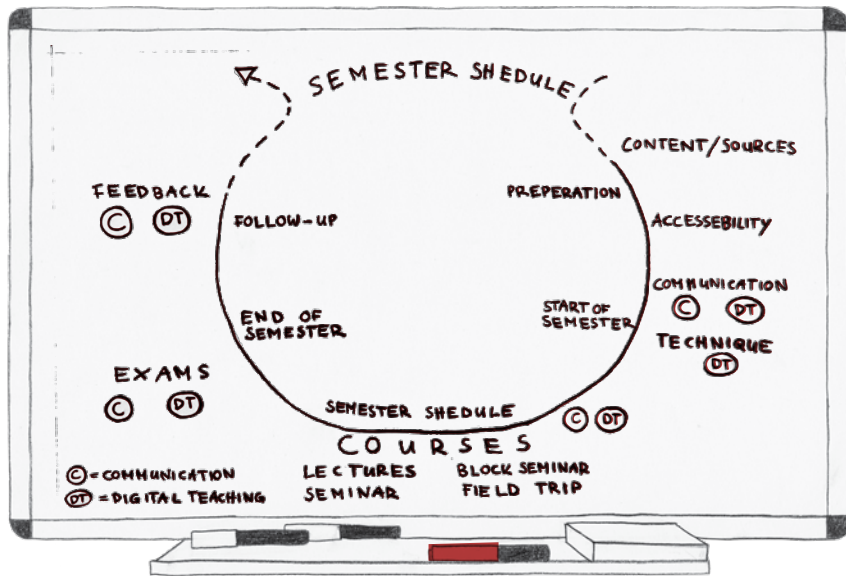
In the interests of teaching at universities that is inclusive and responsive to diversity, it is important to design the conditions for learning in such a way that all students can complete their degree course successfully. This also means taking a more thorough look at the processes involved in the degree programmes as a whole. For instance, are there compulsory modules and exams that can only be attended or taken once a year? If students are unable to attend because of illness, commitments outside of the University or disabilities, they will need significantly longer to complete their degree course, and this is often accompanied by financial challenges as well. For example, BAföG (federal funding for students) payments will only be granted beyond the period of a standard degree course in exceptional cases and involves a huge amount of bureaucracy. What is important to remember in this context is that it is not the special needs of individual students that are "the issue", but the circumstances that prevent students from achieving successful outcomes.³⁷ This means that all university employees are required to make their contribution to a profound cultural change together with the involvement of the students themselves. For

more detailed information on many of the topics outlined in this section, please refer to the IDM (Inclusion and Diversity Management) toolbox.³⁸

Supporting the transition to professional life

As they reach an advanced stage of their degree course, it is important to support students with their personal development as they progress towards employment or postgraduate degree programmes. Course-specific teaching activities and also special events can be organised for this purpose. In addition, the University's Career Service³⁹ provides job-related study and career counselling for students before they graduate. The Career Service provides students with skills that are relevant for the job market and supports them as they enter professional life.

6 SHAPING PRACTICE: MAKING IT POSSIBLE FOR EVERYONE TO STUDY



Based on the considerations and theoretical explanations outlined above, we will now discuss ways in which diversity-sensitive activities for teaching and learning can be put into practice. The following four stages of a course provide a quick reference: 6.1 Preparation stage, 6.2 Start of lectures, 6.3 Course of lectures, 6.4 End of semester and post-lecture follow-up. The "Try this" (blue boxes) contain specific suggestions that you can try out yourself.

The guiding principle for all of the points made below is "nothing about us without us". Specifically, this means engaging with students as regularly as possible about their concerns and needs.

The statement "nothing about us without us!" was adopted by the disability movement in the USA. It is about not enforcing measures for people with disabilities that make it difficult for them to study without their participation and involvement. The students concerned are the experts in their own concerns and they know best what their needs are. Consequently, those affected should be involved at the earliest possible stage so as to ensure their empowerment and interests are represented directly, and also to avoid wasting time and effort for no reason. This principle applies to all aspects of diversity and their stakeholders who suffer disadvantages in political, social and economic areas.

Nothing about us without us

6.1 Preparation stage



As a matter of principle, all students benefit from teaching that is designed to be accessible, inclusive and responsive to diversity. At the same time, a number of students need it in particular. For this reason, it is a good idea to think about and plan for possible adaptations before the semester begins as part of the preparations for the respective course of lectures. During this stage, after defining the specific teaching and learning objectives, the subjects to be examined are also planned in order to subsequently determine the underlying teaching activities and coursework. For further guidance on activities and examinations, please refer to the relevant sections on how to put them into practice.

The purpose of the redesigns and adaptations should be to develop a new one that is suitable for all those taking part in university lectures.

"Universal design" refers to the way of designing products, environments, programmes and services in such a way that they can be used by everyone to the greatest extent possible without the need for customisation or special adjustments. Universal design does not mean excluding assistive devices for certain groups of people with special needs. Using the "single design for everyone" approach ensures resource-efficient administrative work because accessible design does not have to be included as a costly additional service or special solution at a later stage. The situation is similar to what is referred to as the "Universal Design of Learning": Originally developed for schools, it aims to enable learners to design their own individual pathways to successful outcomes, for example by allowing them to freely choose the methods and tools they need for their work.⁴¹

**Universal design –
a single design for
everyone⁴⁰**

Students can already be involved in the preparation of lectures. An example of this kind of approach is presented by Sandra Habeck in her article entitled "Diversität als Chance" (Diversity as Opportunity),⁴² in which she describes an integrated approach whereby students participate in the management of lecture courses.

6.1.1 Own attitudes

If diversity and inclusion are to be genuinely practised, it is important to reflect on and dismantle bias of any kind. The first step is to ask yourself some questions about your own background and how you are affected by aspects of diversity. "Where do I come from? What access to education did I have? How do I approach acquiring new knowledge and what helps me to do so? How do I deal with challenges during the learning process?". The answers to these questions are personal and can vary greatly. The scope of how others might respond to the questions is indicative

of how heterogeneous students are. This approach creates understanding for diverse backgrounds. This questionnaire from the University of Freiburg, for example, can be used to reflect on one's own attitude.⁴³ Several organisations offer training on one's own bias, privilege and involvement in discrimination.⁴⁴

6.1.2 Selection of topics and reading material

Preparing course content, selecting topics and developing them is the first thing on the agenda before each semester begins. This is also the starting point for shaping content in a way that is responsive to diversity. It is not only the way in which topics are taught that should be addressed when teaching in a way that is responsive to diversity. The choice of topics and sources as well as how the course schedule is arranged are also important factors.

The planning parameters for specific lectures are set out in the corresponding module descriptions, examination and study regulations. The relevant academic calendar⁴⁵ for the year will provide a structure for timing them. Within this structure, lecturers are responsible for selecting the content (what?) and the methodology (how?). In this way, lecturers can choose their own thematic focus and corresponding source texts as much as possible. This selection should be made from a student-centric point of view, by incorporating the different diversity perspectives and interests that students are likely to present. The following questions may be helpful:

Who is going to be attending my lectures? Whom would I like the content of my lectures to address? Do my choice of topics and sources only address certain groups of students? Does my syllabus recognise the contributions and perspectives of people who have historically been less visible in my discipline? Do my choices of texts, images and media reproduce or create implicit concepts, stereotypes or colonial references? How can I make it clear that diverse perspectives and opinions are welcome in my course?

Try this: Preparatory questions

If it becomes apparent that a traditional canon is being reproduced, it might be useful to discuss this with the students and to discuss the reasons for this together. Reasons such as historical factors (e.g. limited access to universities for women) or discriminatory structures within the disciplines (e.g. traditional racism in ethnology, medicine) need to be addressed.

"Technology and science are seen as seemingly 'neutral' fields based on the laws of nature or mathematical formulae. However, it is now widely acknowledged that the curriculum in STEM subjects is also the result of cultural and societal processes and decisions. These should also be highlighted as such. Gender and diversity issues are relevant in the context of STEM subjects, especially in the areas of specialised history and culture, product development and client focus, technological impact assessment and methodology. But gender concerns can also play an important role in epistemological questions and in research (e.g. in computer science, biology or mechanical engineering)."⁴⁶ For further information and links, please visit the Gender- und Frauenforschungszentrum der Hessischen Hochschulen website (Gender and Women's Research Centre of the Universities in Hesse).⁴⁷

Selection of topics and literature in STEM subjects

Having discussed these questions, a course schedule, which includes and promotes multiple perspectives, can be developed. To ensure that students know what to expect before the course begins, the course details should be available in the lecture timetable as early as possible. Providing details on the course (based on module descriptions) at an early stage, supplemented by the type of learning (teaching and learning activities), required reading, and information on location and time, is helpful for many students. Additional obligations, disabilities or other individual needs means student are often restricted when it comes to time and distance. Providing the materials at an early stage and in full therefore allows them greater flexibility to prepare their coursework. For the majority of students, it is also very helpful to have as much information as possible about the specific structure of the course in advance. This may involve the formats chosen, the coursework during the semester, the type of examinations, facilities and amount of space available.

Try this: Increasing motivation

The following suggestion is not always feasible while preparing a lecture course in advance as it only becomes feasible once it begins.

Interest and motivation are more likely drawn by what students consider to be of relevance for them personally. You can make good use of this and involve students as much as possible in the selection of content for a course, for example for the following points:

- structuring of the content of the course by selecting topics
- definition of the requirements/type of course and examination outcomes (making the requirements transparent/disclose alternatives where necessary)
- Electives Appointments

6.1.3 Study materials that are accessible and responsive to diversity

Another step towards ensuring that courses are inclusive is to structure the information, materials and presentations in such a way that they are accessible and responsive to diversity. The following recommendations may help when creating texts and integrating images:

The following lists the standards that documents must meet in order to comply with the minimum requirement for accessible language:

- Use of a sans serif font (e.g. Arial or Helvetica)
- Font size of at least 12 (11 can be used with Arial)
- Line spacing of at least 1.2
- Use of templates (important for screen readers)
- Text background is monochrome and not underlaid with illustrations
- Texts are visually set off from the background using high contrast
- Images and graphics have an alternative text,⁴⁸ i.e. explanatory or descriptive text

Try this: Creating accessible texts and images

With the ultimate goal that everyone should be able to understand everything, information should always be conveyed in a variety of formats. For example, a picture will need an alternative text, an audio file will need a transcription and a video will need subtitles. In general, the following applies: Texts, images, charts, diagrams and tables must be verbalised for visually impaired or blind students and visualised for hearing impaired or deaf course participants.

Visually impaired people may find it difficult to read printed materials. Using screen readers ⁴⁹ (software), texts can be read aloud by a voice output or read in Braille. However, it is essential that the materials are accessible in order to ensure that the different sections of the text can be unmistakably allocated to each other. This is why it is recommended to always send printed information such as course schedules, teaching materials or presentations to the participants in advance in an accessible, digital format by e-mail and to make everything available for download on Moodle.

**Try this:
The principle
of two senses**

If the material and information provided can be experienced using at least two senses (sight, hearing, touch), all students will be able to compensate for any lack of sensory perception by using one of their other senses. For example, try narrating a presentation for asynchronous use⁵⁰ and pay attention to how your students use it and how they react.

As a general rule, texts are considered accessible if headings, links and tables feature accessible formatting. Scanned texts without text recognition are not accessible because they are image files.

Accessibility must also be guaranteed for all links and the provision of audio and video recordings of courses. Providing documents on time, as well as ensuring that they are complete and easy to find, makes learning easier for all students.

Regarding the topic of creating accessible documents, further Guidelines can be found listed and linked in section 9. These will help with the drafting of materials in Word, PowerPoint or PDF. In addition, there are other more extensive Guidelines for communication in images and in print that is gender

appropriate and responsive to diversity.⁵¹ If you have any questions regarding the drafting of documents that are accessible or responsive to diversity, key documents for visually impaired or blind students, or if you would like to print something in Braille, the Office for Equality, Diversity and Family Affairs (SCDF) or the German Centre for Accessible Reading in Leipzig can help.⁵²

6.1.4 Accessible locations and rooms

For a lecture hall or conference room to be accessible, it must be easy to find and easy to get to, and it also needs specific (technical) equipment. These aspects are largely beyond the lecturers' control. Nevertheless, certain steps can be taken to eliminate barriers.

Making the location known early on makes it easier for many students to arrange their timetable. It is essential for students with limited mobility to plan for adequate commuting or transfer times, e.g. between different university campuses. Some university buildings still do not have a lift or an alternative access for wheelchair users. If it is known that students cannot attend lectures because of this, an alternative can be sought as early as possible. Leipzig University has specific contacts for this purpose.⁵³

Lecturers can make adjustments to the equipment in the rooms. When arranging seating for a lecture, consideration should be given to the fact that wheelchairs take up more space. It is more pleasant for wheelchair users to have a free choice of seating, just like any other student. Where possible, it is recommended that the individual rows are spaced further apart and that free spots are left in various rows for wheelchair users. Furthermore, electric wheelchairs will need to be placed next to a power socket so they can be charged. Arrange student presentations so that every-

one has the opportunity to be seen and heard. This also includes supplying presentation materials, such as partitions or lecterns. Height-adjustable projection screens and other accessible equipment for presentations and lectures can be borrowed from the SCDF.

For hearing-impaired and deaf students, it is essential that speakers and sign language interpreters are clearly visible. Therefore, a clear view of the front should be possible from all seats. However, students with impaired vision also require good visibility. This can be facilitated using technical resources. The dimming and lighting options in the room can be used for this purpose. Most rooms, for example, have different lighting options (e.g. illuminating the blackboard, the podium or individual sections of the rows of seats).

Optimal acoustics are just as important as good lighting. This applies to both hearing-impaired and visually-impaired people. Microphones are available in most large lecture halls. There are also induction loops that enable hearing aids to pick up better sound (symbolised by a pictogram of an ear next to the row of seats). Background noise can be avoided in the smaller lecture rooms by closing the windows.

There are wheelchair-accessible toilets on every floor of the University buildings on the Augustusplatz campus (except for the ground floor of the seminar building). To ensure that they can be easily found by everyone, signage is needed at a suitable height for wheelchair users. These toilets are also more suitable for people with prams and pushchairs due to the mandatory space requirements.

Accessible toilets are not to be confused with unisex toilets. In order to allow everyone, regardless of their gender, to use the toilets, some of Leipzig University's institutes have designated "all gender toilets".

Wheelchair accessible toilets

6.1.5 Accessible field trips

Many degree programmes include field trips as a means of demonstrating the course content and are therefore a regular part of the programme and the curricula. To make field trips accessible and beneficial for all student groups, there are a number of points that can be considered in this context as well. This enables students to be involved in choosing where to go and how to get there at an early stage, so that any restrictions can be made known in advance if necessary. Access to public transport, accommodation and toilets needs to be guaranteed. If there is no other way, alternatives or a joint solution can be discussed jointly. Cost-effective solutions should be sought that keep the economic hurdles as low as possible for all potentially interested parties.

