

Diversity in Studies and Teaching in Sports and Health Sciences

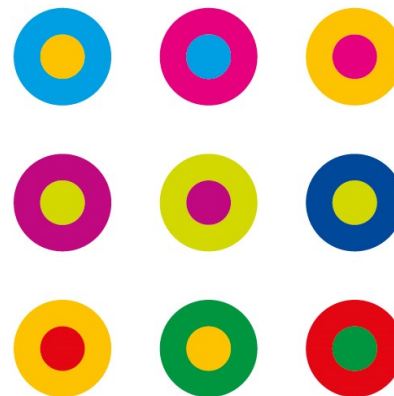
Elvira Cyranka

ProLehre | Medien und Didaktik

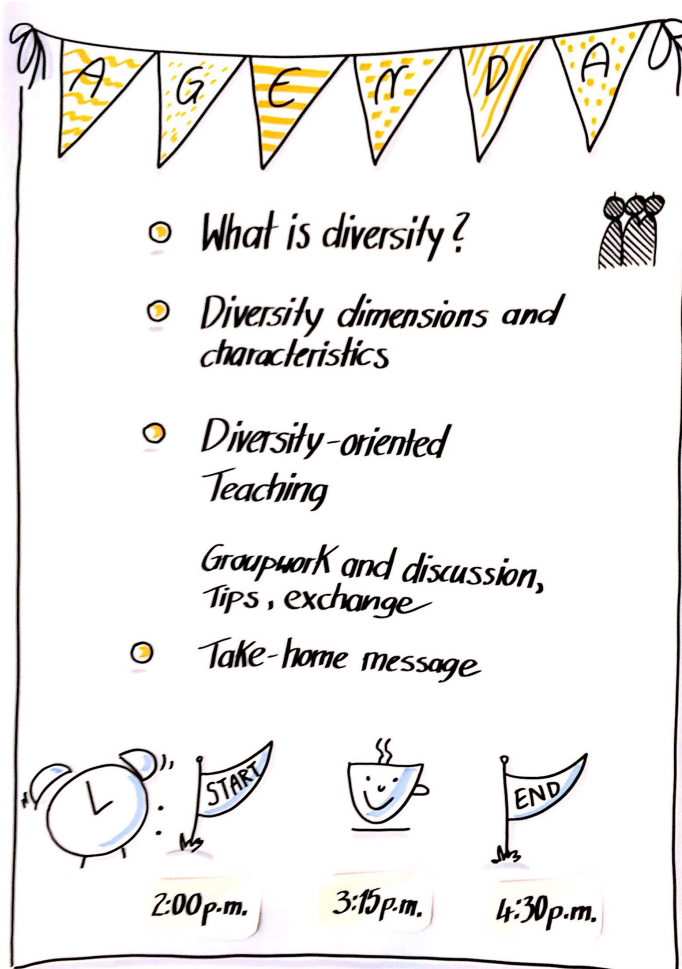
Andrea Göttler, Mohamed Shoeir

Department of Sport and Health Sciences

Munich, 28th May 2019



DEUTSCHER
DIVERSITY
TAG **2019**
charta der **vielfalt**

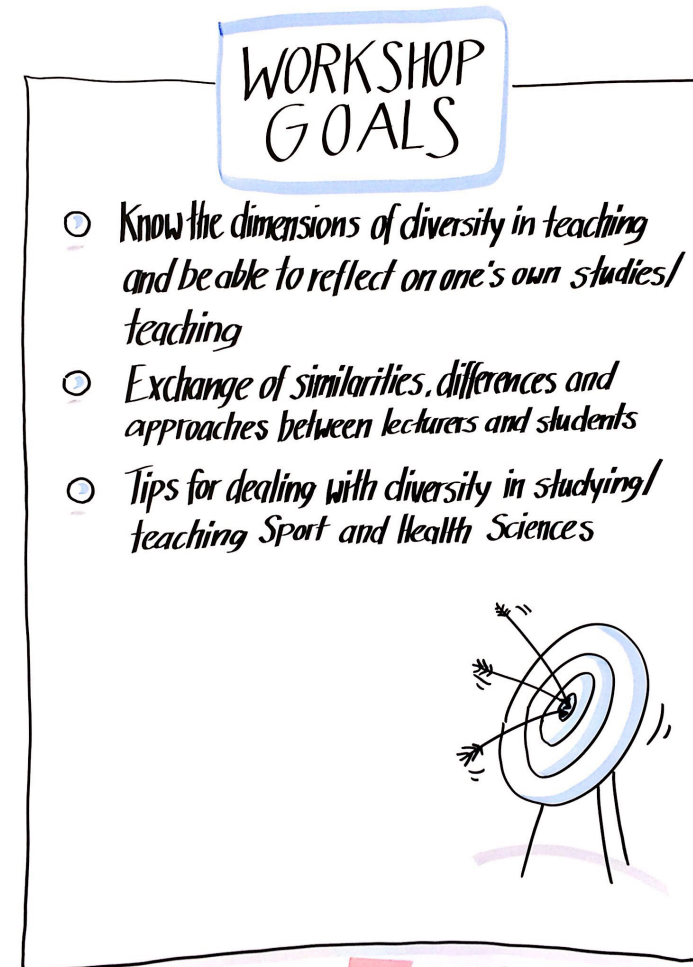


A hand-drawn agenda for a workshop. At the top, a banner reads 'AGENDA'. The agenda is divided into three sections by a vertical line. The first section is titled 'What is diversity?' and includes 'Diversity dimensions and characteristics' and 'Diversity-oriented Teaching'. The second section is titled 'Groupwork and discussion, Tips, exchange'. The third section is titled 'Take-home message'. At the bottom, there are three icons: an alarm clock labeled '2:00 p.m.', a coffee cup labeled '3:15 p.m.', and a flag labeled '4:30 p.m.'.

