

Diversity MOOC - Inclusion in Everyday Teaching

A MOOC not only for teachers at universities and schools

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Abstract: The term diversity means variety, difference or heterogeneity. This includes various dimensions, such as: gender, sexual identity, age, worldview, social and ethnic origin, health and much more. Inclusion takes up this concept and sheds light on it in a multifaceted and cross-cutting way in all social areas of life. These areas also include everyday teaching at universities and schools. In order to recognise and promote this diversity and thus achieve the best possible educational process with equal opportunities, comprehensive participation is required for all people. Therefore, it is the future task of all those working at the university to enable participation in the educational process for all. The project "Diversity MOOC - Inclusion in everyday teaching. A MOOC not only for teachers at universities and schools".

Within the framework of the project, theme-specific videos were produced which are directed at all groups of people involved in the university and contribute to raising awareness to inclusion. These videos have been made accessible (with subtitles and audio description) to enable everyone to participate in digital teaching and learning.

Keywords: MOOC, Diversity, Accessibility, Inclusion

1 Introduction

Comprehensive social participation for all people can only be achieved through the best possible educational process with equal opportunities for each individual. However, studies show that colleges and universities as educational institutions currently only implement inclusion for people with disabilities to a very limited extent [Sä16]. Universities with their function as central educational institutions are not entrusted with the task of professionalising pedagogical personnel for the educational process, especially in general and vocational schools, but also for further education. The Diversity MOOC project was set up to create an initial approach to this problem and to ensure that the requirements described above are met. In the further course of this paper, the project will be described in more detail. Chapter 2 first describes the current situation, before the Diversity MOOC is presented in the following chapter. The paper is rounded off with a short summary.

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2 Description of the situation

In the future, the teachers working at the university as well as the newly trained educators (mostly teachers at schools, but also other educational institutions) will make participation in the educational process possible or impossible for all. A prerequisite for this is how these pedagogical staff are sensitised to the situation of people with disabilities and are able to recognise and largely dismantle barriers to communication and knowledge. Ideally, educational processes of people with inclusion barriers, such as disability in particular, but also migration biography etc., are actively supported and lead to their comprehensive participation in social life. In order for the UN-BRK [UN20] to be implemented, educational staff at the university must recognise and design individualised educational paths and the handling of heterogeneous learning groups - which currently seems to be very far removed from implemented educational practice. Rather, the practical situation shows that teachers are often overburdened when pupils with learning impairments, non-native German language, social difficulties or other barriers to inclusion come into seminar groups or school classes and, under the given teaching conditions, sometimes require increased supervision or individually specific forms of care.

Even if a significantly higher degree of self-management and self-organisation in the learning process can be assumed at university or in adult education than in school, there are nevertheless various forms of disability due to university cultures, structures and practices - e.g. due to the teaching materials provided, examination situations or the organisation of studies, etc. Particularly for students with disabilities there are different barriers at attendance universities. These include, for example, inaccessible lecture halls for wheelchair users, lack of access to blackboards for blind and visually impaired students, as well as a lack of deaf interpreters and poor intelligibility of the language for the hearing impaired. E-learning can partially contribute to reducing such barriers [ET18].

This is where it is important to start in order to translate this fundamental openness, especially in higher academic education, into a situation that can actually be experienced by all learners. This task affects both the teaching and administrative staff of the university. For the implementation in teaching, however, not only teachers need to be sensitised, but also the administrative staff, which structures procedures such as recognition processes or examinations. In order to organise courses, all of these actors must also acquire basic knowledge about the design of teaching-learning processes at the university, in detail concerning, for example, the design of open (inclusion-promoting) curricular structures and their implementation in the media.

3 Solution approach

In order to improve participation and to minimise existing gaps in education and training in terms of inclusion for university teachers, but also for all other groups of people involved in university life, such as newly trained educators, it is necessary to raise

awareness of the situation of people with disabilities and to be able to respond to the needs and requirements of each individual.

In order to contribute to this, the project "Diversity MOOC - Inclusion in everyday teaching. A MOOC not only for teachers at universities and schools", which was funded within the framework of the initiative budget "Diversity specifically promoted" of the staff unit Diversity Management of the Technische Universität (TU) Dresden and is part of the Diversity Strategy 2030 of the TU Dresden.

During the project period from 01.06.2018 to 31.09.2020, a Massive Open Online Course (MOOC) was developed in joint cooperation between the Faculty of Education and the Media Center of the TU Dresden. This course focuses on various topics that can be worked on individually or in their entirety. The following topics were worked on in MOOC:

- Basics of inclusion and inclusive teaching and learning

This topic area deals with the concept of inclusion in contrast to exclusion through various approaches. In this context, the question will be explored: "How can every person be educated within pedagogy for co-determination and self-determination?"

- Creating barrier-free documents

The video, moderated by a visually impaired speaker from the Chair of Human-Computer Interaction, begins by explaining the relevance of the topic describing illustrations and the distinction from alternative texts. This is followed by step-by-step instructions on how the description of illustrations works and which factors must be taken into account when describing diagrams.

- Practical examples for working with special target groups

In this video two practical examples are presented. One is a national and the other an international project that deals with the topic of migration as a characteristic of diversity in vocational and teacher education.

- Designing work tasks and the learning process

This article, which is designed in the laying technique, describes what is meant by scientific learning and which derivations to inclusive teaching-learning design are possible.

3.1 Target group of the MOOC

The offer should be as described in the situation description,

- for lecturers at universities as a further education programme;
- for students of teaching as a supplementary course of study;

- for active teachers as an offer of further education in addition to their job;
- for administrative and management staff at educational institutions as an information offer

be made available.

