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InclUDE Inclusive Consideration Guidelines



InclUDE

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About the InClUDe project

These guidelines have been written within the framework of the Inclusive University Digital Education (InClUDe) project, which aims to promote the realisation of accessible and inclusive higher education opportunities for all students. Funded by the Erasmus+ Programme of the European Union, the project is a collaboration between the [University of Wolverhampton](#) (UK), [Fakultätszentrum für Gebärdensprache und Hörbehindertenkommunikation](#) (Austria), [Université Rennes II](#) (France) and [European Association of Service providers for Persons with Disabilities](#) (Belgium). On the [project page](#) you can find general information about the project InClUDe. Three reports on the key aspects were created: [The use of accessibility tools in higher education \(IO1\)](#), [Technical aspects of inclusive digital education \(IO2\)](#) and [Didactical aspects of inclusive digital education \(IO3\)](#). (InClUDe Technical Guidelines, 2022).

About the Inclusive Consideration Guidelines

The Inclusive Consideration Guidelines presented by the Inclusive University Digital Education (InClUDe) project aim to provide valuable recommendations and support for online teaching in the context of inclusive and accessible education for all learners. Developed and constructed through surveys and interviews with teachers and students who use online learning, they provide valuable teaching resources on how to adapt to make online learning work. These guidelines can be used by teachers, lecturers, students, businesses, or other organisations that wish to increase the accessibility and inclusiveness of online learning practices.

What is the aim of these guidelines?

The COVID-19 pandemic was unprecedented on a global scale. In response to the pandemic, countries closed their borders and populations were confined for varying periods of time. These restrictions have affected the entire population, and required efforts by all to adapt to this new situation. The education sector was particularly affected by the pandemic, and higher education institutions and educational providers were forced to close their doors, and suspend teaching in person. Teaching did not stop however and education providers looked to new ways of teaching, including distance learning.

The objective of the guidelines is to provide lecturers, higher education professionals, students and support service providers with tools and support to make online and distance learning methods more inclusive and accessible. These Inclusive Consideration Guidelines have been developed following research and analysis of the experiences of those working and studying in higher education to deliver and receive online learning.

We hope that you can use these guidelines, alongside our accessibility guidelines, to deliver online learning methodologies that are inclusive and accessible to a wider range of learners, ensuring that all students are not left behind as online learning becomes more widespread.



Who are the protagonists of these studies at the origin of the guidelines?

The Inclusive Consideration Guidelines presented by the Inclusive University Digital Education (InclUDE) project were written with the input of students and faculty interviewed during our study. The study consisted of surveys and interviews to gain as much information as possible about their experiences with online and distance learning.

Interviews were conducted with students and teachers from France, the UK, Austria and abroad, all of whom had very different experiences illustrated by specific anecdotes. The exchanges during these interviews allowed us to understand their experiences, and to gather more information on the positive and negative points of these distance learning courses.

Inclusion and Accessibility in Higher Education

Definition of terms

The key word "inclusion" is used everywhere. When defining it as "full and effective participation in all aspects of life" (Technische Universität Dresden (Hrsg.), 2017, p. 9), we still have a long way to go.

Higher Education refers to the educational level following the completion of secondary education, for the acquisition of an academic or professional degree, including universities and other institutions that provide qualifications for higher learning degrees. (Vaughan & Tavishi, 2022, p. 4). An inclusive education is defined as a learning environment in which all barriers that could limit the participation and achievement of any learner are removed (<http://www.iiep.unesco.org/en/inclusive-education>) (Vaughan & Tavishi, 2022, p. 4).

According to the Austrian Federal Disability Equality Act (Federal Ministry Social Affairs, Health, Care and Consumer Protection. Republic of Austria, 2019) in the current version, in paragraph 6 (5) "accessible" refers to "structural and other facilities, means of transport, technical commodities, information processing systems and other designed areas of life, if they are accessible and usable for persons with disabilities in the generally customary manner, without particular difficulty and in principle without the need for external assistance." (Rechtsinformationssystem des Bundes, i.d.g.F.)

Many people associate the topic of disability first and foremost with wheelchair users and blind people. In fact, disability includes "[a]lso chronic or mental illnesses, specific learning disabilities (SLD) such as dyslexia, autism or other long-term impairments ..." (Deutsches Studentenwerk e.V., 2022). The Austrian Federal Disability Equality Act, paragraph 3 refers to disability as "effect of a non-temporary physical, mental or psychological functional or sensory impairment which is likely to hamper their participation in social life". "Non-

temporary" means here "a period of probably more than six months".
(Rechtsinformationssystem des Bundes, i.d.g.F.)

Article 1 of the UN Convention on the Rights of Persons with Disabilities describes it as follows:

"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (Bundesministerium für Soziales, Gesundheit, Pflege und Konsumentenschutz (BMSGPK), 2016, p. 6), also (United Nations. Department of Economic and Social Affairs. Disability., o.J.)