AGENDA

- What is diversity?
- Diversity dimensions and characteristics
- Diversity-oriented Teaching
- Groupwork and discussion, Tips, exchange
- Take-home message

2:00 p.m. 3:15 p.m. 4:30 p.m.



A hand-drawn workshop goals section. At the top, a box labeled 'WORKSHOP GOALS' contains a list of four goals. Below the list is a drawing of a target with three arrows hitting the bullseye.

WORKSHOP GOALS

- Know the dimensions of diversity in teaching and be able to reflect on one's own studies/teaching
- Exchange of similarities, differences and approaches between lecturers and students
- Tips for dealing with diversity in studying/teaching Sport and Health Sciences

What is Diversity?

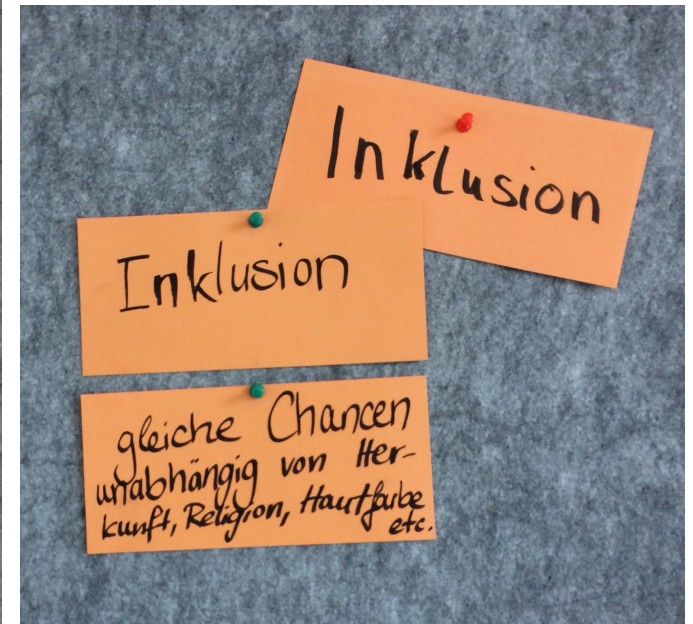
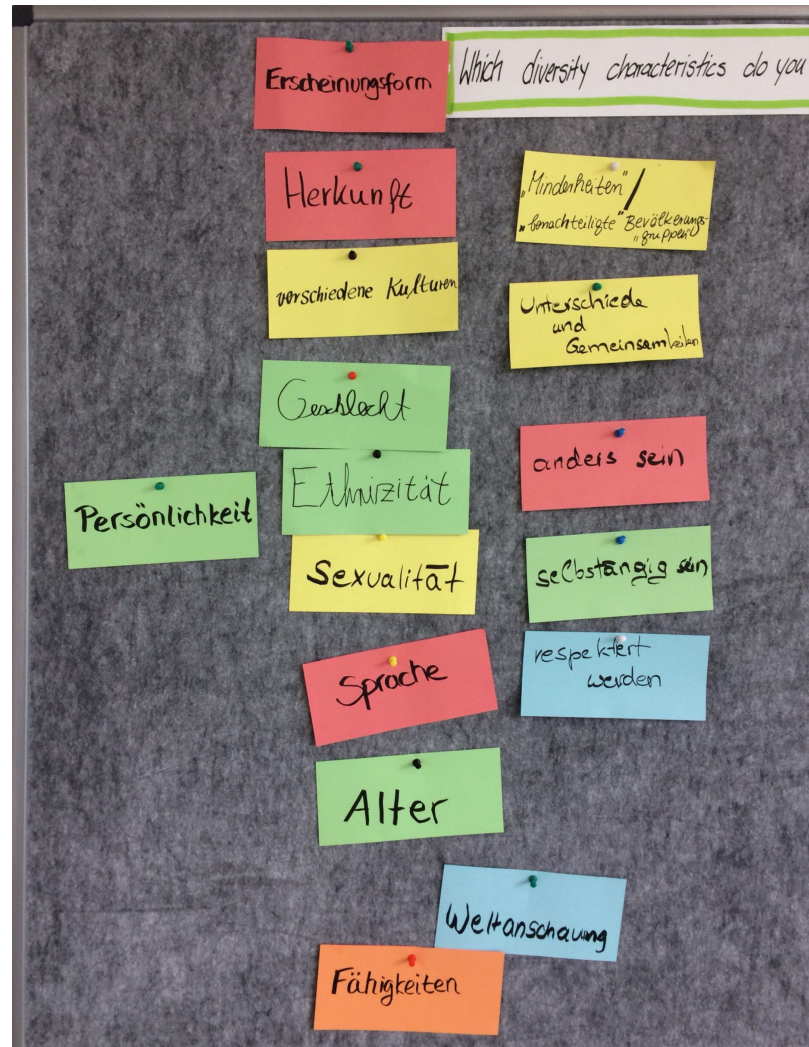