It is important to note all the necessary information in writing and to ensure that it is passed on seamlessly, and to make any necessary materials available ahead of time. Giving advance notice of the programme and scheduling breaks between activities allows students to decide if they can manage the workload. If students are unable to participate be-

cause of an illness, disability or other obligations, suitable alternative activities should be permitted. The University of Leeds has produced a very comprehensive guide to planning and carrying out inclusive field trips.⁵⁴

6.1.6 Scheduling and breaks that are responsive to diversity

Scheduling at universities is determined not only by deadlines during the academic year but also by the space available and can be a lengthy process. When scheduling lectures, the special needs of certain student groups should be taken into account from the very start. Students with parental responsibilities are bound by the opening hours of day-care centres, schools, after-school care centres and other facilities. They are not able to attend lectures at any time during the day. For this reason, where possible, appointments should be offered during core working hours (9 a.m. to 3 p.m.) or in the evenings (7 p.m. to 9 p.m.), when childcare can be potentially provided by other people.

A lecture consisting of stimulating presentations and lively discussions needs breaks to enable the participants to process what they have just heard and learnt. Participants' concentration usually drops after 45 minutes maximum, which is why breaks between sessions are essential. Longer breaks and appropriate facilities are required for students who, for instance, need to self-administer medication (for diabetes or narcolepsy, for example).

Whenever possible, national, cultural and religious holidays should be factored into scheduling. For instance, avoid scheduling examinations on religious holidays. In addition, students feel seen and accepted if you show understanding when they are absent due to holidays.

19.9% of students at Leipzig University suffering from disabilities that make it difficult for them to study state that they are in need of quiet rooms/retreats.⁵⁵

A retreat can be provided where students can rest. This can be helpful or even essential, for instance, during pregnancy or for students on the autism spectrum who are sensitive to stimuli. In addition, a quiet room provides students with a safe space in which to self-administer medication, for example, in the case of diabetes. The room should have seating and, ideally, a place to lie down. A first-aid room is located to the left of the entrance to the lecture hall building (room H00.021), which can be used to administer first aid and as a quiet room during lectures. The key can be picked up following prior arrangement at the central room allocation office.

An updated list of all baby changing rooms at Leipzig University and what equipment they have is available on the SCDF website.

Quiet rooms/ retreats

If remote teaching and learning activities are made available as asynchronous formats, they have the advantage of greater flexibility in terms of the time needed to process them. Even with online synchronised formats, the selected dates are not affected by the space available in which to hold lectures. Rather, the date for the lecture can be chosen in such a way that as many students as possible can attend it without any difficulty. To ensure that network capacities are not overstretched at peak times, a mixture of synchronous and asynchronous formats can also be used. Another possibility is recording sessions or lectures, which are then made available afterwards. This gives students more flexi-





bility in terms of time, which is also helpful for students who work or have to take care of their families, for example. However, remote teaching places different demands on both lecturers and students. Sitting in front of a screen reduces people's attention span, which is why breaks are even more important. Therefore, it makes sense in this connection for lecturers in the same department or those with similar subject combinations to coordinate their activities in order to allow students enough time to recuperate and exercise between the various courses and lectures.

Teaching and learning during times of crisis

Crises can have a major impact on university courses and their participants at the local, national and international level. In this context, people do not have to be personally affected by the crisis in order to experience anxiety or trauma. However, personal crises, such as the loss of a family member or breaking up with a partner, can also have a negative impact on students' performance.

In 2020, the world as a whole experienced profound, critical changes as a result of the coronavirus pandemic. Changes and adjustments became necessary within a short period of time, and this was the case at universities as well. This caused great psychological strain on both lecturers and students alike and resulted in an increased incidence of mental illness. These additional burdens should be taken into account when organising lectures and courses, e.g. by allowing for more flexibility in terms of assignments or by reducing the workload. You will find guidance on learning and teaching during times like these by searching for "emergency remote teaching".⁵⁶ The crisis can also be used as a topic to set the framework for your course. This allows you to use the context of your discipline to explore and contextualise what is happening.⁵⁷

6.2 Start of lectures



The initial introduction to a course of lectures is of great importance: A concise, well-structured overview of the content to be covered during the semester or in the individual course at the start provides students with a good basis with which to familiarise themselves. In particular, visualising the process and linking it to methods and learning objectives enables all learners to memorise the structure.⁵⁸ A successful introduction also hinges on social orientation.

This is why there should be an opportunity for learners to get to know each other. Getting to know each other helps create a dynamic atmosphere for learning. It is essential that expectations and rules are communicated clearly at the beginning of the lecture. Ideally, you should work out the rules together with your students, for example using the think-pair-share method.

6.2.1 Getting in touch

Communication with students at the beginning of the semester is particularly important. Initial contact lays the foundations for all subsequent communication and sets the course for how it will go from there. The initial stage has a major impact on subsequent communication between you and your students, as well as between the students themselves. Make information available to your students before you meet them at the lecture. This is usually done via the Moodle learning platform. A semester schedule that is communicated well in advance helps students to familiarise themselves.

An e-mail sent to all participants can round off the initial contact, provide additional important information and establish personal contact with the students. Students should be addressed in a diversity-sensitive manner.

The generic masculine form of address should be avoided. Instead, a gender-neutral form of address should be used, as well as the gender_gap (underscore »_«), the gender* asterisk (»*«) or the gender colon (»:«). This indicates that all participants are welcome to attend the course. The binary division »Mr.« and »Ms.« can be avoided by addressing the respective person directly using their first and last name. It also avoids unintentionally singling out individuals (e.g. "Gentlemen, Madam"), which can be the case in some disciplines due to unequal distribution of different groups and can result in embarrassment or even increased pressure to perform, for instance.

gen 
appropriate
language

**Try this:
Addressing
everyone**

If you would like to address all the participants of your course, for example in a welcome e-mail or tutorial schedule, you can choose a non-personalised form of address, e.g. "Dear students, ... I am very pleased that you will be attending my course."

Create attendance lists either without the categories "male" and "female" or, if the gender entry is necessary, e.g. for statistical reasons, add the third option "divers" (inter/X).

To make it easier for students who do not identify with the binary system or trans* persons to "come out", as an educator, you note your chosen form of address and pronouns in your e-mail signature or on the course schedule. For example: Professor Müller, pronouns: she/her.

If you are unclear about how to approach students who identify as non-binary or trans*, a face-to-face conversation is the best way to find out. To do so, arrange a one-to-one meeting, e.g. after a lecture.

A needs analysis with regard to personal challenges and individual needs sends a message to students that you are open to and have understanding for different backgrounds and situations. It is recommended that the needs analysis is initially anonymous to obtain a general overview. In all probability, it will not be possible to take all student needs and requests into account when designing the course. However, the results of the analysis can be used to inform your decisions on the detailed planning regarding the course structure, content and location. Simultaneously, you will convey to the

students that their personal circumstances and interests have been considered. Make it clear what the purpose of the analysis is and that responding is voluntary.

It is important to know about special needs so that you can adapt your teaching in order to respond to them. You will find an example of a needs analysis in the Appendix to these Guidelines.

**Try this:
Needs analysis**

At the beginning of the first lecture, you can also offer students the opportunity for a general discussion. Refer to your office hours and the corresponding location (address and room number), your e-mail address and phone number to arrange a meeting or to contact you. One effective way to do this is to use a slide or a chart containing the relevant information, which can then be displayed at the beginning of the lecture. It is best to share this information both verbally and in writing.

In addition, you can give students the opportunity to have a personal discussion with you after the lecture. This means that students may have fewer inhibitions about approaching you early if they are experiencing difficulties.

Try this: Signalling approachability

"If any of you needs support now or later on in your degree course due to of a physical disability, health issue or other individual reasons, feel free to contact me at the end of lectures, during my office hours, or by appointment.

If you are the first person in your family to attend university, there are special offers, e.g. from Arbeiterkind e.V. I can provide further information and assistance during my office hours.

My office hours are from :- to :- . You can find me here: address and room no."



Online office hours

If lectures are only held virtually, students usually cannot have an informal discussion after the lecture if they are experiencing difficulties or have questions, but have to resort to writing, which is an additional hurdle for many. This means that it is important to provide students with accessibility even if you cannot meet them in person. You can do this, for example, with video consultations.

However, for less sensitive questions and concerns, you can offer to be available for questions after the video conferences. This has the quality of a group counselling session, since a confidential one-to-one conversation cannot be guaranteed.

If you are already aware of special needs among your students, a direct enquiry by e-mail is often helpful. In this way, not only do you show interest in their personal situation, but you also remind the person that you can be there to support them, which can ease any inhibitions the student may have.

6.2.2 Getting to know each other and facilitating participation

To create an open atmosphere of trust in any tutorial, it is particularly important for the participants to get to know each other. The extent to which this can be achieved can significantly influence the participants' level of participation and engagement over the entire course. The method chosen can be employed to communicate responsiveness to diversity as well as a fundamental mindset.⁵⁹

52.2% of the students at Leipzig University who took part in the "beeinträchtigt studieren" (studying with disabilities) survey reported that social interaction, networking and communication at university were particularly difficult for them. Nationwide, 44.2% of students with a disability that makes learning difficult reported this.⁶⁰

This is a good argument for establishing an atmosphere conducive to learning on equal terms to remove barriers as far as possible. Care should be taken to ensure that limits regarding privacy are permitted. Students should have the opportunity to decide the extent to which they would like to include personal information in their group work.

A fundamental requirement for an atmosphere that promotes the participation and engagement of all students is being unbiased towards them. Try not to be too influenced by your first impression and allow students to develop. We are all guilty of having labels or stereotypes in our heads, however, it is important to reflect on and not allow them to dictate our actions. Before addressing differentiated methods, tackling this mindset is the first step towards creating an atmosphere of trust in which all students have the confidence to express themselves, participate and learn.

Social interaction

A key aspect of the initial situation is for lecturers and students to get to know each other, and for students to get to know each other. For this purpose, warm-ups or icebreakers are often used in adult education, which can be structured in a playful or discursive way. The following method can be used to help identify what makes participants distinct from each other and what they have in common:

**Try this:
Helping people
get to know
each other**

**The triangle of
common ground**

Have students form groups of three. It is best if they do not know each other that well yet. Each group is given a sheet of flipchart paper with a large triangle drawn on it. The names of the group members are written in the corners of the triangle (a name per corner). The task at this stage is to find things they have in common and what makes them unique. Experiences or traits that a participant does not share with anyone else in the group are written down directly next to their name. Things they have in common with another person from the group are written on the sides of the triangle. Things that all three have in common are placed in the middle of the triangle. These experiences and characteristics can cover any aspect of diversity.

The triangles are then presented to the whole group. All in all, the exercise takes about 45 minutes (15 minutes working in groups, 30 minutes presentation).

Break-out rooms can be set up for remote lectures and the triangle could be created using the whiteboard function.

Agree on how to communicate and work together, especially during remote sessions.⁶¹ As with face-to-face teaching, it is important to agree on some binding rules on how to work and communicate in remote sessions. Remote sessions in particular are prone to disruption if the rules are



unclear. Allow students time at the beginning of the semester to familiarise themselves with the technical requirements of the video conferencing system. This applies to all digital tools that you plan to introduce during the semester. Make sure that students do not become overloaded with various tools. Once you have decided on a video conferencing system, you should stick to it for the duration of the semester if at all possible.

In the introduction round, have participants relate three "facts" about themselves, one of which is invented. At the end of the presentation, the audience guesses which one of the three facts was invented. The participants themselves decide what they wish to disclose and how outlandish the invention is. It also demonstrates in a low-key way the things we stereotypically believe people are and are not capable of.

**Try this:
Getting to know
each other
during the video
conference –
true, not true**

In the case of remote or recorded lectures, care should generally be taken to ensure good sound and image quality so that all participants can participate with as little hassle as possible. A good microphone or headset and a calm, monochrome background can help to ensure an environment free of distractions. Charts, functions, symbols, pictures, etc. used in a PowerPoint presentation should also be verbalised and explained. Please also take the possibilities and requirements of accessible design into account for video conferences.⁶²

Lecturers can also repeat questions from students to ensure that all participants can follow the discussion. Important information (e.g. course organisation, deadlines, examinations, etc.) should always be made available in writing. Agree with students on how to work in the virtual environment. You will find a netiquette example here.⁶³

When preparing digital classes, we recommend you consider the different technical requirements, e.g. a stable internet access, PC or laptop, printer, scanning equipment or a quiet place to work. Bear in mind that not all students will have the latest technical equipment. For this reason, you should ideally come up with alternative ways of participating together. Certain methods, such as virtual group work, can pose similar technical and organisational challenges. This can be taken into account in the initial needs analysis. Making course materials available during asynchronous periods helps students to catch up on content when that they were unable to attend lectures in person due to their commitments outside of the University or constraints that make it harder for them to study. There is the option of making recordings of the lectures available for live lectures or web conferences. In addition, virtual teaching makes it possible to provide materials irrespective of location and time (blogs, wikis, podcasts, etc.).

6.3 Course of lectures



A good start to a lecture lays the foundation for future co-operation between lecturers and students. From the lecturer's perspective, this is often referred to as the stage when the material is taught. These Guidelines are based on the understanding that learning is very individual and this is why the term "teaching and learning activities" is used.

Different teaching and learning activities are appropriate depending on the type of course you teach. Traditionally, lectures have been given as a presentation to an audience, but should also be complemented by shorter discussions and other methods with which to engage students. Tutorials are often organised around presentations and group work, which may also be followed by discussions. Working in pairs is often the method used in practical tutorials and laboratory practicals. While each of these methods has its own advantages, they also pose challenges for students. Because of their individual backgrounds and abilities, the participants tend to have different expectations in terms of participation. For example, some people find it easy to give presentations in front of groups, while others prefer group work in which they do not have to speak in front of a large

audience. This is a challenge especially at the beginning of the degree programme, yet it is also a skill that can be acquired with the support of lecturers over the course of the degree. The diversity among students with respect to their initial situation should be considered and thought about in all course planning. The following section focuses on different methods and makes suggestions for a course design that is responsive to diversity.

Various methods

People think and learn differently. Student diversity should be utilised and tailored towards student-centricity for the purposes of collaborative learning. It is helpful to include interactive elements for students with learning and concentration difficulties, and also for students with other needs. The use of interactive techniques increases the motivation and concentration of all participants. In addition, students can become more easily involved in the group and participate more actively.

6.3.1 Teaching and learning activities – Lecture / presentation

A lecture or presentation is well suited to summarise a complex topic and is one of the most common methods of teaching used in conventional lectures and for large groups of students. It is important to keep students interested in the content while at the same time ensuring complexity and abundance of information, and to help them follow and understand what is being presented. Comprehension requires time and concentration. Make an effort to be articulate and use a microphone in large auditoriums, ensuring you maintain a consistent volume and speed of speaking. Address students in an engaging manner, and avoid standing directly in front of the lighting. Do not explain blackboard images or digital presentations while they are being produced and

do not do so with your back to the students. As a general rule, use clear and plain language in your presentations. Grammatically complex sentences in particular are more likely to lead to cognitive overload than to the successful communication of complex issues.