In addition, the elements of the MOOC can be taken up in the context of teacher training, which also supports the individualisation of basic training - as a characteristic of inclusive teacher training.

3.2 Structure of the MOOC

The MOOC, consisting of short instructional videos, is divided into four units. Learning and instructional videos play a central role in MOOCs and are well suited for imparting knowledge. A video can be embedded as an introduction to a subject area, to repeat or deepen individual learning contents of a subject area or to review the learning material. In this case, the videos serve as an introduction to the topic of diversity and inclusion, as well as knowledge transfer [ES17]. Each thematic focus is presented in a video of 10-25 minutes by the speakers. The speakers are lecturers from various disciplines. Further material on specific topics is available for reading in more detail on the respective videos. The MOOC is used solely as an information service.

A five-minute trailer (see Fig. 1) is available for the MOOC's introduction, consisting of a short introduction of the speakers, which anteaes the relevance of the topic of diversity, their motivation and topic, as well as an introduction to the respective topic areas.

In order to enable all people to participate in digital teaching and learning, a barrier-free framework was created. On the one hand, the videos can be played with subtitles and on the other hand with audio description. Subtitles in German can be switched on for people with hearing impairments. Subtitles are also suitable for people with a migration background who find the spoken word too fast and want to see the word visually. The audio description for visually impaired people describes the interaction of the screen so that the learner gets an idea of the action. The advantage of videos is that the learner sets the learning speed and time according to the way the video is used. The videos can be edited individually or as a whole [PL19].



Fig. 1: Video Clip Trailer

On the one hand, the teaching videos are made available via the video portal of the Saxon universities "Videocampus Sachsen" and on the other hand, the MOOC is made publicly available via the Saxon learning management system OPAL under the following link <https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/2110783488673>.

Diversity MOOC - Inklusion im Lehralltag. Ein MOOC nicht nur für Lehrende an Hochschulen und Schulen

▼ Trailer (Untertitel zuschaltbar)

Kurze Einführung in die einzelnen Themengebiete und Vorstellung der Referentinnen und Referenten. Sie können die Untertitel ("CC") während der Wiedergabe einschalten.

🔒 Sie dürfen Inhalte lesen, und Inhalte bearbeiten.

Einführung

Der Begriff Diversity (deutsch: Diversität) bedeutet Vielfalt, Verschiedenartigkeit oder Heterogenität. Dazu zählen verschiedene Dimensionen, wie: Geschlecht, sexuelle Identität, Alter, Weltanschauung, soziale und ethnische Herkunft, Gesundheit u. v. m. Inklusion greift dieses Konzept auf und wird in allen gesellschaftlichen Bereichen des Lebens, Arbeitens und auch Lernens vielseitig und themenübergreifend beleuchtet. Eine umfassende gesellschaftliche, politische, wirtschaftliche und kulturelle Teilhabe für alle Menschen ist nur über einen bestmöglichen und chancengleichen Bildungsprozess für jeden Einzelnen zu erreichen. Daher werden alle an der Universität Beschäftigten ebenso wie die neu ausgebildeten Pädagoginnen und Pädagogen in Zukunft die Teilhabe am Bildungsprozess für alle ermöglichen. Voraussetzung dafür ist, wie dieses pädagogische Personal für die Situation von Menschen mit Beeinträchtigungen sensibilisiert wird und befähigt ist, Kommunikations- und Erkenntnisbarrieren zu erkennen und weitgehend abzubauen. Im Idealfall werden Bildungsprozesse von Menschen mit Inklusionsreissen, wie insbesondere Behinderung, aber auch Migrationsbiographie u. a. m., aktiv unterstützt und können zu deren umfassender Teilhabe am gesellschaftlichen Leben. Das Personal an der Hochschule muss, damit die UN-BRK umgesetzt werden kann, individualisierte Bildungswege und den Umgang mit heterogenen Lerngruppen erkennen und gestalten. Zur Minimierung der bestehenden Aus- und Weiterbildungsrisiken hinsichtlich der Inklusion für Hochschullehrende, aber auch für alle anderen Personengruppen, die am Geschehen der Universität (Studierende, Beschäftigte) beteiligt sind, werden themenspezifische Videos entwickelt. Um eine Teilhabe aller Menschen am digitalen Lehr- und Lernangebot zu ermöglichen, wurden barrierefreie Rahmenbedingungen geschaffen, sodass die Videos auch mit Unterstützung und Audiodeskription abgespielt werden können.

Die Videos thematisieren verschiedene Schwerpunkte, die sowohl einzeln als auch kompakt bearbeitet werden können. Zu den Schwerpunkten gehören die folgenden Themenfelder:

- Grundlagen der Inklusion und inklusiven Lehrens und Lernens (Prof. Armin Langner)
- Barrierefreie Dokumente erstellen (Digi -Pad, Anja Winkler)
- Praxisbeispiele für die Arbeit mit speziellen Zielgruppen (Prof. Thomas Köller)
- Kernaufgaben und Lernprozesse gestalten (Prof. Martina Heilmann)

Im Trailer finden Sie eine kurze Einführung und Vorstellung der Referentinnen und Referenten.

Videos

Die nachfolgenden Videos unterteilen sich in die Themen:

- Inklusion
- Bildbeschreibung
- Migration/Diversität und
- Lernprozessgestaltung

Es steht ein Ordner mit zuschaltbaren Untertiteln und ein Ordner mit Audiodeskription zur Verfügung.

Fig. 2: OPAL Course

4 Conclusion

The MOOC, as a part of the Diversity Strategy 2030 of the TU Dresden, contributes to the sensitization of the topic of inclusion in the university. Teaching staff as well as students and other employees of the university are given an insight into the four different focal points that deal with the topic of diversity.

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