Introduction to the Topic

Discuss the following question with your seat neighbor:

Which diversity characteristics do you know?

- 1. Write down your relevant aspects in keywords on moderation cards.*
- 2. Introduce yourself briefly, and present your keywords.*



Diversity Dimensions



Video

Gender and Diversity in Academic Teaching



<http://www.genderdiversitylehre.fu-berlin.de/en/toolbox/index.html>

Diversity Dimensions

The 4 Layers of Diversity – model based on
Gardenswartz and Rowe (1994):

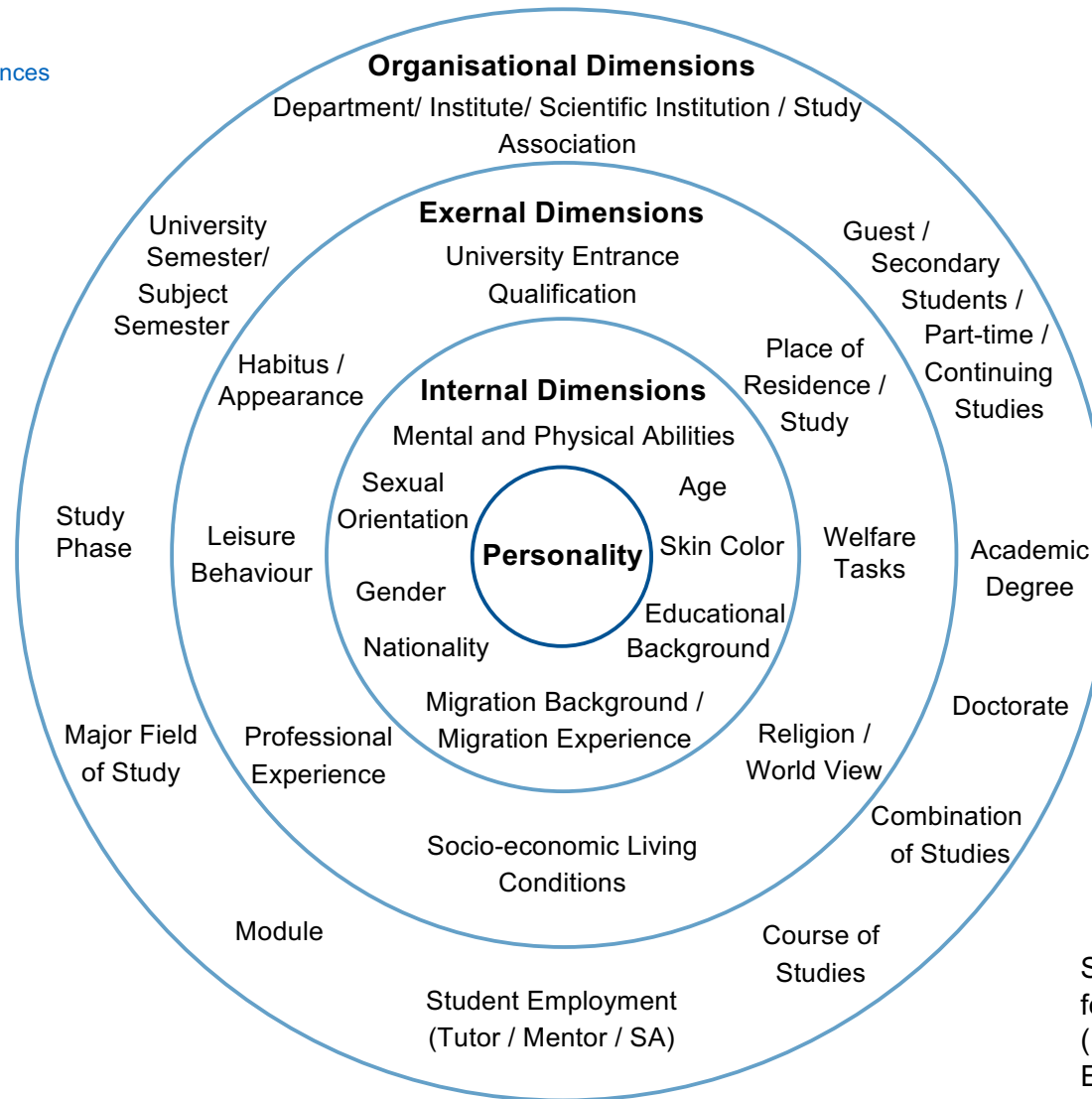
Personality

Internal dimensions

External dimensions

Organisational dimensions

Diversity dimensions and characteristics in the context of the university



Source: Boomers/Nitschke (2012) following Gardenswartz/Rowe (1994). Image and translation: E. Cyranka

Diversity- oriented Teaching



General Recommendations

„Creatively and effectively using the potential of a heterogeneous group of students“

Source: Boomers/Nitschke 2013, p. 4 f., Translation: E. Cyranka

General Recommendations

„Transport esteem, e.g. through the appreciation of speech contributions“

Source: Vedder 2015, according Boomers/Nitschke 2012, Translation: E. Cyranka

General Recommendations

„[...] to respect the diversity of students and their needs and to take them into account through flexible learning paths“

Source: HRK 2015, p. 6, Translation: E. Cyranka

Areas for Diversity-oriented Teaching

Self-perception

Diversity knowledge

Curriculum development

Planning and conception of teaching and learning offers

Execution of teaching and learning offers

Advice and support

Examinations

Recommended Guidelines

TUM Diversity Code of Conduct – 1

IV. Teaching