If students take on teaching and learning activities such as lectures, presentations, podcasts or videos, it is only logical that these should also be designed with accessibility in mind. For example, students can follow a lecture more easily with the help of visual reinforcement. The slides also provide a good basis for preparing for and reviewing lectures. Tips like: Slides containing bullet points only and avoiding too much information on each slide, animations, background patterns and Roman numerals, and using sans serif fonts as well as using fewer colours and strong contrasts are important points to keep in mind when preparing presentations. Plan time slots in your course to address this and the implications thereof. As an educator, you can take into account, for example, that not everyone feels comfortable speaking in front of a large group. There may be different reasons for this, such as speech impairments, a lack of language skills, but also cognitive and psychological factors. Therefore, it might be easier for these people if they can sit in front of the group instead of standing or reading out the information instead of speaking without notes.

Student input

Students should also be made aware of these principles of delivery before giving a presentation. The assessment criteria⁶⁴ may also be elaborated together. The greater the clarity with which your expectations for the presentation have been expressed in advance, the easier it is for students to prepare, which will give them more confidence. Your being conscious of this can make things a lot easier for students in their first semesters in particular. It is also important for students' presentations to be articulate and comprehensible. The ability to deliver target group-oriented and comprehensible lectures is a fundamental interdisciplinary skill that students acquire at university. Giving your students pointers on what they can improve will give them the chance to develop accordingly the next time they are in a similar situation.

**Try this:
Making
discrimination
and diversity
a topic**

Have the students work on topics that are responsive to diversity themselves and invite social representatives from the relevant interest groups. This will enable students to explore the topic together with partners from the field and to gain their first hands-on experience.

Working in pairs and groups

Working in pairs or groups is a good way of adding variation to tutorials. Forming groups can put considerable social pressure on various people. For example, international students are often left out of groupings because of the assumption that their language skills in German are not good enough. It therefore makes sense for you to manage how the groups are formed. There are basically three options you can use: Students select their groups themselves (this often results in rather homogeneous groups), the lecturer assigns groups or they are formed randomly. You should carefully consider beforehand if all ways of forming a group will provide all students with the best possible opportunities for

learning and are therefore suitable, or if a certain balance needs to be found.

If you are aiming to mix up the groups on the basis of one characteristic - e.g. professional experience, experience abroad or previous knowledge of a specific topic - the students line up along the scale "none at all" to "a lot", in relation to the respective characteristic. By counting from one pole - depending on how many groups are to be formed - to 3, 4, 5 and so on, and having the numbers represent the groups, a mixture of all levels is guaranteed. However, this method is suitable only for less sensitive attributes that can be made public. In any event, the purpose of forming groups is to ensure that all students can learn well with and from each other.

**Try this:
Standogram
with counting
to form groups**

If shorter group work is to be done during the tutorial or lecture, the tasks and processing times should be specified both verbally and in writing, and the final results of the group work should be described in greater detail.

Quiet noise

Difficulties in understanding spoken language arise in lectures when there is what is known as "quiet noise". This is caused by background noise that makes it difficult to focus on the (lecturer) person who is speaking at the time. This can affect students with peripheral or central hearing impairments, as well as students who communicate via a second or foreign language, in particular.⁶⁵ Lecturers are advised to keep quiet noise to a minimum during lectures and group work.⁶⁶

Discussion rounds

To make it possible for all students to participate in larger discussion groups, it is a good idea to prepare for them in smaller groups first.

Try this: Think-pair-share

Ask your students to first consider one of your questions or tasks alone (think, approx. 2 min., preferably in writing, if necessary on a sheet of paper) and then in pairs or threes (pair, approx. 3 min.). The results of the discussion are noted down in a concise form. Afterwards, ask a few students about their results, which are shared with the entire auditorium (share).

Discussion rounds provide an opportunity to discuss controversial topics and listen to different opinions. In this connection, the goal should be a culture of open discussion that presupposes mutual respect and letting each other speak. This also includes that lecturing or postulating absolute truths have no place in the lecture or tutorial. In heterogeneous groups with varying levels of experience, make sure that technical terms and foreign expressions are also explained during student presentations. Criticism should be expressed constructively and respectfully so that all students feel encouraged to share their own opinions and points of view.

Nevertheless, it is often the case that the same people always respond and the discussion is dominated by these students. The reasons for this may be, on the one hand, that some students prefer to formulate their thoughts in writing instead of sharing them with the group, or that they are not as agile in responding to interjections and new positions. On the other hand, it is still common for women and marginalised groups to participate less in discussions. It also makes for a balanced participation if you do not always pick the first person to put their hand up. It takes some students a moment or two to get their thoughts and answers together. Others only manage to put their hand up after a moment or two of waiting.

Keep a list of speakers. If a person who has not yet had a chance to speak puts their hand up, they are then given priority over the other students. If discussion rounds are a regular feature of your lecture or tutorial, the task of keeping a list of speakers can also be carried out by students on a rotating basis.

Try this: List of speakers

During discussion rounds, it is useful to note down the most important findings in bullet points. This allows students who are not able to follow the discussions fully to keep track of the course of the discussion and to grasp the important points. A summary of the discussion, both verbal and written, can also be helpful. This can be done at the end of the session or as a quick summing up while the discussion is still going on. Students can also take turns to complete this task (taking notes on the course of the discussion, summarising the main points). As a rule, it is a good idea to explain new terminology and technical terms. Not all participants can be assumed to have the same language skills. Where applicable, you can create a glossary together with the students, for example on Moodle.

Comprehensibility and technical language

A goal of university education is to be able to describe phenomena from a wide range of disciplines in a differentiated way. This is also achieved using the respective language codes specific to each discipline. However, (prospective) students are seldom acquainted with these language codes, especially during the selection and introductory stages of their degree courses. For this reason, it is necessary to use "plain language" as a potential language code that enables everyone to get acquainted with the subject matter - not only for students with learning difficulties, dyslexia and those who speak German as a foreign language. They can then make informed decisions, e.g. On the main focus of their degree

The best way to express yourself in plain language is to write short, straightforward sentences. Each sentence should only contain one piece of information. Avoid dumping down. Words loaned from other languages or technical terms should be explained in detail. Abbreviations can also make comprehension more difficult. Using action words/verbs will make it easier for most students to follow. Texts written in plain language are largely composed of the present and perfect tenses. Avoid using the genitive case and conditional tense.⁶⁷

Expertise is a prerequisite and simultaneously an barrier in teaching. It is not just the language codes of a specialised discipline that hinder learning. Assumptions and ways of thinking that are taken for granted by experts and not expressed linguistically also make understanding more difficult. The counselling approach devised by Pace and Middendorf in "Decoding the Disciplines" makes it possible to identify what are known as learning "bottlenecks".⁶⁸

Student tutors

Both analogue and digitally based (introductory) courses benefit greatly from the involvement of student tutors. The peer-to-peer approach enables many students to overcome their inhibitions about talking about their difficulties in understanding or weaknesses. Individual issues can be discussed and clarified on an equal footing. For students in their first semester especially, tutors can play a supportive and advisory role. As lecturers, tutors are also a link between you and your students. Find out about the possibilities of employing student tutors in your department and the further training they receive centrally at Leipzig University.⁶⁹

It is not just students with special needs who can benefit from remote teaching - everyone can. Basically, there are four possible scenarios for digitally based teaching:

1. **Asynchronous formats:** The entire lecture or tutorial takes place when the respective students allocate time for it. They work on the content and tasks you have provided, e.g. in a learning management system such as Moodle.

2. **Synchronous formats:** The entire lecture or tutorial is made available via a video-conferencing system. Students and lecturers prefer this format, as it most closely resembles face-to-face teaching. However, participants' attention span is significantly shorter during video conferences than in a classroom setting.

3. **Hybrid formats:** Some students attend the lecture or tutorial in person, the rest of them participate online or watch the streamed version. This requires meticulous preparation on the part of lecturers because the sessions take place simultaneously face to face and online. Experience in designing hybrid teaching and learning formats in a way that is



responsive to diversity is still limited. The guiding principle when designing this kind of format could be to ask which parts of the format are most beneficial for which learners.

4. Blended formats 1–3: The advantages of each of the formats 1-3 can be best used in a blended form. This allows participants to join the lecture in a synchronised way (either in person or via a video conferencing tool), to familiarise themselves with the material asynchronously, and to give a presentation in synchronised way again.

Leipzig University's learning platform Moodle enables students to make course materials such as transcripts, reading lists and study modules, as well as videos and links, available in a digital form. As well as archiving documents, Moodle also allows students to work collaboratively in, for example, wikis, etherpads or to test settings and (prior) knowledge using a survey tool.⁷⁰ However, Moodle is not accessible, especially for people with sensory issues, such as visual impairments. As well as the guidance on providing materials set out above (see 6.1.3), we recommend not using red and green as the main design colours, always including descriptions of images, using paragraph templates for outlines and subdivisions, and comprehensible text.⁷¹

Digital synchronous formats have a number of advantages with regard to accessibility. For example, there is no travelling is involved and acoustics are often better at home. Similarly, not all systems are accessible in terms of their operability at present. Bundesfachstelle Barrierefreiheit (Federal Accessibility Agency)⁷² recommends testing the respective video conferencing systems together to determine a) which screen reader is compatible for this purpose⁷³ and b) whether automatic subtitling is feasible using an additional program. For people with hearing impairments and hearing

aids, an assistive listening device⁷⁴ can improve their listening experience during video conferences. The principle of "nothing about us without us" also applies here, because this field is changing rapidly at the moment and we can only describe the current state of affairs here. More suggestions can be found in the guidelines for accessible online lectures.⁷⁵

Different types of social interaction and methods can also be employed in digital-based teaching. For example, some videoconferencing systems, such as the Big Blue Button system used at Leipzig University, enable smaller groups to work in what are called "break-out rooms", where groups can get together and work in separate video rooms. This is a good way to encourage students to actively participate online as well. Here, too, you should consider in advance how you would like the groups to be assembled – by chance or according to criteria that you or the students have defined (see section 6.3.1). As an educator, you can usually "visit" these working groups. This should be communicated before the group work begins so that the students have time to prepare for it.

Try this: Break-out rooms

Discussions are often more difficult in tutorials held online because the lecturer cannot keep track of all participants. However, there are still ways to enable discussions to take place.

Try this:
Sharing responsibility – enabling participation

The chat function in video conferencing systems is a popular tool used to encourage discussions. Indicating requests to speak (*) as well as agreement (+) or disagreement (-) can be communicated here while a person has their microphone switched on and is speaking. However, the chat function is difficult or impossible to follow – and not just for the visually impaired. This is why, when this feature is used, one person should be in charge of following the chat and reading out the content from time to time. In the same way as in face-to-face lectures, students may arrive late for online lectures. This may be partly due to scheduling issues, but also for technical reasons, such as problems with the hardware or the internet. Therefore, it should be possible to participate in the seminar at a later point. To ensure that these individuals do not disrupt the flow of the tutorial by asking questions, a contact can be designated at the start of the tutorial who can then update them on the status in a private chat. By changing their name to, for instance, "co-host", it is clear for the person joining later to whom they can address their questions. Both roles (as well as other roles) can be introduced during the first lecture of the course and then rotated among the participants in the subsequent sessions according to a set order.

6.3.2 Establishing a feedback culture

End-of-semester exams are designed to give students and lecturers information on what they have learned during the semester and what they have not (yet) understood. However, feedback in the form of exam results does little to ensure that improvements or changes actually happen.

Establishing a feedback culture during the semester, by contrast, encourages successful learning outcomes while simultaneously creating a different style of communication. By feedback culture, we mean both feedback between lecturers and students (on learning opportunities and outcomes) and feedback provided by students to each other (peer feedback). When lecturers give students feedback on their performance, it is conducive to learning if the feedback is given promptly after the performance and lecturers condense feedback to no more than 4-5 points, explain the reasons for the feedback and, in the case of handwritten feedback, ensure that it is legible. More stimulating questions such as "have you thought of XY?" or suggestions on how to do something rather than what not to do are found to be helpful.

Classroom assessment techniques (CATs) are useful when students give feedback to lecturers. For example, at the end of the lecture you can ask the students in writing which (content-related) topic remained the most unclear for them (muddiest point). Collect the notes so you can respond to them at the next session. You will find more detailed information on classroom assessment techniques (CATs) here.⁷⁶

Try this:
Classroom assessment techniques (CATs)

6.3.3 Keeping in contact throughout the semester

Maintaining contact that encourages students to learn over the course of the semester is conducive to the teaching and learning activities outlined in 6.3.1. This applies both to a specific lecture and to the time between lectures. The goal is to increase participation by everyone as a result.

Examples of opportunities for low-key communication that establish and maintain contact between participants include the beginning and end of lectures, when certain questions are asked each time in a kind of ritualised manner. These questions can be about everyday life, the subject matter at hand or strange occurrences, etc.

(Individual) contact with lecturers can be ensured, for example, by the lecturer being present before or after the lecture. It is important to communicate this option and if it changes at any point. With regard to online lectures, lecturers can also remain in the video conference room or chat after a synchronous event, e.g. to answer questions. Other possibilities include office hours and, where necessary, pre-arranged one-to-one discussions or in smaller groups.

To encourage student interaction, peer-to-peer formats are a good way for students to complete assignments together or give each other feedback. Informal contact between students can also be facilitated by lecturers, e.g. by proposing and helping to set up study groups.

Office hours

In the context of drafting presentations or preparing for examinations, your office hours can be used to clarify individual queries. To this end, it should be easy to access the meeting room and the equipment in it should be suitable.

This includes, for example, providing clear directions and easy access to the room in question. During the consultation, make sure the focus is on the consultation itself. Arrange for adequate seating and ensure you will not be disturbed. This helps to prevent the conversation from being interrupted, for example, by phone calls or colleagues coming in. It is helpful to look in advance for premises where there is enough space for another person because some students bring along someone they can trust with them for support. Lecturers are obliged to treat the subject matter of the meeting as strictly confidential. Make sure you communicate this to the students as well. Many students find it difficult to talk openly about their needs and explain their individual concerns. The fear of being stigmatised or ridiculed is often the reason for this. Being honest and talking openly about your uncertainties or a lack of familiarity will create a basis of trust. As an educator, you will not be able to solve every student's problems. For this reason, it is important that you, as the person providing students with guidance, are familiar with the Central Student Advisory Service provided by Leipzig University and Studentenwerk, and can provide the relevant information material and links, and refer to them directly where necessary.

Advisory centres

Many students will be familiar with the counselling services provided by the Leipzig University and Studentenwerk on the topic of studying with a disability. Studentenwerk's psycho-social counselling service deserves special mention, as it is used by 26.5% of UL students with a disability that makes studying difficult. For 36.5% of respondents, the reasons for not getting counselling are, for example, a feeling that it is of no benefit to them or that they do not expect to get anything out of the service. Some doubt that they are actually part of the target group. A large number of students with disabilities that make it difficult to study seek support from family and friends.

