

## Recommendations for barrier-free, digital teaching - by the Inclusive University

- Students who are affected by various forms of disabilities and / or chronic illnesses take part in your courses. Since this applies to around 10% of students, inclusive teaching is important in order to offer everyone equal opportunities. If you are aware of the different forms of impairment, implementing inclusive teaching formats is much easier. Please feel free to use our guideline "Making teaching accessible": <https://www.uni-rostock.de/en/university/gender-and-diversity/accessibility/inclusive-university/downloads/>
- Teaching and learning materials in the form of documents and files should be created as barrier-free versions or be checked for accessibility. For example, pictures or illustrations must be provided with alternative texts so that visually impaired students can use screen readers appropriately. A sans-serif font and sufficient contrast in scripts, slides and images, which can be used in videos too, is very important. You can find further information on the barrier-free design of scripts of all kinds in our online-course (in German): <https://www.uni-rostock.de/en/university/gender-and-diversity/accessibility/inclusive-university/online-course/>
- Video recordings (lectures etc.) with subtitles are easier to understand and shouldn't be too long. 15-30 minute-units give a clear structure and

promote attention and concentration when watching. Here you can find a good summary of suitable options for inserting subtitles, e.g. through the free program „Aegisub“ (in German): <https://bik-fuer-alle.de/untertitelung.html>

- Skillful moderation is important in video conferencing: It can be quite helpful if you only enable the speaker's microphone for larger groups. You can also use the chat functions of the video conference system or hand signals/emojis ("thumbs up" or "index finger") through which the participants can signal remarks or questions.
  
- Participation in conferences without image transmission should not only be accepted if there are connection problems. Using avatars also helps to make students with psychological impairments (e.g. with social fears) feel more comfortable.
  
- It is highly recommended to set deadlines for the fulfillment of tasks or the submission of work results. The requirements must be transparently clarified with sufficient advance notice. Fixed general conditions simplify time-management for the participants in the home office. You can use group-based forms of communication e.g. use the chat function of Stud.IP, wikis or forums.
  
- Provide as many different learning media / learning methods as possible (scripts, videos, online research, portfolios etc.) in order to address and promote different types of learning. Thoroughly prepared teaching materials can also be used in the following semesters.
  
- And finally: "Inclusive teaching benefits ALL participants."

We provide the following services for barrier-free teaching, which we would welcome you to use freely for your planning and preparation:

- An online course for creating barrier-free teaching materials, which shows you step-by-step how PowerPoint presentations, PDF files, etc. can be created or edited barrier-free: <https://www.uni-rostock.de/en/university/gender-and-diversity/accessibility/inclusive-university/online-course/>
- Guidelines "Making teaching accessible" in order to acquire basic knowledge for various forms of impairments and to learn about useful measures: <https://www.uni-rostock.de/en/university/gender-and-diversity/accessibility/inclusive-university/downloads/>

The members of the project Inclusive University wish you great success and are happy to answer your questions.

Contact:

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<https://www.uni-rostock.de/en/university/gender-and-diversity/accessibility/inclusive-university/>