„Degree programs offered at the TUM are developed in accordance with diversity requirements with regard to both teaching methodology and the content of instruction.“

Source: <http://www.chancengleichheit.tum.de/links-downloads/tum-diversity-code-of-conduct/>

Recommended Guidelines

TUM Diversity Code of Conduct – 2

„The TUM endeavors to render teaching contents and materials as well as tests accessible and comprehensible to students with disabilities and to students from foreign countries.“

Source: <http://www.chancengleichheit.tum.de/links-downloads/tum-diversity-code-of-conduct/>

Recommended Guidelines

TUM Diversity Code of Conduct – 3

„The TUM supports its teaching staff through continuing education programs, such as TUM ProLehre, and by conducting evaluations.“

Source: <http://www.chancengleichheit.tum.de/links-downloads/tum-diversity-code-of-conduct/>

Groupwork

1. Please form groups (3-4 persons), and answer the following questions:

*How do you encounter diversity in your everyday study life /
everyday teaching life?*

How is it dealt with? → Collect examples, solutions, ideas.

2. Record your results on the prepared working posters.
3. Then present your results briefly to the whole group.

Processing time: 20 minutes



1) Teaching life

- untersch. Sprachkenntnisse / Kulturen
- Gendering
- Miteinbeziehen von Interessen
- Barrierefreiheit
- Fähigkeiten

2) Study life

- versch. Herkünfte → Interaktionen
- Sprachbarrieren
- Persönlichkeiten
- Meinungsverschiedenheiten

- Bewusstsein & Reflexion
- Offenheit & Austausch (Vorteil sehen → als Motivation nutzen)
- Toleranz leben; Kompromisse
- proaktiv Hilfe anbieten
- strukturelle Adaptionen
- Studierende „da abholen, wo sie stehen“



AUSGANGSLAGE:

Petra (21) studiert Gesundheitswissenschaften & kann sich momentan nicht für Party o. Sport begeistern.