To be able to refer students to counselling services when necessary, it is a good idea to find out about the services available and to refer to them when you have meetings. Even a brief reminder at the start of the semester can be enough to make students feel that lecturers support the counselling services provided by Leipzig University and that there is nothing wrong about taking avail of them.⁷⁷

6.3.4 Microaggressions and discrimination in lectures and tutorials

For many people, both students and teaching staff, day-to-day life at university unfortunately entails being confronted with microaggressions and discrimination. Certain aspects of diversity can lead to students also experiencing microaggressions in lectures and tutorials, both via teaching materials and in interactions with others. Often what is disparaging to an individual can have an adverse effect on the overall learning atmosphere. Everyone should be able to participate on an equal footing irrespective of their gender, sexual orientation, ethnicity, skin colour, outward appearance, religious beliefs, physical and cognitive abilities or way

of life. Ultimately, the goal is to assess relevant skills and abilities at the end of the course and not to impact opportunities for learning from the beginning.

This is why racism, sexism, chauvinism, homophobia, transphobia, ableism, nationalism (see Glossary) and all kind of disparaging behaviour must not be permitted in lectures and tutorials. We cannot assume that this is a matter of course for everyone taking part in the relevant lecture or tutorial. For this reason, you should aim to establish an atmosphere free of discrimination right from the beginning by offering students the possibility to use your office hours to report any discriminatory remarks or acts. In situations involving discrimination, it is essential that lecturers and students seek solutions together. Everyone taking part in the lecture or tutorial, i.e. both lecturers and students, should be asked to take a critical look at their own behaviour towards other people.

If you witness or are affected by microaggressions or discrimination, you can do the following:

Take action:

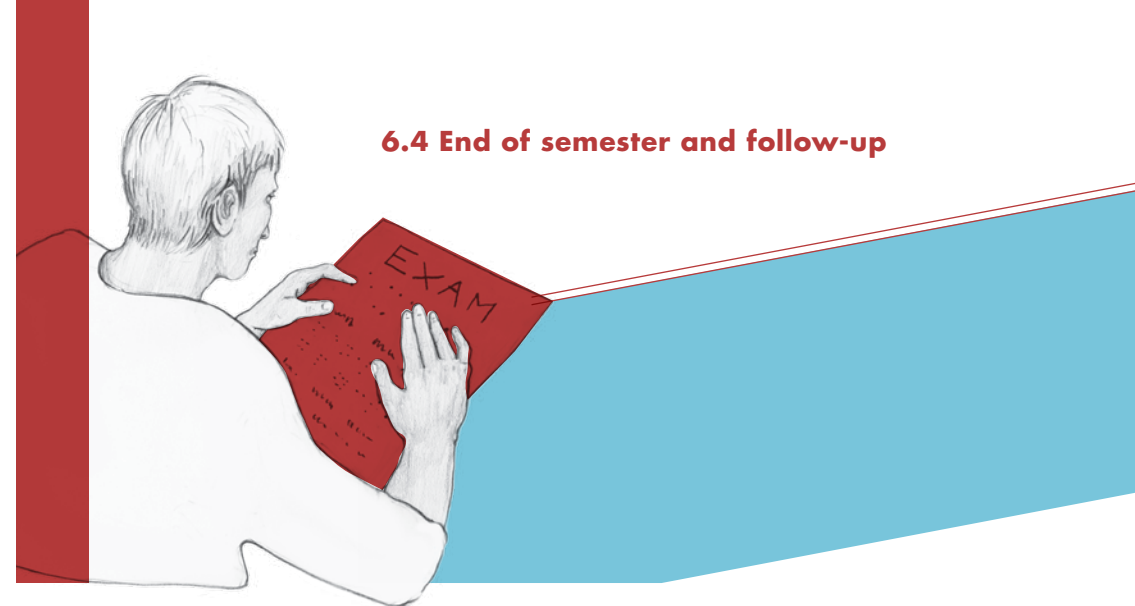
- A: Ask clarifying questions.
- C: Listen carefully.
- T: Tell your observation – report your observations without judgement.
- I: Impact – discuss the possible implications of what you have experienced.
- O: Own your thoughts and feelings.
- N: Next steps – describe what you want to do next and what you want to achieve.⁷⁸

Try this:
Take ACTION

While the approach outlined above can be referred to as "a partnership of goodwill" and works, e.g. with the strategy of "questioning", in other cases, an attitude of unequivocal rejection and/or confrontation and "putting a stop" to the continuation of microaggressions and discriminations is required. This is the case, for instance, when the respective reasoning is a clear indication of xenophobia. We would like to emphasise at this point that not all educators who recognise microaggressions and discrimination can immediately put a name to them and know whether "communication" or "putting a stop" to them is required. It is not only those who are new to teaching at university who find this a particularly challenging situation. Peer counselling and training⁷⁹ strengthen lecturers' ability to deal with this situation.

Who to turn to in cases of discrimination

Students experiencing discrimination are invited to contact Leipzig University's Student Council (StuRa), relevant student representative councils or the Office for Equality, Diversity and Family Affairs (SCDF). The first point of contact for lecturers affected by this is the Dean of Studies, the Vice-Rector or the Office for Equality, Diversity and Family Affairs (SCDF). Anyone affected can report to the Antidiskriminierungsbüro Sachsen e.V. (anti-discrimination office for Saxony).⁸⁰



6.4 End of semester and follow-up

6.4.1 Obtaining feedback

Ensuring that the needs of both students and educators are taken into account can also be done when a course of lectures or tutorials comes to an end. This is a very good way to gain insights that can be applied in future courses.

A brief summary ensures will help students see what skills have been acquired. As well as that, the objectives of the course can be shown once again. In addition, providing feedback in the last unit of the course will bring it to a conclusion for all involved.

Finding out what students thought of the course can be done by applying the "five-finger method". This is a straightforward way for you to collect comprehensive feedback from students. All participants draw the outline of a hand on a sheet of paper. Then, everyone has ten minutes to write their own feedback on all five fingers. The upturned thumb means: "I particularly liked this!". The index finger points towards areas for improvement. The extended middle finger indicates what they did not like at all. The ring finger is used to note how the students will apply what they have learnt. The little finger is short and allows students to indicate what areas were not covered sufficiently.

Try this: Five-finger feedback method

There is a wide range of feedback methods. Feedback from students at the end of a course can focus on various aspects. This can include group processes, how the course was managed and its content. A low-key method that can be modified for different situations is the one-minute paper.

Try this: One-minute paper

The one-minute paper is easy to use in both digitally assisted and face-to-face teaching. The situations can also be varied. You can do it after each session or at the end of the semester. Make sure that the questions clearly refer to which part of the course your questions relate to. The following questions are suitable at the end of the semester:

- What supported my learning during this course?
- What impeded my learning during this course?
- I would like to propose the following improvements:

A helpful guide to the one-minute paper can be found on Leipzig University's Tipps für die Lehre (teaching tips) page.⁸¹

Needs and opportunities for support are as diverse as the students participating in a lecture or tutorial. Not all barriers are recognisable at first glance, so it makes sense to provide participants with an accessible and anonymous evaluation form at the end of the lecture. This will provide you with an enhanced basis for responding to all needs in future lectures and tutorials. This means that you can use the evaluation forms to take the varied needs of your students into account in future courses. Furthermore, the students can take a moment to review the semester just ended. This may, for example, be helpful when preparing for an exam or choosing a topic for an assignment.⁸² There is the option to adapt the standardised evaluation forms to the specific requirements of the faculty.

Evaluation

6.4.2 Examinations

Examinations, e.g. in the form of written tests, assignments, presentations or a combination of different formats, are usually scheduled as a way of rounding off the semester. However, action can be taken even earlier to make it easier for students to take their exams.

66.5% of the students surveyed at Leipzig University regard examinations, assignments and other records of performance as barriers. In particular, the number of exams (40.1%) was criticised, along with their duration and submission deadlines for assignments were perceived as being unfavourable (32.9%). These figures are above average compared to the rest of Germany. Moreover, 38.7% of the students felt there was a particular need for support in dealing with absences caused by disabilities.⁸³

Examinations

6.4.3 Structuring examinations



At the beginning of the semester, you should – at a minimum – explain process structures, deadlines and academic achievement requirements – ideally with criteria grids – for presentations, oral examinations and assignments, and develop these together with your students. These should be communicated verbally as well as in writing. Handing in examination papers anonymously (e.g. by indicating the student's registration number only) minimises the risk of certain aspects associated with the candidate being subconsciously assessing instead of their actual exam performance (e.g. the "impression" they made in face-to-face lectures and tutorials).

Deadlines and the number of exams are levers that can be applied in particular to regulate student workloads. The idea is to avoid clustering exams at the end of the semester where possible. Deadlines that are too tight, too long or imprecise can make things more difficult for students. The most effective way to find a balance between the number of exams and deadlines is to talk to students and colleagues. These are also issues that ultimately need to be addressed when developing programmes of study.

It is also recommended that you practise the form of the scheduled review of the students' achievement as smaller exercises several times over the course of the semester. These reviews give students an idea of the level they should be at. In addition, students become more familiar with the processes, so that in this respect, they will ultimately encounter topics they are familiar with in the examinations.

Mock exams are recommended especially when new examination formats or formats that represent particular barriers are introduced. Currently, there is an increasing focus on e-assessment formats - something that many students are not yet familiar with. A mock examination should be obligatory in this case.

One way to account for the multiple perspectives of your students when structuring exams is to involve them in designing the exam tasks. This will also give you an idea of whether you and your students view the same aspects as being fundamentally relevant for the exam. In the process, you will encourage students to engage in deeper learning and reflection on the content of the course.

Explain what makes for good exam questions in your subject area. Students then discuss potential exam questions either individually or in small groups. This can be completed as part of the lecture or by studying on one's own. Compile the questions and make a selection that can be discussed in the last session before the exam. A number of the questions will be included in the exam, or they may be used to create a mock exam.⁸⁴

Try this:
Working with your students on structuring exam questions

If there are any queries about the deadlines for the submission of assessments, answer them as respectfully and sympathetically as possible in order to ensure that the students remain willing to submit their work. In individual cases, extending the deadline for handing in coursework is most certainly a great relief and can make a significant contribution to the successful organisation of the degree programme.

In general, it can be asserted that student participation also helps to break down barriers when it comes to structuring exams. In order not to make the final grade dependent on only one written exam or assignment, where there is no alternative, it may make sense to assess student performance on the basis of more than one assignment, which may have different formats.

Multiple examination formats and approaches

In principle, designing exams in a manner that is responsive to diversity is permissible under examination law, but it must be established in the corresponding examination regulations to ensure legal certainty, transparency and equal treatment. Therefore, it may make sense over the medium term to work towards amending the examination regulations. Information on the procedure can be found in Leipzig University's "Qualitätsmanagement - Handbuch Lehre und Studium" (Quality Management - Handbook for Teaching and Studies).⁸⁵

From the point of view of responsiveness to diversity, it makes perfect sense to spread the assessment of performance over several smaller sessions over the course of the semester. This means that the overall pressure to succeed does not fall on a final exam. It also increases equal opportunities, since not all students can demonstrate the skills they have acquired in a given format such as a written exam in the same way.

As an alternative, you can always give students the option of choosing the exam format. This enables students to choose the format in which they can best demonstrate the skills they have acquired.⁸⁶ This can be particularly helpful for students who have a limited capacity to perform because of cognitive limitations or physical disabilities.

6.4.4 Right to compensation for disadvantages

As well as these educational measures, students are also entitled to compensation for disadvantages with regard to examinations. In this context, it is possible to vary the general conditions for examinations, e.g. to permit the reading of prepared content or to allow the presentation to be given in a separate room. As a general rule, formats can be changed or extra time and extended deadlines can be granted.

30.9% of students with disabilities that make studying more difficult found that compensation for disadvantages in exams, assignments and other proof of performance to be difficult, especially in the initial stages of their degree programme. 62.2% of students with disabilities that make studying more difficult stated that they were unsure if they were even eligible for compensation for disadvantages. However, inhibitions (58.9%) due to problems caused by disabilities also played a part in this.⁸⁷

Compensation for disadvantages

Three basic criteria must be met before compensation for a disadvantage can be granted: The first is that there must be a "long-term health impairment". Secondly, this gives rise to a specific disadvantage "insofar as the assessment must be completed under the conditions that apply to everyone". And finally, the disadvantage must not be directly and factually related to the skills that are to be demonstrated through the examination.⁸⁸

For assistance with the application process, students should contact their respective study office.⁸⁹ The application⁹⁰ must be submitted to the examination board as early as possible, but at least four weeks prior to the exam. If examinations are scheduled at different faculties, the application must be submitted to each examination board separately. The examination board's decision must be communicated by no later than one week prior to the exam. If their application is rejected, applicants may appeal the decision within one week.

If students find that the officially granted compensation for disadvantages has not been implemented in their actual assessment, the individual concerned must lodge a complaint with the invigilator immediately. Complaints lodged after the examination will be dismissed as groundless.

6.4.5 Follow-up

Not all barriers can be easily removed. For this reason, designing accessible lectures and tutorials should be regarded as an ongoing process. That is why it is helpful to review the past course of lectures in order to take the results and lessons learned into account when designing future courses.

As a follow-up exercise, we recommend that you schedule time for a review and to answer the following questions:

- Did the teaching and learning activities chosen enable all students to participate equally?
- How accessible were my lectures? Where did problems with accessibility occur? What worked well?
- What can I do differently in my next course of lectures that will make it possible for all students to participate?

Try this: Self-reflection

Go one step further and share ideas with colleagues. Sharing experiences is not only an opportunity for reflection, but can also broaden one's own perspective. A Moodle class, for example, that is accessible to all staff involved, can be set up to document these important findings. Safeguarding the experience acquired is an important step in one's continued professional development and to consolidate the practice of designing teaching and learning formats that are responsive to diversity.

7 THOUGHT OF EVERYTHING? CHECKLIST



Preparation stage

- Have I considered multiple backgrounds and perspectives in my choice of topics and literature?
- What authors are cited / have I included a range of researchers in my bibliography?
- Have I involved my students as far as possible in basic decisions about the lecture (topic, coursework and examinations, deadlines)?
- Have my teaching materials been designed with accessibility in mind? Have I followed the two-senses principle?
- Have I communicated the location, time and content to be covered by the lecture in good time?
- Are the chosen rooms accessible? If this is not the case? What can I do to change it? Who can I contact?

- Can I take core working hours (9 a. m. to 3 p. m.) or evenings (7 p. m. to 10 p. m.) into account when planning my schedule?
- Have I made my course schedule and outline available electronically beforehand?
- In the case of digitally assisted teaching, do I make it possible for students to study asynchronously (e.g. narrated presentations, recorded lectures)?
- Are all of my materials available for download beforehand?

Start of lectures

- How do I make sure that I am responsive to diversity when I address people and draw up lists of participants?
- Have I ascertained the needs of my students by conducting a survey in order to make adjustments to my teaching where necessary?
- Is the information on my office hours accessible for everyone (communicated verbally and in writing)?
- Have I communicated my willingness to help with special needs or queries?
- Do I have enough information to provide support in case of special needs?
- Do I help students to get to know each other by using methods that are responsive to diversity?

- Can I adapt my digitally assisted teaching to meet different technical requirements?

