

# Summary and results

## Teaching Day „Teaching inclusively“

at the Department of Politics and Public Administration

Wednesday, 8 February 2023, 2 – 5 p.m., D 301

28 participants (17 lecturers, 6 students, 5 members of administration)

### Part 1: Teaching inclusively

**Input** „Teaching inclusively“, Dr. Sebastian Tillmann

See the presentation attached.

#### Follow-ups of the input:

- Syllabus template will be provided
- Anonymization of the seminar papers can be useful, because teachers cannot recognize every topic. Alternatively, the criteria catalogue can be used in order to minimize the risk of bias. → Anonymization possibility in ILIAS would be useful.
- More guidance and best practice on how do teachers deal with students' difficulties would be helpful.
- Possible consideration: Extension of the withdrawal period for the exams (e.g. at the Department of Psychology: Deregistration period (unconditional deregistration) - 14 days before the day of the respective exam).

**Group work:** Practical application of the diversity principles using the example of the syllabi of the courses.

#### Results and suggestions:

- Pointer to resources: Family obligations etc.
- Idea: give students opportunity to specify pronouns (another than the legal name)
- Spell out first names of authors
- Front page in syllabus with an overview of important dates, deadlines etc. in one place → Jule Beck's syllabus as a template
- Emphasize openness to talk about special needs, signal accessibility
- Students want to introduce "Vertrauensstudi" ("student of trust")
- Acknowledge difficulties → reduce anxieties (special needs statement)
- Make required prior knowledge transparent
- Quiz in the second session regarding the syllabus



## Part 2: Status quo and diversity measures at the Department

Input „Results of the survey on diversity at the Department“, Prof. Dr. Christina Zuber

Input „Diversity and foreign students: Status quo“, Werner Palz

See the presentations attached.

### Results and suggestions:

- Find some reference points of comparison to understand how we keep going
  - ➔ comparative studies on diversity
  - ➔ re-do the survey on diversity on a regular basis (every 2 years)
- Emphasize shared challenges encountered by students and teachers, including sharing failures
  - ➔ round table
  - ➔ f\* up lunch
- Analyze data by sub-groups
  - ➔ MA thesis?
- Getting people step by step to excellence, not scare them away, encourage people to become better. For example, use requirements (statements) in syllabus to motivate people, not to scare them off
  - ➔ broader communication among teachers, especially also professors
  - ➔ review assessment criteria at the beginning of each class
- Separate critique on paper and on person
  - ➔ ungraded feedback (on pre-paper)
- List of supervisors with their topics/research interests (to recommend the second supervisor)
- Move away from 1<sup>st</sup> come 1<sup>st</sup> serve for supervisions
- More flexibility about exams