Problem: fehlende Alternativen

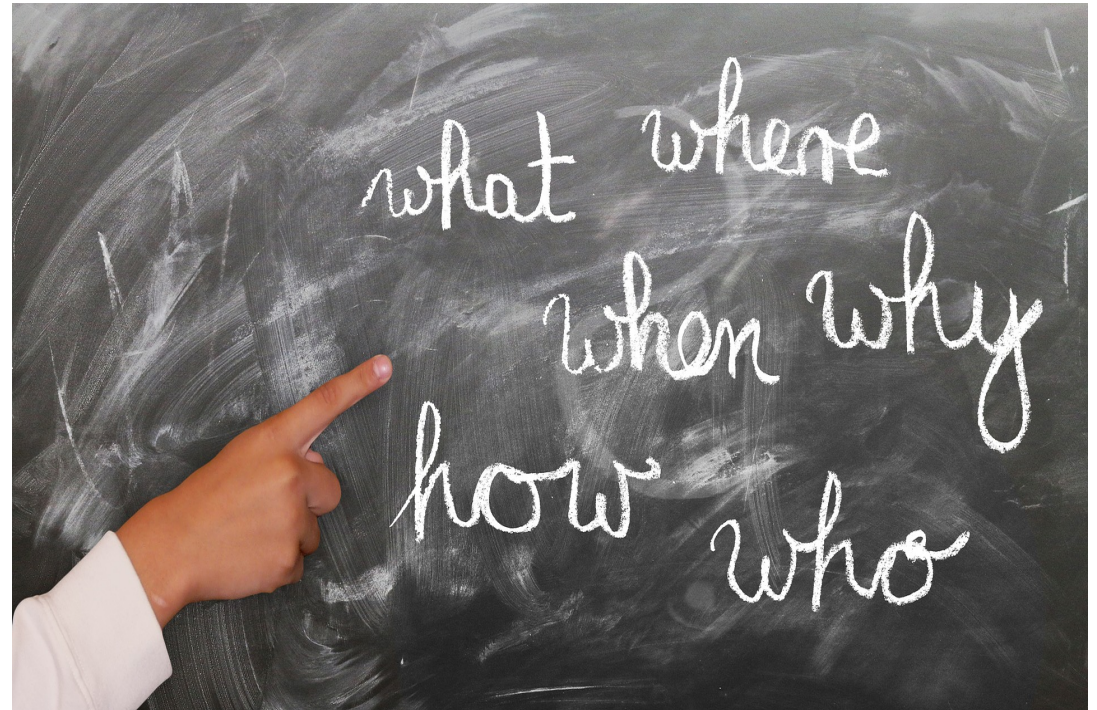
Inklusion aller Studierenden
Gefühl durch Kennenlernen
helfen o.a.
x Sport Party → Kontakt

WX ist. & nat.
→ Veranstaltungen o.ä.

Lösungsideen / konkrete Maßnahmen:

- (fachübergreifende) Koch-/Lunch-Events
- " (open Air) Kino-Abende (entw. mit anschließender Diskussion)
- Community/Networking-Events/Diskussionsrunden zu bestimmten Themen (z.B. Literatur, Reisen,...) ("Stammtisch")
- gemeinsame Ausflüge/Reiseangebote

Tips for Diversity- oriented Teaching



Teaching and Learning Culture – 1

transport esteem

involving the students in the design of the course

perceive differences and related inequalities

openness to shortcomings ("I don't know either")

Source: University of Freiburg, Office for Gender and Diversity (2018)

Teaching and Learning Culture – 2

questioning standardization and thus the formation of hierarchies and power relations

use of a language that is appropriate to diversity and as free of prejudice as possible

sensitive activation of reserved students

Source: University of Freiburg, Office for Gender and Diversity (2018)

Preparation / Conception

checking rooms (before the start of the semester)

providing documents, materials and literature at an early stage

defining learning objectives

Source: University of Freiburg, Office for Gender and Diversity (2018)

Implementation / Teaching-Learning Methods

accessibility of teaching and learning materials

variety of methods

use of e-learning instruments (e.g. Moodle platform of the TUM)