Course of lectures

- Do I use a range of methods to address the different needs of my students?
- Do I give clear instructions on what I want students to do and what the consequences will be if they fail to do it?
- Can I propose a seating arrangement where all students maintain visual contact with each other (e.g. semi-circle) to ease participation in discussions?
- Do I ensure that all students get the same amount of time to speak?
- Do I arrange for the results of discussions and interim results to be recorded in writing?
- Do I see to it that loan words and technical terms are adequately explained?
- Do I make sure that everyone is able to participate in digitally assisted teaching?
- Have I checked whether it is possible to use tutors in my lecture / tutorial?
- Have I established a productive feedback culture, e.g. by using classroom assessment techniques?

- Do I ensure that there is good communication over the course of the semester?

- Do I make it clear that discriminatory language and behaviour do not belong in my lectures / tutorials?

End of semester and follow-up

- Do I give students the opportunity to provide feedback on the course, e.g. via an accessible evaluation form?
- Do I give students the opportunity to reflect on their progress?
- Have I communicated relevant reading and other materials that will be used, as well as potential topics and expectations regarding assessments such as assignments, examinations or presentations?
- Can I offer alternative ways of demonstrating performance, insofar as this complies with examination regulations?
- Is the methodology used in and the evaluation of assessments transparent?
- Can I offer adequate make-up lectures for absences?
- Do I know what to do in the case of an entitlement to compensation for a disadvantage?
- Do I take the time to reflect on my own lectures?

8 WHAT'S IT ABOUT AGAIN, PLEASE? GLOSSARY

Ableism

The term is derived from English (able + suffix -ism) and stems from the US disability movement. Ableism refers to the discrimination on the basis of a (presumed) lack of cognitive or physical abilities or characteristics. This can be expressed as an up valuation (despite the impairment) or a down valuation (because of the impairment). Social norms determine what people can or should achieve. Deviations from this are regarded as "defects". This norm is a social construct and establishes a standard that places a value on physique, mental flexibility and the ability to perform. People with disabilities often have to contend with being the minority in any group. The lack of awareness and fear of contact on the part of their fellow human beings whose abilities conform to the norm mean that they are often treated in a way that reduces them to their disability and marginalises them.

Ageism

Ageism is the process by which people are socially and economically discriminated against because of their actual or perceived age. This discrimination makes it more difficult for them to participate in society. Both people of an advanced and young age can be the targets of ageism.

Antisemitism

The term antisemitism is used to describe hatred, hostile attitudes, derogatory statements, actions and prejudices directed against people who are or are perceived to be Jewish. Antisemitism can also be targeted against the state of Israel, which is perceived to be a homogenous Jewish community.

Although modern antisemitism is often also racist in origin, it differs significantly from other racist stereotypes. In antisemitic worldviews, being Jewish is perceived as being "the

other", the enemy of all other nations and groups of people. Public antisemitic propaganda is now a criminal offence in Germany under Section 130 of the German Penal Code (Strafgesetzbuch, StGB), which also encompasses denying the Holocaust.

Antigypsyism is the specific term for racism against the Sinti and Romani, which encompasses various levels. On the one hand, Sinti and Romani are stigmatised. They are ascribed purportedly conflicting characteristics (romanticising or criminalising) that deviate from the norm. Conversely, antigypsyism is defined as structural and institutionalised discrimination, such as impeded access to education or resources.

Antigypsyism

The g-word is a defamatory foreign appellation and is rejected by members of the Romani minority. The term is an attribution of negative, as well as romanticised stereotypes and says nothing about the self-image of those labelled in this way. Referred to as "gypsies", Sinti and Romani suffered persecution and extermination during the Nazi regime. This genocide is referred to as the poraymos (literally, "devouring" or "destruction").

The g-word

Anti-Muslim racism denotes the denigration of people who are perceived to be Muslim because of their actual or perceived religious affiliation. In distinction to the term islamophobia, the term anti-Muslim racism refers to group-based stereotyping and xenophobia. People labelled as Muslim are assigned to a homogeneous group, they are ascribed specific (mostly negative) characteristics and they are perceived as not being part of the majority society.

Anti-Muslim racism

BIPoC/PoC

Person or People of Colo(u)r is a political self-designation by and for people who are not White and who have a shared range of experience within the White-dominated populace. This self-designation deliberately distinguishes itself from the terms “migrant” or “immigrant background”, which do not place the linguistic focus on experiences of racism, but rather on experiences of migration. BIPoC (Black or Indigenous PoC) expressly encompasses Black and Indigenous people.

Chauvinismus

This term is used to describe an extreme form of patriotism and the belief in the superiority of one’s own (national) group. Chauvinism often finds expression in aggressive nationalism, whereby members of one nation feel superior to people of other nations because they belong to that nation, and denigrate them. Generally speaking, the term nationalism is used more often than chauvinism nowadays.

Cisgender

Cisgender is the term used to describe people whose gender identity corresponds to the sex recorded when their birth was registered, which is usually based on the visible physical genital characteristics of a new-born. They identify with their birth sex – in contrast to transgender or trans persons. Conformity between gender and identity does not imply a person’s sexual orientation or sexual identity.

Diversity

The concept of diversity is often defined as “variety” or “difference” within a society. Diversity concepts are geared towards the recognition, appreciation and advancement of a pluralistic society. The political term stems from the US civil-rights movements of the 1960s. Aspects of diversity include ethnic or cultural origin, gender, religion or beliefs, physical or mental health, physical or mental disability, age and sexual identity. It also encompasses access to resources such as education and financial security. These aspects

are interrelated. Societies that are responsive to diversity examine the representation and advocacy of all societal groups. The goal is to identify the barriers that need to be dismantled in order to achieve equality and reduce discrimination.

Decolonisation can be defined as a process of uncovering remaining colonial dependencies and power relations. During the colonial period, structures were created that persist to this day even after the independence of former colonies of European states. These structures mainly involve administration, education as well as economic and political dealings. Therefore, educational institutions such as universities must also undergo a process of decolonisation, for example by questioning how knowledge is generated, as well as the hierarchisation of knowledge.

People with learning difficulties, functional illiteracy, the deaf and hearing impaired, or whose first language is not German, can benefit from plain language. To enable them to make their own decisions and participate in social life, it is important that all information is understandable and clear. “Plain language” is used for this purpose. It helps people who, for various reasons, be they temporary or permanent, have problems with complex sentence structure and do not understand loan words from other languages. This is a straightforward language that is governed by special rules.

The best way to write in plain language is to keep to short, straightforward sentences. Each sentence should only contain one piece of information. Words loaned from other languages or technical terms should be explained in detail. Abbreviations can also make comprehension more difficult. Using action words/verbs will make comprehension easier. Texts written in plain language are largely composed

Decolonisation

Plain language

of the present and perfect tenses. Avoid using the genitive case and conditional tense.

Eurocentrism

This term describes the practice of using European values, norms and perspectives, and in particular generation of knowledge in Europe, as the basis for evaluating political and social processes. This defines Europe (as well as the entire "Western world", i.e. also the USA, Canada and Australia, among others) as the centre of thought and action. This denies the legitimacy and significance of other, non-European knowledge traditions in scientific discourse.

FLINTA*

This abbreviation stands for Female, Lesbian, Intersex, Trans and Agender. The asterisk is used as a stand-in for many other gender identities that are not explicitly referred to in FLINTA. The emergence of queer feminist discourse in the 1980s raised public awareness that a range of gender identities are disadvantaged by the patriarchal system alongside cis women. This is why the collective term FLINTA* gained acceptance within the feminist movement around 2017.

Gender sensitive, gender appropriate, gender equitable

The term gender refers to either of the two sexes (male and female). It denotes the gender that is practised and experienced in a social context - i.e. one's gender identity. Gender differs from the term "sex", which describes one's biological sex. Ascriptions and expectations are associated with one's social gender, which become evident in various social domains and lead to inequality and discrimination. The term "gender" is used to call into question and criticise perceived gender-specific abilities, responsibilities and identities.

The underscore, asterisk and colon are used as placeholders in German and represent gender-sensitive language in continuous text. This placeholder between the masculine and feminine form of a word symbolises gender diversity. The crossed lines of the asterisk represent this diversity. The underscore emphasises the gap in gender equality. The colon can make it easier to read words that incorporate both genders as it is less obtrusive. At the same time, it can also be easily overlooked. The colon is well suited for speech output programmes because a pause is made automatically. When using the asterisk or the underscore, these are also pronounced, for example, Lehrer*innen = Lehrer asterisk innen.

All terms are used to describe a person's sexual orientation. Heterosexual, homosexual and bisexual all relate to a heteronormative or binary gender system consisting of female and male. In this way, heterosexual people are attracted to the opposite sex, homosexual people to the same sex and bisexual people to both sexes.

To express that sexual orientation lies outside this heteronormative way of thinking, the terms femmesexual (more likely to be attracted to the femininity), androsexual (more likely to be attracted to the masculinity) or pansexual (attracted to people regardless of their gender) can be used.

The heteronormative gender system is divided into "woman" and "man". In terms of the binary social norm, a person's gender characteristics are "clearly assignable". By identifying as a "man" or "woman", a specific social role model is attributed to the person. Expectations and assumptions are bound up with this, which have an impact on identity development. However, gender cannot always be assigned in a binary way. Cis-gender, cis-persons, cis-woman or cis-man are persons (cis: Latin word meaning "on this side of")

**Gender_gap,
gender*asterisk,
gender:colon**

**Heterosexual,
homosexual,
bisexual,
pansexual**

**Hetero-
normativity**

who identify with the gender they were identified as having when they were born. However, having a cisgender identity does not necessarily mean that social role expectations are, want to be, or can be fulfilled.

Inclusion, accessibility

The term inclusion means the full integration of all people in all spheres of life. According to the UN Convention on the Rights of Persons with Disabilities, inclusion enables everyone to participate fully and equally in society. To achieve this, appropriate action must be taken to effectively break down existing barriers. The objective is to remove structural and individual disadvantages and discrimination. This requires, above all, accessibility with reduced or no barriers, communication and an environment that is universally designed.

Accessible or barrier-reduced?

Accessibility is an idealised term, as the needs of people with disabilities and chronic illnesses are sometimes diametrically opposed. For example, doors that open automatically can provide access for wheelchair users, whereas doors that open automatically can cause injury to blind people. Since it is unlikely that existing structures can ever be completely free of any barriers, we use the term barrier-reduced.

Inter*person, intersex person

Some individuals have gender characteristics that are deemed "inconclusive" when they are born. These individuals refer to themselves as inter* or intersex persons.

Transgender*, trans*sexual person, trans*person

Transgender* (Latin word "trans" meaning beyond) is an umbrella term for all individuals who do not identify with the gender they were assigned at birth. The terms trans*gender persons, trans*persons and trans*man and trans*woman are also used. The term "transsexuality" is controversial in

the trans* community because it can be misunderstood as a mere description of sexual orientation but does not take gender identity into account. The term is also historically charged because it was used to define a mental disorder in some medical contexts.⁹¹

The term intersectionality describes the overlapping and mutual reinforcement of different experiences of discrimination. The term was coined by US lawyer Kimberlé Crenshaw.

Classism is a specific form of discrimination based on a person's social origins or position. Hierarchies are established between members of different social classes, which then result in denigration and discrimination.

Whiteness denotes a social and political construct that entails specific social privileges. All White people inherently enjoy legal, political, economic and social privileges. They benefit from a system in which whiteness is regarded as the norm and in which they are taught not to recognise this power construct or that they belong to this group. Their own ethnic background is therefore irrelevant in everyday life. White fragility can be understood as a kind of protective shield to mask racism. The phenomenon denies racism by silencing people who call out racism. This is reflected in the fact that when racism is openly addressed, White people usually react with silence, defensiveness, stonewalling or other forms of resistance instead of taking responsibility.⁹²

The terms are frequently used abbreviations, LGBTQI* (English for lesbian, gay, bisexual, trans*, queer, intersexual) and LSBTTIQ* (German for lesbian, gay, bisexual, transsexual, transgender, intersexual and queer people). The asterisk represents people who do not feel they belong

Intersectionality

Classism

Critical whiteness, White fragility

LGBTQI*, LSBTTIQ*

to any of the aforementioned options. The terms are a self-designation of the shared reality and range of experiences of individuals who are not heteronormative.

Microaggressions

Microaggressions are expressions in everyday communication that are perceived as offensive and derogatory and are often based on the imputation that a person belongs to a certain (purportedly homogeneous) group. Microaggressions are linked to systemic and institutionalised discrimination and are based on the prejudices of a majority society that have evolved over time. Microaggressions include, for example, insinuating that a person is not proficient in a language or singling them out if they have good language skills, imputing supposed or a lack of expertise in certain issues, or questioning their origins or disputing certain abilities.

Migration history / migrant background

By statistical definition, people with a migration history are foreigners living in Germany and naturalised Germans who immigrated to the Federal Republic of Germany after 1949. Furthermore, this term refers to children born in Germany with a German passport whose migration history can be derived from at least one parent. The term "migrant background" is a statistical term that was introduced following the amendment of the law on German citizenship in 2000. This is used to refer a very diverse group of people who have been turned into foreigners by this designation and the juxtaposition with German nationals who do not have a migrant background, despite the fact that the majority of them were born in Germany and have German citizenship. By using the term migration history in this context, a clear distinction should be made between it and the statistical and often stereotypical use of the term migrant background. Instead, it underlines the fact that an individual's personal or family experience of migration is not a stand-alone cha-

racteristic and does not reveal anything about their abilities or their social circumstances.

This term is anchored in the history of enslavement and colonisation and is consequently a White concept of racial history that is not neutral or free of judgment. The term was originally derived from Latin and means "black". However, it quickly became derogatory. The term was used strategically to enforce and legitimise inferiority and to subjugate BIPoC/PoC to colonial rule. A dichotomy was thereby constructed between white as pure, educated and developed and black as dirty, wild and ignorant. These connotations still resonate today when the term is used, which is why it should be avoided at all costs.

Non-binary or enby are umbrella terms and denote individuals who do not define themselves as being clearly male or female. Non-binary individuals can, for example, position themselves between binary genders or outside of them. They may also not assign themselves to any gender (agender). However, some non-binary people also identify as male and female at the same time (bigender) or have a gender identity that keeps changing (gender fluid). Others position themselves in opposition to the binary gender system and have a gender expression that has nothing to do with either masculinity or femininity (genderqueer).

The term literally means domination by the father and is mainly used to describe structures of domination and gender roles that consider men as being superior to women.

Othering refers to the process whereby an individual or groups of people attribute characteristics to other individuals or groups of people that set them apart as representing

N-word

Non-binary, enby

Patriarchy

Othering

that which is opposite to them. Regardless of whether the characteristics being focused on are regarded as positive or negative, they are interpreted as deviating from the social norm and the people belonging to the group are thereby excluded. In most cases, the "othered" group is disparaged in comparison to one's own group and doing so generates a positive self-image for oneself.

Therefore, othering means comparing oneself to others, setting oneself apart and distancing oneself from them, whereby the idea exists that people and societies differ considerably from one's own social group because of their way of life, culture or other characteristics.

Queer

This English term translates as "strange" or "twisted" and has historically been used in the United States as a slur directed at homosexuals. As part of the establishment of Queer Studies, which has been firmly rooted in academic circles in the US for almost 20 years, the term with its derogatory connotations was reclaimed in the spirit of self-empowerment to describe all people who do not classify themselves as being heteronormative. Because translating it directly into German would lead to misunderstandings, the German language also uses the term queer to refer to self-image. Binary gender difference negates any sexual or gender identities that deviate from it.

Race

The concept of "race" is rooted in an ideological and putatively scientific theory that has largely been disproven. However, this is not just a revision of a scientific theory, but rather of a social construct intended to justify the superiority of the White population over the population of the rest of the world. The idea stems from the links between biology and culture. It is claimed that human diversity can be explained by different genetically determined characteristics

and geographical conditions. Western science provided definitions and categories to support this worldview. This was the basis for propagating the idea of a hierarchical system of assigning social value to groups of people. This legitimised the persecution, enslavement and slaughter of millions of people. The categorisation of ethnic groups is still rooted in societal thinking to this day.

Racism is an ideology that construes, discredits and excludes people as "the other", homogeneous group on the basis of (perceived) physical or cultural characteristics (e.g. skin colour, ethnicity, language, religion). Racism posits an inequality and disparity between ethnic groups based on supposed predispositions. People are assumed to belong to a group, and are then ascribed high or low levels of various characteristics, such as cognitive or biological capabilities. When certain people are systemically favoured or discriminated against in a global context, this is referred to as structural racism.

The terms Black and White have become established in the political and academic vernacular. These terms do not describe biological characteristics (such as skin colour), rather the different experiences of racism. As such, they constitute political categories. Black is a political self-designation. White is also a social construct, a position of power associated with privileges and a notion of what is considered to be the norm. Therefore, in German, we always capitalise Black and write white in lower case and italics.

Sexism is the term used to describe any kind of discrimination, oppression and prejudice of individuals based on their gender, as well as the ideology that underpins it. Sexism can be expressed in the form of bias and world views as well as in social, legal and economic regulations up to

Racism

Black, White

Sexism

and including actual acts of violence. These discriminatory structures and practices are justified by claiming that there is a 'natural' difference between the sexes.⁹³

Social Justice, equity and equality

Social justice can best be defined as the concept of social openness. Social justice denotes the fundamental equality of all people in combination with how justice is recognised and distributed, i.e. equity. In other words, social justice acknowledges the fact that not everyone has the same fundamental circumstances. For example, while all students attending a university may enjoy the same formal opportunities, different aspects of diversity can cause them to be disadvantaged and discriminated against.

Sinti and Romani

The political self-designation for this national minority is Sinti and Romani. Romani is the collective term for a diverse group of people who migrated from India and present-day Pakistan to Central, Western and Northern Europe in the 13th and 14th centuries. The Sinti settled mainly in Western Europe, and the Romani mainly in Eastern and South-Eastern Europe.

Transitioning

People who are transitioning are in the process of aligning their sexual characteristics or outward appearance with their gender identity. This process may be medical in nature and involve both hormonal treatments and surgery. However, it can also happen without medical treatment by changing one's outward appearance.

Tokenism

The term is derived from "token", which means sign or symbol. Tokenism is the practice whereby only token efforts are made to ensure minority groups are represented in organisations. This can be carried out, for instance, by means of personnel policies or by emphasising members of a minority group, e.g. in images, instead of actually taking measures to achieve a more diverse workforce.



9 WHO AND WHAT ELSE IS THERE? WHERE TO FIND INFORMATION AND RESOURCES



Contacts and support services

Office for Equality, Diversity
and Family Affairs (SCDF)

Web: www.uni-leipzig.de/diversity

E-mail: chancengleichheit@uni-leipzig.de

Tel.: 0341 -973 0090

The SCDF is the point of contact for information on diversity with regard to equal opportunities, gender, inclusion and work/life balance.

Strohsackpassage

Nikolaistraße 6-10

04109 Leipzig

Koordinierungsstelle zur Förderung Chancengleichheit
an sächsischen Universitäten und Hochschulen
(office for coordinating the promotion of equal
opportunities at universities and institutions of
higher education in Saxony)

Web: www.kc-sachsen.de/

E-mail: info@chancengleichheit-in-sachsen.de

Tel.: 0341 -973 0153

Strohsackpassage
Nikolaistraße 6-10
04109 Leipzig

The Koordinierungsstelle zur Förderung Chancengleichheit an sächsischen Universitäten und Hochschulen was established as a state-wide institution to actively support all stakeholders in higher education who advocate for gender equality and the inclusion of people with disabilities or chronic illnesses.

Senatsbeauftragte für Studierende mit Behinderungen und chronischen Erkrankungen
(Senate representative for students with disabilities)

Web: www.uni-leipzig.de/+smb
E-mail: barrierefrei@uni-leipzig.de
Tel.: 0341-97 30149
Nikolaistraße 6-10, Room 3.51
04109 Leipzig

Assistance with organising teaching:

Central Student Advisory Service and Career Service

Web: www.uni-leipzig.de/studium/beratungs-und-serviceangebote/zentrale-studienberatung
E-mail: ssz-studienberatung@uni-leipzig.de
Goethestraße 3-5
04109 Leipzig

What degree course is right for me? How is the qualifying period calculated? Can I attend university without a school-leaving certificate (Abitur)? The Central Student Advisory Service will answer any questions and provide advice on all matters relating to studying at university.

Study Offices

Web: www.uni-leipzig.de/studium/beratungs-und-serviceangebote/studienbueros/

Note: You will find the contact information for the study offices of all faculties on the website indicated.

The student offices provide students and teaching staff information on how their degree programmes are organised.

Assistance with technical matters and issues relating to digital teaching:

E-Learning Service

Web: www.uni-leipzig.de/studium/im-studium/e-learning/arbeitsgruppe-e-learning-service/
E-mail: elearning@uni-leipzig.de
Tel.: 0341-973 33314
Verwaltungsgebäude (Admin building)
Ritterstraße 26
04109 Leipzig

The e-learning service (ELS) team is in charge of all central e-learning activities at Leipzig University. This includes communication regarding specific e-learning topics, technical support for the Moodle learning platform and the Mahara e-portfolio software, technical and educational assistance with content creation (not production - but advice on complex issues), training for lecturers on how to produce courses, coordination of internal/external collaborative projects and ongoing training projects involving e-learning, and supervision of the e-assessment centre in the University library.

University Computer Centre (URZ)

E-mail: servicedesk@uni-leipzig.de

Tel.: 0341-973 3333

Neues Augusteum

Augustusplatz 10

(2nd floor, Room A252)

04109 Leipzig

The University Computer Centre (URZ) provides IT advice, training and support for all student, research, teaching and administration users. It is in charge of providing and operating central IT and communication networks as well as high-performance computers for academic computing and related services.

AVT Service

E-Mail: avt-service@uni-leipzig.de

Tel.: 0341-97 31060

The AVT service is responsible for the projectors and sound equipment in the lecture halls and classrooms. It also provides advice on induction loops and other accessibility matters.

Introduction to using media technology

Lecture hall technology support

Tel.: 0151-16133230

Classroom technology support

Tel.: 0151-16133231

Media and Communication Centre (ZMK)

E-Mail: zmk@uni-leipzig.de

Tel.: 0341-97 35850

The Media and Communication Centre provides professional and expert advice on the use and production of auditory, audiovisual and digital media. In particular, this

encompasses support for teaching, research and PR work, as well as advice on issues relating to media training and technology. Support is also available for queries regarding live streaming.

Childcare contact addresses

Framework agreement partners at Leipzig University
A list of contractual partners can be found on the intranet.

Dezernat 5, SG 53, Rahmenvereinbarungen

Mittagskind Agency

Web: www.mittagskind-leipzig.de/

E-Mail: info@mittagskind-leipzig.de

The Mittagskind agency arranges, coordinates and organises childcare all over Leipzig and the surrounding area.

Wiesenknopf

Web: www.wiesenknopf-leipzig.de/

E-Mail: info@wiesenknopf-leipzig.de

Wiesenknopf is a private childcare and babysitting agency in Leipzig.

Central point of contact for support with experiences of discrimination in Saxony

Antidiskriminierungsbüro Sachsen e. V.

Web: www.adb-sachsen.de/

Tel.: 0341-30690777

The ADB is the central point of contact for people affected by discrimination in Saxony. As a non-profit, registered association, it helps people to assert their entitlement to protection against specific disadvantages.

Student representatives and counselling

Student representative councils

List of contacts for all student representative councils:

www.stura.uni-leipzig.de/fachschaftsraete

In accordance with the statutes of the Student Council of Leipzig University (StuRa), the student body of the University is divided into 32 student councils. Each of these student councils is represented by its student councillor (FSR), who is elected annually. The FSRs are especially committed to the academic interests of the students they represent and their degree course-related issues.

Student_innenRat (Student Council) of Leipzig University (StuRa):

Web: www.stura.uni-leipzig.de/

E-Mail: info@stura.uni-leipzig.de

Tel.: 0341 -97 37850

Universitätsstraße 1

04109 Leipzig

The Student Council of Leipzig University is the central body representing the interests of students at Leipzig University. It also advises students on a wide range of higher education policy issues as well as on personal concerns. These include advice on federal funding (BAföG), psycho-social counselling, legal advice, tenancy advice, counselling for students who are working, and social counselling. The StuRa is made up of different specific units, which are outlined below:

Inclusion Unit

Web: www.stura.uni-leipzig.de/inklusion

E-Mail: inklusion@stura.uni-leipzig.de

Tel.: 0341 -97 37850

The Inclusion Unit is responsible not only for raising awareness of people with disabilities at the University, but also for supporting and advocating for the interests of students with disabilities and for networking and exchanging information with initiatives and organisations with similar goals. It provides advice and support for any problems encountered regarding accessibility at university, acceptance, integration and inclusion.

Social Affairs Unit

Web: www.stura.uni-leipzig.de/soziales

E-Mail: soziales@stura.uni-leipzig.de

Tel.: 0341 -97 37853

The Social Affairs Unit is responsible for social policy issues within higher education policy. It offers advice on student financing (in particular, federal student funding (BAföG), advice on labour law (for student/academic assistants and students who work), advice on attending university with a child as well as advice on studying with mental health issues or chronic illnesses. Moreover, the Social Affairs Unit is in close contact with other offices at the University and the Studentenwerk to work together on problem cases and minimise disadvantages.

The Equality and Lifestyle Policy Unit (RGL)

Web: www.stura.uni-leipzig.de/rgl

E-Mail: rgl@stura.uni-leipzig.de

Tel.: 0341 -97 37852

The RGL actively promotes equal rights for diverse genders and lifestyles, both at the University and in the city of Leipzig. It is committed to supporting equal opportunities, equal rights and equal participation in (university) life for everyone - regardless of gender and sexual identity, disability or chronic illness. By focusing on lifestyle policy, it strives to

raise awareness of the fact that concepts such as identity, sexuality, ethnicity and physiology shape people and therefore have an impact on the roles they play in society.

Foreign Students Unit (RAS)

Web: www.stura.uni-leipzig.de/ras

E-Mail: ras@stura.uni-leipzig.de

Tel.: 0341-973 7857

The RAS organises cultural, political and social events. It provides advice on legal, financial and social issues relating to studying at university, as well as on all other matters that may affect international students. It also supports projects and events organised by international associations and students. The RAS also organises seminars, readings, discussions and campaigns and represents international students at university. The RAS is a member of the Federal Union of International Students.

Sustainable Mobility Unit (NaMo)

Web: www.stura.uni-leipzig.de/mobilitaet

E-Mail: mobilitaet@stura.uni-leipzig.de

Tel.: 0341-973 7873

NaMO works to ensure students can travel to and from the University and provides comprehensive advice on matters relating to the semester travel ticket.

Sports Unit

Mail: sport@stura.uni-leipzig.de

Telefon: 0341-973 7853 oder 973 7850

The Sports Unit is in charge of arranging and providing information on inclusive university sports activities.

Assistance with psycho-social issues and problems

Psycho-social counselling

Web: www.studentenwerk-leipzig.de/psychosoziale-beratung

E-Mail: studierendenberatung@studentenwerk-leipzig.de

Address 1:

Center for Social Services (CSS)

Gutenbergplatz 4

04103 Leipzig

Address 2:

Klinik und Poliklinik für Psychosomatische

Medizin und Psychotherapie

Semmelweisstraße 10

04103 Leipzig

Psycho-social counselling is geared towards students and includes personal counselling "on topics such as doubts about your choice of degree programme, exam nerves, stress or self-doubt, procrastination, problems completing your degree, arguments with your partner, difficulties in making friends, feelings of depression, fears/inhibitions, violence or sexual assault, problems with alcohol or drugs, difficulties due to mental illness, etc." (Source: Psycho-social counselling webpage)

Psychological counselling for students of all disciplines

Web: www.uni-leipzig.de/studium/beratungs-und-serviceangebote/zentrale-studienberatung/#c20750

Contact: Annett Ammer-Wies

E-Mail: annett.ammer-wies@uni-leipzig.de

Goethestraße 3-5

04109 Leipzig

"In one-to-one counselling, you can discuss topics relating to personal difficulties experienced at university and their

impact on your academic performance. This includes: Problems concentrating, motivating yourself, finding a direction and making decisions, fear of exams and presentations [...], emotional crises and similar. Individual psychological counselling is free of charge and confidential." (Source SSZ webpage)

Psychological counselling for student teachers Teacher Training and School Research Centre (ZLS)

Web: www.zls.uni-leipzig.de/studium-beratung/beratung/psychologische-beratungsstelle/
Contact: Annett Ammer-Wies
E-Mail: annett.ammer-wies@uni-leipzig.de
Tel.: 0341-97 30482
Prager Straße 38–40 (1st floor, room 145)
04317 Leipzig

The psychological counselling service provided by the ZLS is aimed at student teachers who need support in dealing with stressful issues. Counselling is provided for both degree course-related topics and personal concerns and problems.

Information and advice on issues related to degree programme organisation as well as financing and accommodation

Central Study Office and Study Offices

Central Study Office point of contact

Web: www.uni-leipzig.de/studium/im-studium/moduleinschreibung
E-Mail: studienkoordination@uni-leipzig.de
Tel.: 0341-97 32070
Akademische Verwaltung, Studienkoordination
Goethestraße 3-5
04109 Leipzig

The Central Study Office advises on general issues relating to degree programme organisation. The faculties' study offices are responsible for specific queries on such topics as enrolling for modules, credit recognition or examination enquiries.

Studentenwerk Leipzig

Web: www.studentenwerk-leipzig.de/beratung-soziales/sozialberatung
E-Mail: sozialberatung@studentenwerk-leipzig.de
Tel.: 034-19659941
Studenten Service Zentrum (SSZ)
Goethestraße 6 (ground floor)
04109 Leipzig

The Studentenwerk offers advice on financing your studies and on compensating for disadvantages while at university. It also provides support in finding accommodation (for example, an accessible room in a student hall of residence), helps with integration assistance, and similar matters. In addition, it provides assistance with problems relating to integration and acceptance and helps with applications for study assistance, technical assistive equipment and impairment-specific services.