Source: University of Freiburg, Office for Gender and Diversity (2018)

Communication / Interaction

advice and support

diversity-sensitive language

accessibility and comprehensibility

Source: University of Freiburg, Office for Gender and Diversity (2018)

Examinations

inclusive examinations (inclusive assessment)

„Disadvantage Compensation“

Source: University of Freiburg, Office for Gender and Diversity (2018)

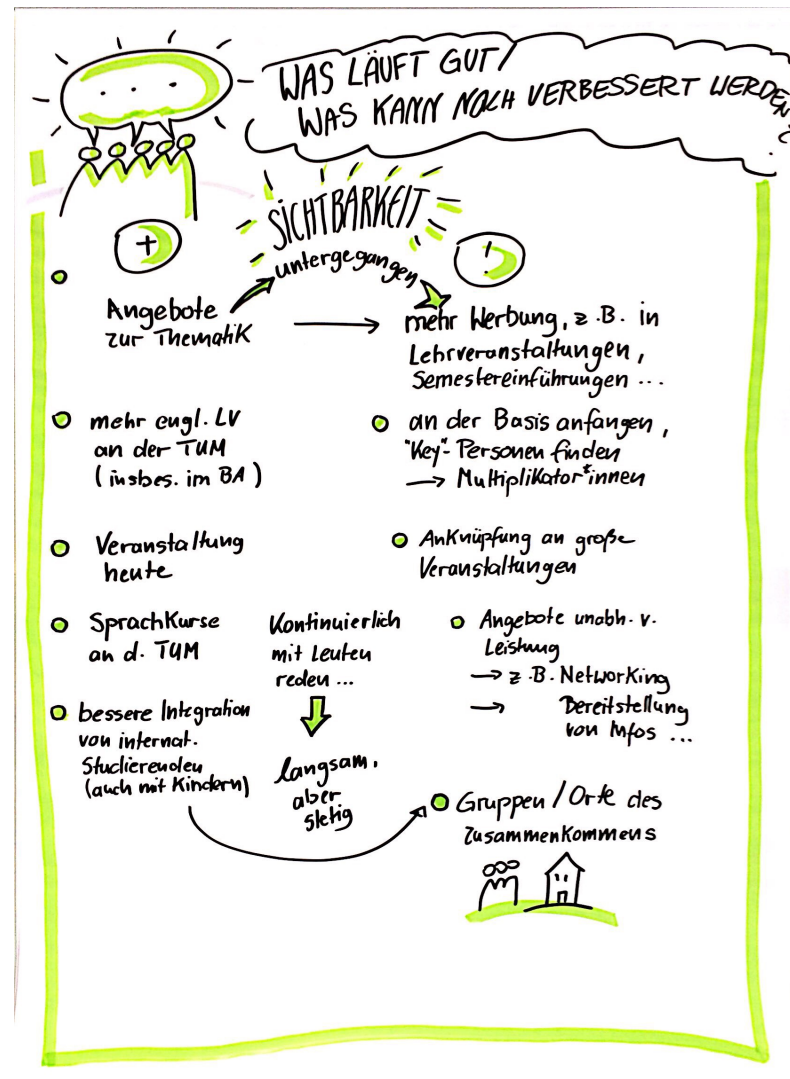
Advice for Students

inform about central contact points and counselling facilities of the TUM
support through active listening
find personal contact persons if necessary

Source: University of Freiburg, Office for Gender and Diversity (2018)

Final Discussion





Your Contact Persons at TUM

Andrea Göttler – Diversity Officer Department of Sport and Health Sciences
andrea.goettler@tum.de

Elvira Cyranka – Contact person for the department at ProLehre
elvira.cyranka@tum.de

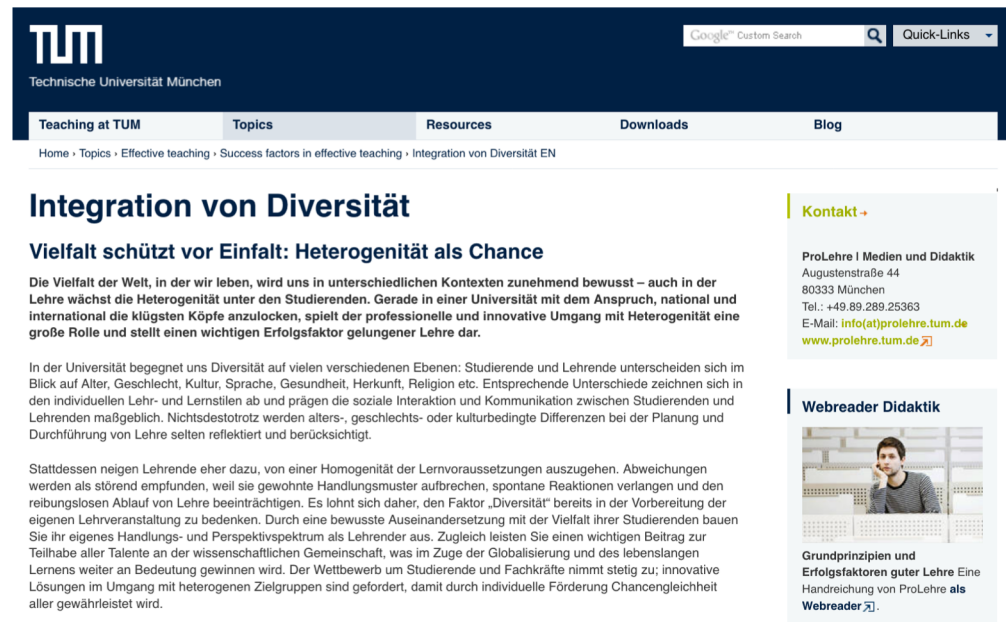
Equal Opportunity Office
www.chancengleichheit.tum.de

Recommended Sources of Information

TUM:

Integration of diversity (only in German)

<https://www.lehren.tum.de/en/topics/effective-teaching/success-factors-in-effective-teaching/integration-von-diversitaet-en/>



The screenshot shows the TUM ProLehre website. The header includes the TUM logo and navigation links: Teaching at TUM, Topics, Resources, Downloads, and Blog. The main content area is titled 'Integration von Diversität' and features a sub-header 'Vielfalt schützt vor Einfalt: Heterogenität als Chance'. The text discusses the importance of diversity in teaching and learning, mentioning factors like age, gender, culture, and language. It also includes a contact section for ProLehre I Medien und Didaktik and a section for 'Webreader Didaktik' with a photo of a person.

Recommended Sources of Information

FU Berlin: Toolbox Gender und Diversität in der Lehre (DE/EN)

<http://www.genderdiversitylehre.fu-berlin.de/en/toolbox/index.html>

Freie Universität Berlin

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Gender and Diversity in Teaching / TOOLBOX

STARTER-KIT TEACHING SKILLS TEACHING METHODS TEACHING AND STUDY CONTENT QUIZ RESOURCES

TOOLBOX
Gender und Diversität in der Lehre

Welcome!

We appreciate your interest in gender- and diversity conscious teaching at university.

On the following pages you will find introductory information, practical advice for your classroom, and suggestions for further reading.

We hope you find the reading interesting and the implementation rewarding!

Gender and Diversity in Academic Teaching

2016 Pudelkern GbR

You can choose to have subtitles displayed in the video.

AKTUELLES

17.06.19 von 14.30-15.00 Uhr: Webinar zum Kennenlernen der Toolbox
15.06.2019 | Toolbox

03.07.19: Kurzworkshop am Fachbereich BCP (16-18 Uhr)
23.04.2019 | Toolbox

SoSe 2019: Vortragsreihe „Gender und Diversity in der Lehre der Naturwissenschaften“ an der FU Berlin
16.04.2019 | Toolbox

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A Quick Overview of the Toolbox

Language

Written language as well as body language is the central communication form for teaching. Boosting visibility, addressing everyone, and avoiding stereotyping or discrimination are three good reasons for employing gender- and diversity conscious language.

This part has not been translated into English, as it specifically applies to the German language. We are compiling a list of links of external recourses for gender- and diversity conscious English.

➤ Language

Gender and Diversity at Freie Universität Berlin

Diversity Mission Statement and Equality Concept

The following fundamental values are laid out in Freie Universität Berlin's Diversity Mission Statement:

"Our canon of values therefore includes equal participation of university members regardless of age, disability or health impairment, gender and sexual orientation, social background and social/family status, nationality, ethnicity, religion, and worldview.

Out of our personal obligation, social responsibility, and exemplary function as a public institution in society, our actions are guided by the objective of a teaching, learning, and working environment free of barriers and discrimination, and of valued collaboration with all status groups in the aim of self-critically identifying and eliminating mechanisms of exclusion and creating opportunities for integration."