Contacts and information for students with disabilities

"E-media - Accessible Studies/Reading Material" WG

E-Mail: emedien@ub.uni-leipzig.de
Tel.: 0341-97 30685

The WG is a point of contact for all queries relating to the University Library's electronic collections (databases, electronic journals, e-books). It is responsible for procuring and supplying accessible course material upon request via an

online form and for contacting the relevant publisher accordingly. It is also responsible for forwarding requests for accessible preparation (digitisation or braille printing) of course materials to the staff of the Buch- und Dokumentensammlung für Blinde und Sehbehinderte (book and document collection for the blind and visually impaired - BDSBS).

Information and Advice Centre for Students with Disabilities (IBS)

Web: www.studentenwerke.de/de/content/die-ibs-stellt-sich-vor

E-Mail: studium-behinderung@studentenwerke.de

Tel.: 030-297727-64

The IBS is the nationwide centre of competence focusing on studying with disabilities. Its role is to provide information and advice, facilitate networking, represent interests and engage in public relations. Among other things, it provides advice to prospective students and students with disabilities and chronic illnesses and their families.

IBS online library

Web: www.studentenwerke.de/content/online-bibliothek

The IBS online library features many guides, study aids, checklists, questionnaires, specialist literature and recommendations on the topic of "studying with disabilities". It compiles resources from the Information and Advice Centre for Studying with Disabilities (IBS), the German Student Union (DSW), universities and student unions, the German Rectors' Conference (HRK), the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) and associations.

10 READING MATERIAL AND RESOURCES

Reading material and links on the topic of discrimination and combating discrimination

- Antidiskriminierungsbüro Sachsen: www.adb-sachsen.de
- Arndt, Susan/Hornscheidt, Antje (Hg.), Afrika und die deutsche Sprache, Münster 2009.
- Crenshaw, Kimberlé (1989): Demarginalizing the Intersection of Race and Sex A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8.
- DiAngelo, Robin (2018): White Fragility: Why It's So Hard For White People To Talk About Racism.
- Glossar der Neuen deutschen Medienmacher_innen. Formulierungshilfen für die Berichterstattung im Einwanderungsland, 2018. www.neuemedienmacher.de/wording/
- Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, University of Chicago Legal Forum, 1989(1), verfügbar unter: <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/>
- Microaggressions in the classroom: www.cilt-inclusive-teaching.sites.olt.ubc.ca/files/2019/01/Microaggressions-in-the-classroom_w.pdf
- Sow, Noah: Deutschland Schwarz Weiß. Der alltägliche Rassismus, Norderstedt 2018.
- Varianten des Sexismus: www.bpb.de/shop/zeitschriften/apuz/178678/varianten-des-sexismus/
- Teichert, Georg (ed.) (2019): Du willst es doch auch! Diskriminierungserfahrungen der Studierenden und Beschäftigten an der Universität Leipzig. Leipziger Hochschulbeiträge zu Diversität und Chancengleichheit Band 1, Leipzig

Reading material and links on the topic of diversity

- Corleis, Barbara: Aktivität und Teilhabe von Studierenden unter dem Diversity-Aspekt „Beeinträchtigungen im Sprachverstehen“ in Lehr-/Lernsituationen an Hochschulen, Vortrag, 41. Jahrestagung der Deutschen Gesellschaft für Hochschuldidaktik, Mainz, 27.09.2012, verfügbar unter www.blogsuni-mainz.de/zq/files/2018/04/Doc-Corleis.pdf
- Czollek, Leah Carola/Perko, Gudrun/Weinbach, Heike: Radical Diversity im Zeichen von Social Justice. Philosophische Grundlagen und praktische Umsetzung von Diversity in Institutionen, in: do Mar Castro Varela, María, Dhawan, Nikita (Hg.) (2011): Soziale (Un)Gerechtigkeit. Kritische Perspektiven auf Diversity, Intersektionalität und Antidiskriminierung, Berlin [inter alia], here, p. 266–267.
- Gender und Diversity in der Lehre: www.gffz.de/fileadmin/user_upload/LAKOF/download/Gender_und_Diversity_in_der_Lehre_der_MINT-Faecher.pdf
- Habeck, Sandra: Diversität als Chance. Seminarleitung hierarchieübergreifend und kooperativ gestalten, in: Aichinger, Regina, Linde, Frank, Auferkorte-Michaelis, Nicole (eds.): Diversität an Hochschulen. Chancen und Herausforderungen auf dem Weg zu exzellenten und inklusiven Hochschulen, Zeitschrift für Hochschulentwicklung 15(3) 2020, p. 331-350.
- Informational video on LGBTQI: www.youtube.com/watch?v=cb50JxLdVAc
- Concept of diversity relevant to learning: www.hwg-lu.de/toolbox/konzept-der-lernrelevanten-diversitaet-in-der-lehre
- Handout for teaching that is responsive to diversity: www.diversity.hhu.de/fileadmin/redaktion/Oeffentliche_Medien/Diversity_Portal/Dokumente/Handreichung_HHU_KoDi_Anhang.pdf

Recommendations and materials for an inclusive and accessible university environment

- Action Plan for the Implementation of the UN Convention on the Rights of Persons with Disabilities www.bmfsfj.de/resource/blob/99454/9eb0087a9ae41b271bfa61a70693-fa25/aktionsplan-inklusion-data.pdf
- Alternative texts in digital materials: www.techsmith.de/blog/alternativtext/
- Accessible Moodle: www.moodle.hu-berlin.de/course/view.php?id=57784
- Barrierefrei lehren – barrierefrei studieren. Ein Leitfaden für Lehrende zum Thema "Studierende mit Beeinträchtigungen" www.tu-chemnitz.de/tu/inklusion/PDF/Leitfaden_Barrierefrei-lehren.pdf
- Deutsches Zentrum für barrierefreies Lesen: www.dzblese.de
- Eine Hochschule für alle braucht alle. Leitfaden für barrierefreie, diversitätssensible und familienfreundliche Veranstaltungsplanung der Universität Leipzig www.intranet.uni-leipzig.de/fileadmin/user_upload/intranet/Gleichstellung/GSB_Leitfaden_Veranstaltungsplanung.pdf
- FH Erfurt – Hochschule der Inklusion: Aktionsplan, 2013/2014, verfügbar unter: http://www.gemeinsam-einfach-machen.de/SharedDocs/Downloads/DE/AS/UN_BRK/fh-erfurt2.pdf?__blob=publication-File&v=3
- Handout on accessible teaching www.einfach-gutelehre.uni-kiel.de/wp-content/uploads/2018/11/handreicherung-barrierearme-lehre.pdf
- Hochschulentwicklungsplan 2025 (higher education development plan 2025): www.studieren.sachsen.de/download/Hochschulentwicklungsplanung_Sept.2021.pdf

- Inclusion and Diversitymanagement Toolbox: www.idmtoolbox.eu/about-idm-toolbox-2/
- Inclusive Assessments: www.plymouth.ac.uk/uploads/production/document/path/2/2516/Good_practice_inclusive_assessment_updated_May_2016.pdf
- Intercultural calendar: www.bamf.de/Shared-Docs/Meldungen/DE/2021/210927-am-interkulturelle-woche_kalender.html
- Lehre barrierefrei gestalten. Ein Leitfaden für Lehren an den Hochschulen Mecklenburg-Vorpommerns www.uni-rostock.de/storages/uni-rostock/Uni-Home/Vielfalt/Barrierefreiheit/Leitfaden_MV_Inklusive_Hochschullehre.pdf
- 21. Sozialerhebung des Deutschen Studentenwerks 2016, Die wirtschaftliche und soziale Lage der Studierenden in Sachsen. Regionalbericht zur 21. Sozialerhebung durchgeführt vom DZHW für die Studentenwerke in Sachsen im Erhebungszeitraum 2016 <https://epaper.studentenwerk-dresden.de/sonderauswertung-21-sozialerhebung/#0>
- Formal testing: <https://dbs-lin.ruhr-uni-bochum.de/lehreladen/planung-durchfuehrung-kompetenzorientierter-lehre/formatives-pruefen/umsetzung/>
- Methods and techniques for university teaching - subject map: www.htwk-leipzig.de/fileadmin/portal/intranet/HTWK/intern/3_bildung_und_weiterbildung/Angebote_und_Informationen_für_Lehrende/Angebote_von_Studifit/MuT-Tipps/023_MuT-Tipp_Fachlandkarte_mit_Beiispiel.pdf
- New handbook on university teaching: www.nhh-bibliothek.de

Links on the topic of digital teaching

- Instructions for Moodle survey: www.moodle2.uni-leipzig.de/pluginfile.php/1547330/mod_resource/content/6/Anleitung_Befragung.pdf
- Digital (interim) assessment: www.uni-leipzig.de/fileadmin/ul/Dokumente/2020_Lehre-digital_digitale_Auswertung.pdf
- Leipzig University's digital teaching info page: www.uni-leipzig.de/universitaet/arbeiten-an-der-universitaet-leipzig/lehren-an-der-universitaet#c1457
- From face-to-face teaching to digital learning - recording and narrating presentations: www.uni-leipzig.de/fileadmin/ul/Dokumente/2020_Lehre-digital_PPP_vertonen_2019.pdf

Links and recommendations on general topics related to teaching and studying

- Career service: www.uni-leipzig.de/studium/beratungs-und-serviceangebote/career-service
- Heublein, Ulrich, Hutzsch, Christopher, Schreiber, Jochen, Sommer, Diete, Besuch, Georg: Ursachen des Studienabbruchs in Bachelor- und in herkömmlichen Studiengängen. Ergebnisse einer bundesweiten Befragung von Exmatrikulierten des Studienjahres 2007/08, HIS: Forum Hochschule 2010(2), available at: www.dzhw.eu/pdf/pub_fh/fh-201002.pdf
- Quality management teaching and studying: www.uni-leipzig.de/fileadmin/ul/Dokumente/2019_Qualitaetsmanagement_Lehre-und-Studium.pdf
- Der Student-Life-Cycle: <http://www.rolf.schulmeister.com/pdfs/der-student-lifecycle.pdf>

Annex – Footnotes

¹ Article 3 Basic Law [Grundgesetz für die Bundesrepublik Deutschland, GG].

² Section 1, General Act on Equal Treatment [Allgemeines Gleichbehandlungsgesetz, AGG].

³ Hochschulentwicklungsplan 2025 (higher education development plan 2025) www.studieren.sachsen.de/download/Hochschulentwicklungsplanung_Sept.2021.pdf

⁴ best2 (2018): Studierendenbefragung „beeinträchtigt studieren – best2“ 2016/2017 – Sonderauswertung Universität Leipzig (unveröffentlichtes Manuskript) (German only).

⁵ See “Sexual identities” info box.

⁶ Statistisches Landesamt des Freistaates Sachsen, Kamenz, 2021. Studierende an den Hochschulen (B III 1) Current report (German only): 2020, available at: www.statistik.sachsen.de/download/statistische-berichte/statistik-sachsen_blll1_studierende-hochschulen.xlsx

⁷ Statistisches Landesamt des Freistaates Sachsen, Kamenz, 2022 available at: www.statistik.sachsen.de/genonline/online?language=de&sequenz=tabellen&selectionname=21351#abreadcrumb

⁸ Teichert, Georg (ed.): Du willst es doch auch! Diskriminierungserfahrungen der Studierenden und Beschäftigten an der Universität Leipzig. Leipziger Hochschulbeiträge zu Diversität und Chancengleichheit Band 1, Leipzig 2019 (German only).

⁹ Because the German term “Soziale Gerechtigkeit” (social justice) is primarily used within the context of social and labour market policy, we use the English term here.

¹⁰ Leah Carola Czollek/Gudrun Perko/Heike Weinbach: Radical Diversity im Zeichen von Social Justice. Philosophische Grundlagen und praktische

Umsetzung von Diversity in Institutionen, in: Maria do Mar Castro Varela/Nikita Dhawan (eds.): Soziale (Un)Gerechtigkeit. Kritische Perspektiven auf Diversity, Intersektionalität und Antidiskriminierung, Berlin [inter alia] 2011, p. 260–276, here, p. 266–267.

¹¹ Kimberlé Crenshaw: Demarginalizing the Intersection of Race and Sex. A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics, University of Chicago Legal Forum, 1989(1), verfügbar unter: <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=ucf>

¹² In educational contexts, the term heterogeneity is most typically used when referring to the diverse backgrounds and requirements of the student body. However, heterogeneity is juxtaposed against a homogeneous norm and as such remains entrenched in the perception of a “normal” mainstream society. Therefore, the term diversity is used throughout these Guidelines to signify an appreciation and recognition of human diversity without reducing it to being expedient or beneficial. See also: Recommended course of action by the Koordinierungsstelle zur Förderung der Chancengleichheit an sächsischen Universitäten und Hochschulen: Ausgesprochen vielfältig. Diversitätssensible Kommunikation in Sprache und Bild (German only), available at: www.kc-sachsen.de/files/chancengleichheit/Publikationen/2104_Koordinierungsstelle_Ausgesprochen_vielfaeltig_PDF.pdf

¹³ FH Erfurt – Hochschule der Inklusion: Aktionsplan, 2013/2014, available at: http://www.gemeinsam-einfach-machen.de/SharedDocs/Downloads/DE/AS/UN_BRK/fh-erfurt2.pdf?__blob=publicationFile&v=3

¹⁴ Middendorff, E., Apolinarski, B., Bornkessel, P., Brandt, T., Heißenberg, S., Naumann, H., Poskowsky, J. & Becker, K. (2017). Die wirtschaftliche und soziale Lage der Studierenden in

Deutschland 2016. 21. Sozialerhebung des Deutschen Studentenwerks – durchgeführt vom Deutschen Zentrum für Hochschul- und Wissenschaftsforschung. Randauszählung zur 21. Sozialerhebung für deutsche und bildungsinländische Studierende für Sachsen (German only). Retrieved from www.sozialerhebung.de/sozialerhebung/archiv/download/21/Soz21_ra_sachsen.pdf

¹⁵ best2 (2018): Studierendenbefragung „beeinträchtigt studieren – best2“ 2016/2017 – Sonderauswertung Universität Leipzig (unveröffentlichtes Manuskript) (German only).

¹⁶ Schirmer, H., & Bröker, L.-M. (2018). Die wirtschaftliche und soziale Lage der Studierenden in Sachsen. Regionalbericht zur 21. Sozialerhebung durchgeführt vom DZHW für die Studentenwerke in Sachsen im Erhebungszeitraum 2016. Dresden: Studentenwerk Dresden.

¹⁷ However, no exact data is available on this specific situation at Leipzig University.

¹⁸ Information provided by Leipzig University’s Student Office.

¹⁹ Sexismus in der Wissenschaft. Gemeinsame Erklärung: www.gendermacht-wissenschaft.de/

²⁰ Information provided by Leipzig University’s Student Office.

²¹ Arndt, Susan, Hornscheidt, Antje (eds.): Afrika und die deutsche Sprache. Ein kritisches Nachschlagewerk, Münster 2018.