Likewise, the 2015–2020 Equality Concept calls for

"Designing gender-equitable course content and integrating diversity-sensitive teaching and learning

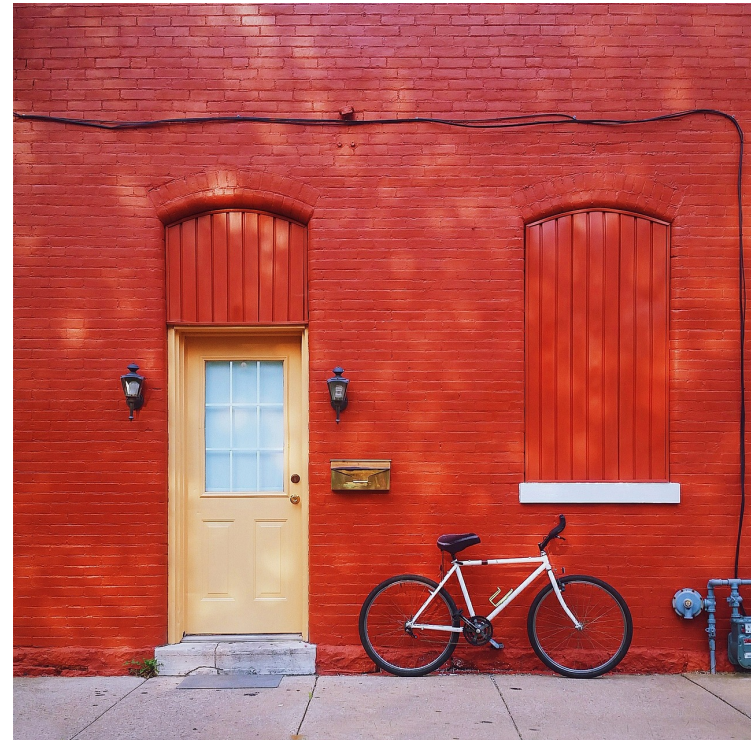
Recommended Sources of Information

University Freiburg: Checklisten für eine Diversity-sensible Lehre (DE)

<http://www.diversity.uni-freiburg.de/Lehre/Checklisten>



What is your take-home message?





Sources

S. Boomers & A. K. Nitschke (2013): Diversität und Lehre – Empfehlungen zur Gestaltung von Lehrveranstaltungen mit heterogenen Studierendengruppen.

URL: <http://www.gleichstellung.uni-freiburg.de/Lehre/fu-berlin-lehrveranstaltungen-mit-heterogenen-studierendengruppen.pdf> (15.05.2019).

Czollek, L. C. / Perko, G. (2015): Eine Formel bleibt eine Formel ... Gender/queer- und diversitygerechte Didaktik an Hochschulen: ein intersektionaler Ansatz. Überarbeitete und ergänzte Ausgabe. FH Campus Wien, Wien. URL: https://www.fh-campuswien.ac.at/fileadmin/redakteure/FH_Campus_Wien/Gender_and_Diversity/Dokumente/Didaktikleitfaden_2015.pdf (09.04.2019).

Hochschulrektorenkonferenz (2015): Gelebte Qualitätskulturen: Die Umsetzung der European Standards und Guidelines (ESG) an deutschen Hochschulen. Nexus Impulse für die Praxis, 9. URL: https://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/06-Personen/ESG_Final_mit_Links_02.pdf (03.04.2019)

Sources

Stabsstelle Gender and Diversity (2018): Diversity in der Lehre – Tipps für Lehrende (2018). Albert-Ludwigs-Universität Freiburg.

URL: <http://www.diversity.uni-freiburg.de/Lehre/LernenLehren/tipps-fur-lehrende-web.pdf> (15.05.2019).

TUM Diversity Code of Conduct

URL: <http://www.chancengleichheit.tum.de/links-downloads/tum-diversity-code-of-conduct/> (15.05.2019).

Vedder, G. (2015): Diversitätsmanagement an deutschen Hochschulen lehren – Ein Erfahrungsbericht.

URL: <http://www.diversity.uni-freiburg.de/Lehre/vedder-dim-an-deutschen-hochschulen-lehren.pdf> (15.05.2019).

FU Berlin: Diversität in der Lehre. Diversitätsmerkmale

https://www.fu-berlin.de/sites/diversitaet-und-lehre/downloads/diversitaetsmerkmale_im_kontext_der_hochschule.pdf
(16.05.2019).

Credits

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