²² AntiDiskriminierungsBüro (ADB) Köln/Öffentlichkeit gegen Gewalt e. V. (ed.): Sprache schafft Wirklichkeit. Glossar und Checkliste zum Leitfaden für rassismuskritischen Sprachgebrauch, available at: www.uni-hamburg.de/gleichstellung/download/antirassistische-sprache.pdf

²³ In this context, the concept of translanguaging provides a good educational starting point whereby linguistic skills and requirements that are not related to an individual’s native language can be adequately taken into account. It refers to the recognition of individual linguistic skills other than the national language - German - which is generally the language that is taught in and required in order to take part in examinations at Leipzig University. Students can sometimes perform better in their native languages than in the language that is taught in. This must be taken into account for bilingual and multilingual students, and especially for students who rely on sign language. For further information, please go to: www.sk-at.big-projects.eu/index.php/de/translanguaging-aus-linguistischer-perspektive

²⁴ Middendorff, E., Apolinarski, B., Bornkessel, P., Brandt, T., Heißenberg, S., Naumann, H., Poskowsky, J. & Becker, K. (2017). Die wirtschaftliche und soziale Lage der Studierenden in Deutschland 2016. 21. Sozialerhebung des Deutschen Studentenwerks – durchgeführt vom Deutschen Zentrum für Hochschul- und Wissenschaftsforschung. Randauszählung zur 21. Sozialerhebung für deutsche und bildungsinländische Studierende für Sachsen. Retrieved from www.sozialerhebung.de/sozialerhebung/archiv/download/21/Soz21_ra_sachsen.pdf

²⁵ For further information and tips, go to: www.arbeiterkind.de/

²⁶ Antidiskriminierungsstelle des Bundes, Fragen und Antworten zum Thema sexuelle Identität, (Federal Anti-Discrimination Agency, Q&As on sexual identity), available at: www.antidiskriminierungsstelle.de/DE/ThemenUndForschung/Sexuelle_Identitaet/Themenjahr_2017/fragen_antworten_sexuelle_Identitaet/faq_sexuelle_Identitaet_node.html

²⁷ For further information, go to <https://queer-lexikon.net/>

28 IGLYO, LGBTQI Inclusive Education Index, Video, available at: www.youtube.com/watch?v=cb5QJxldVAc&feature=youtu.be

29 Schirmer, H., & Bröker, L.-M. (2018). Die wirtschaftliche und soziale Lage der Studierenden in Sachsen. Regionalbericht zur 21. Sozialerhebung durchgeführt vom DZHW für die Studentenwerke in Sachsen im Erhebungszeitraum 2016. Dresden: Studentenwerk Dresden.

30 Sow, Noah (2018): Deutschland Schwarz Weiß. Der alltägliche Rassismus, Norderstedt.

31 This definition is derived from the working definition of antisemitism by the International Holocaust Remembrance Alliance. Cf. www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism

32 BAMF, Interkultureller Kalender (intercultural calendar, German only), available at: www.bamf.de/SharedDocs/Anlagen/DE/Behoerde/interkultureller-kalender-2022-A3.pdf?__blob=publicationFile&v=13

33 Habeck, Sandra: Diversität als Chance. Seminarleitung hierarchieübergreifend und kooperativ gestalten, (German only) in: Aichinger, Regina, Linde, Frank, Auferkorte-Michaelis, Nicole (ed.): Diversität an Hochschulen. Chancen und Herausforderungen auf dem Weg zu exzellenten und inklusiven Hochschulen, Zeitschrift für Hochschulentwicklung 15(3) 2020, p. 331-350 (German only).

34 Buß, Imke: Lernrelevante Diversität in der Lehre berücksichtigen?, in: Jutta Rump/Imke Buß/Janina Kaiser/Melanie Schiedhelm/Petra Schorat-Wvaly: Toolbox für gute Lehre in einer diversen Studierendenschaft, Arbeitspapiere der Hochschule für Wirtschaft und Gesellschaft Ludwigshafen, Nr. 6 (German only), available at: www.hwg-lu.de/toolbox/konzept-der-lernrelevanten-diversitaet-in-der-lehre

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37 Hochschulentwicklungsplan 2025 (Higher education development plan 2025): www.studieren.sachsen.de/download/Hochschulentwicklungsplanung_Sept.2021.pdf

38 The toolbox was developed by an EU-wide project team. As well as reading material, it contains practical support from Leipzig University's university didactics department, which provides assistance in designing diversity-sensitive curricula and development processes upon request. IDM (Inclusion and Diversity Management) tool box, available at: www.idmtoolbox.eu

39 Leipzig University's Career Service webpage, available at: www.uni-leipzig.de/studium/beratungs-und-service-angebote/career-service/

40 Christian-Albrechts-Universität Kiel: Barrierefreie Lehre. Grundlagen, Umgang und Möglichkeiten. Eine Handreichung für Lehrende der CAU (German only), November 2018, available at: www.einfachgutelehre.uni-kiel.de/wp-content/uploads/2018/11/handreichung-barrierearme-lehre.pdf

41 Further information on universal design in higher education can be found at: Die Neue Hochschule. DNH, Ausgabe 1, 2019, P. 8-12; retrievable as a pdf at: www.hlb.de/fileadmin/hlb-global/downloads/dnh/full/2019/DNH_2019-1.pdf; außerdem: <https://udlguidelines.cast.org>

42 Habeck, Sandra: Diversität als Chance. Seminarleitung hierarchieübergreifend und kooperativ gestalten, in: Aichinger Regina, Linde, Frank, Auferkorte-Michaelis, Nicole (eds.): Diversität an Hochschulen. Chancen und Herausforderungen auf dem Weg zu exzellenten und inklusiven Hochschulen, Zeitschrift für Hochschulentwicklung 15(3) 2020, p. 331–350. doi:10.3217/zfhe-15-03/20; The Students as Partners approach is similar. Hochschuldidaktisches Zentrum Sachsen (Centre for University Didactics in Saxony) offers a self-study course on this topic (German only). If you are interested, please contact programm@hd-sachsen.de.

43 Université de Fribourg/Universität Freiburg: Geschlechtergerechte Hochschule. Online-Tool zur Selbstevaluation und Weiterbildung (French and German only), December 2019, available at: <https://moodle.unifr.ch/course/view.php?id=165942>

44 The Kulturbüro Sachsen has been actively involved in this field of education in the state for several years. (<https://kulturbuero-sachsen.de/>). You can find courses on sexual and gender diversity at Rosa Linde e.V. (www.rosalinde-leipzig.de/de/).

45 Leipzig University: academic calendar, available at: www.uni-leipzig.de/studium/im-studium/akademisches-jahr

46 Gender und Frauenforschungszentrum der Hessischen Hochschulen: Gender und Diversity in der Lehre der MINT-Fächer (German only), available at: www.gffz.de/fileadmin/user_upload/LAKOF/download/Gender_und_Diversity_in_der_Lehre_der_MINT-Faecher.pdf

47 gFFZ – Gender- und Frauenforschungszentrum der hessischen Hochschulen website, available at: www.gffz.de/

48 TechSmith: Alternativtexte für Bilder sind wichtig für Barrierefreiheit und SEO (German only), available at: www.techsmith.de/blog/alternativtext/

49 Einfach für alle: Screenreader nutzen. Anleitung für NVDA (German only), available at: www.einfach-fuer-alle.de/artikel/screenreader-nvda/

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51 Koordinierungsstelle zur Förderung der Chancengleichheit an sächsischen Universitäten und Hochschulen: Ausgesprochen vielfältig. Diversitätssensible Kommunikation in Sprache und Bild (German only), available at: www.kc-sachsen.de/files/chancengleichheit/Publikationen/2104_Koordinierungsstelle_Ausgesprochen_vielfaellig_PDF.pdf

52 German Centre for Accessible Reading in Leipzig website, available at: <https://www.dzblesen.de/>

53 You can contact the various faculties' study offices or Leipzig University's central room allocation office (zentrale Raumvergabe).

54 <https://inclusiveteaching.leeds.ac.uk/resources/design-inclusively/inclusive-field-trips/>

55 best2 (2018): Studierendebefragung „beeinträchtigt studieren – best2“ 2016/2017 – Sonderauswertung Universität Leipzig (unveröffentlichtes Manuskript) (German only).

56 Milman, Natalie B.: This Is Emergency Remote Teaching. Not Just Online Teaching, 30 March 2020, in: EducationWeek, available at: www.edweek.org/leadership/opinion-this-is-emergency-remote-teaching-not-just-online-teaching/2020/03

57 Vanderbilt University – Center for Teaching: Teaching in Times of Crisis, available at: <https://cft.vanderbilt.edu/guides-sub-pages/crisis/>

- 58 The Advanced Organizer is a tool that could be used for this purpose. It provides a visual overview of the material to be covered and the methods and objectives to be used to acquire it and when. It can be referred to at any time during the semester to bring the progress up to date. In this way, learners can connect contexts and absorb the material in a more effective and varied way. Specifically, you can use a subject map: Studifit – HTWK Leipzig, Katharina Roerber: Methoden und Techniken für die Hochschullehre. Subject map, available at: www.htwk-leipzig.de/fileadmin/portal/intranet/HTWK/intern/3_bildung_und_weiterbildung/Angebote_und_Informationen_für_Lehrende/Angebote_von_Studifit/MuT-Tipps/023_MuT-Tipp_Fachlandkarte_mit_Beiispiel.pdf
- 59 You will find more ideas and tips on methods for the initial stages here: University of Konstanz, Academic Staff Development: Seminare und Übungen. Methoden für den Einstieg, available at: www.unik-konstanz.de/asd/infopool/toolbox-lehre/
- 60 best2 (2018): Studierendenbefragung „beeinträchtigt studieren – best2“ 2016/2017 – Sonderauswertung Universität Leipzig (unveröffentlichtes Manuskript) (German only).
- 61 You will find Leipzig University's netiquette for successful video conferences at: www.uni-leipzig.de/universitaet/arbeiten-an-der-universitaet-leipzig/lehren-an-der-universitaet/angebote-fuer-lehrende/lehredigital/
- 62 You will find information on accessibility in Zoom and BigBlueButton at: <https://explore.zoom.us/de/accessibility/> und <https://bigbluebutton.org/accessibility/>
- 63 Universität Leipzig: Hinweise zur digital unterstützten Lehre (German only), available at: www.uni-leipzig.de/universitaet/arbeiten-an-der-universitaet-leipzig/lehren-an-der-universitaet/angebote-fuer-lehrende/lehredigital/
- 64 "Assessment criteria" and "assessment grids" are terms you can use to search for subject group-specific grids online.
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- 67 Büro für Leichte Sprache, Lebenshilfe Bremen: Gute Leichte Sprache. Die Regeln, available at: www.leichte-sprache.de/leichte-sprache/gute-leichte-sprache/
- 68 Decoding the Disciplines website, available at: www.decodingthedisciplines.org
- 69 Stil-Homepage zum Tutoring-Kolleg (German only), available at: www.stil.uni-leipzig.de/teilprojekte/tutoring/
- 70 Universität Leipzig, E-Learning-Service: Lehre digital – Befragung (German only), available at: www.uni-leipzig.de/fileadmin/ul/Dokumente/2020_Lehre-digital_Befragung.pdf
- 71 Humboldt-Universität zu Berlin, Moodle class: Information and examples. Accessible Moodle, available at: <http://www.moodle.hu-berlin.de/course/view.php?id=57784>
- 72 Bundesfachstelle Barrierefreiheit webpage (German only), available at: www.bundesfachstelle-barrierefreiheit.de/DE/Praxishilfen/Informationstechnik/Barrierefreie-Webkonferenzen/barrierefreie-webkonferenzen_node.html
- 73 Cf. also: Deutscher Blinden- und Sehbehindertenverband e. V.: Barrierencheck für Konferenzenplattformen (German only), available at: www.dbsv.org/aktuell/barrierencheck-fuer-konferenzplattformen.html
- 74 An assistive listening device converts electrical speech signals into electromagnetic signals. The signals emitted by the device can then be received directly by a hearing aid.
- 75 Webportal zur digitalen Barrierefreiheit im Internet: Barrierefreie Online-Veranstaltungen (German only), available at: www.netz-barrierefrei.de/wordpress/gesellschaft/barrierefreie-online-veranstaltungen/
- 76 Ruhr-Universität Bochum, Lehre laden. Downloadcenter für inspirierte Lehre: Formatives Prüfen. Umsetzung & CATs (German only), available at: <https://dbs-lin.ruhr-uni-bochum.de/lehreladen/planung-durchfuehrung-kompetenzorientierter-lehre/formatives-pruefen/umsetzung/>
- 77 best2 (2018): Studierendenbefragung „beeinträchtigt studieren – best2“ 2016/2017 – Sonderauswertung Universität Leipzig (unveröffentlichtes Manuskript) (German only).
- 78 University of British Columbia, Student Diversity Initiative and Indigenous Initiatives at the Centre for Teaching, Learning and Technology: Microragressions in the Classroom, available at: www.cctl-inclusiveteaching.sites.olt.ubc.ca/files/2019/01/Microragressions-in-the-classroom_w.pdf
- 79 Employees of Leipzig University can request training on this topic from "Wissenschaftliche Weiterbildung" and "Hochschuldidaktisches Zentrum Sachsen".
- 80 Website of Antidiskriminierungsbüro Sachsen e. V., available at: <https://www.adb-sachsen.de/>
- 81 Leipzig University, Tipps für die Lehre (German only), available at: www.uni-leipzig.de/universitaet/arbeiten-an-der-universitaet-leipzig/lehren-an-der-universitaet/tipps-fuer-die-lehre, besonders: www.uni-leipzig.de/fileadmin/ul/Dokumente/09_Tipps_fuer_die_Lehre_One_Minute_Paper.pdf
- 82 At Leipzig University, The Office for Quality Management in Studies and Teaching conducts evaluations using Evasys. For further information, please visit: www.uni-leipzig.de/universitaet/struktur/verwaltung-und-stabsstellen/stabsstelle-qualitaetsentwicklung-in-lehre-und-studium/evaluation
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87 best2 (2018): Studierendenbefragung „beeinträchtigt studieren – best2“ 2016/2017 – Sonderauswertung Universität Leipzig (unveröffentlichtes Manuskript) (German only).

88 This and other detailed information can be found on the "Compensating for disadvantages. For equal opportunities" webpage, available at: www.uni-leipzig.de/chancengleichheit/nachteilsausgleich

89 You will find a list of all study offices on the Leipzig University website: www.uni-leipzig.de/studium/beratungs-und-serviceangebote/studienbueros

90 www.uni-leipzig.de/fileadmin/ul/gleichstellung/Dokumente/211116_SCDF_NTA_Antragsformular.pdf

91 Trans*people have a diverse self-image and background. We recommend reading: www.regenbogenportal.de/informationen/trans-was

92 DiAngelo, Robin (2018): White Fragility: Why It's So Hard For White People To Talk About Racism.

93 www.bpb.de/shop/zeitschriften/apuz/178678/varianten-des-sexismus/

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