Role of HEI under the aspect of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

The guidelines "Barrierefreie Hochschullehre" (Accessible University Teaching) note that for 90% of students with disabilities and/or chronic illnesses, this is invisible from outside (Technische Universität Dresden (Hrsg.), 2017, p. 7). Especially people with chronic illnesses often do not regard themselves as "disabled" and may consciously forego all the claims and rights that come with that – perhaps also because they do not want to make it public (cf. (Deutsches Studentenwerk e.V., 2022). Psychological problems, cognitive processing difficulties and perceptual disorders are frequently overlooked as well.

Therefore, measures to include all students are urgently needed:

"In order to improve the participation of students with disabilities instead of inadvertently excluding them, the universities must ensure that digital formats for teaching and exams are accessible and that the existing legally binding requirements are implemented."
(Deutsches Studentenwerk e.V., 2020, p. 1)

An important legal requirement is the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Article 24 (5) refers to (Higher) Education:

"States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities."
(United Nations. Department of Economic and Social Affairs. Disability., o.J.)

In Austria, the UNCRPD is in effect since October 26, 2008.

One of the few advantages of COVID-19 was that the topic of digitalization – and, in connection, the topic of digital accessibility – received an unexpected boost as it was the only way to keep teaching. Our interviewees also noted that it would be imperative to "anchor" accessibility in teaching and administration. For example, by having the Human Resources Department offer respective trainings, e.g. for accessible documents. One way to do this would be that new lecturers would be required to attend such a course, although the



information should be offered to all employees (maybe in a video format or as an online course). Ideally, all employees will have a respective basic knowledge in the future; while working towards the goal of fulfilling the legal requirements, good templates can further accessibility. All in all, accessibility has to be included in university policy and Corporate Design as well. Moodle offers some ideas and suggestions on how to realize accessibility within an organisation in their guide [From reactive to proactive accessibility in course design](#).

Within the EU, ten member states, including Austria, offer financial support for training measures for academic and administrative staff at higher education institutions on the topics of diversity and inclusion. In Austria, implementation is on a voluntary basis, without a corresponding obligation or recommendation – cf. (European Commission/EACEA/Eurydice, 2022, p. 76).

Switch to digital education

At the beginning of the pandemic, only a small percentage of lecturers had experience with online teaching – except for Moodle courses and uploading materials to them. For the majority, there was no online teaching as such (and especially not in a synchronous format), just offering materials on the platform for reading/downloading.

Therefore, the enforced switch to complete online teaching meant a complete rethink. One of our interviewees described the first time as "ordered chaos" – quick solutions needed to be found so that teaching could continue. At first, this happened more or less individually. Most people used what they already knew, which led to differences, based on prior experiences and preferences. Our interviewees kept mentioning the enormous effort of all involved parties (especially e-learning departments, IT departments, lecturers, but also students) just to keep everything up and running. This phase in the first half of the year was described as "trial and error" or "self-organizing chaos" – simply experimenting with different approaches. It took some time until a certain unification and optimization set in, but even then, different higher education institutions made different decisions.

Frequently, existing materials like PowerPoint presentations were modified and extended. Usually, going through the materials in an online class took longer than in a face-to-face course, although the lecturers found it easier to keep an eye on time than during a live presentation. However, a lecture and nothing else soon led to drowsiness; it turned out that simply "clicking through" PowerPoint slides was not sufficient. Therefore, lectures had to be broken up by questions, discussions, videos, short tasks, etc. Transferring a face-to-face course to an online format without any changes did not work at all: our interviewees reported that they had to make a substantial change in didactics if they wanted to keep students' attention. Especially if students did not have a webcam, or the webcams were turned off, the temptation to do something else was enormous. This is why e-learning experts recommend switching frequently between different formats and activities to liven up the lecture. Of course, taking breaks is important, too (details about that can be found in the [Didactic Guidelines](#)).



Over time, quizzes (integrated in Moodle or done with other programs) were used to interact with the students and to check whether they had understood the content of the course. Polls are also useful to further students' involvement.

It is also helpful if students collaborate directly. During a video session, this can happen in separate break-out rooms, but also in a written form (via shared notes or a whiteboard) or through apps that encourage individual posts, e.g. [Padlet](#) (one of our interviewees also mentioned that finished Padlets may be kept as a kind of "archive" or "museum").

Chats are not really accessible and should be avoided as much as possible. If you are using chats, you might do a "waterfall chat" – all students are writing their contributions, but will not post their messages as soon as they have finished. Instead, they will wait until the teacher asks them to send their texts and then do so all at the same time. This means that all messages arrive simultaneously, and students who are slower at writing or struggle with the written language have the same chance as everybody else.

Sometimes, students received course contents in advance to study them on their own. These contents were later discussed in synchronous online meetings (this technique is called "Flipped Classroom"). According to the lecturers, not all students took advantage of this opportunity. Therefore, they had to consider carefully, which format to use for teaching (self-study or working collaboratively).

This was not just about knowledge transfer; exams had to be adapted to the new circumstances as well, both the contents and the formats.

It was a hard time for the students as well. Not only did they not all have suitable technical equipment (some interviewees pointed out that this ought to have been provided by the universities), but they also lacked interaction with other students. New students, who had not attended any in-person courses and therefore did not have an existing network of contacts, suffered especially from the switch (whereas it worked well for people who did not feel comfortable in larger groups).

Support from universities

Universities and organizations with their own e-learning departments had a clear advantage; especially, if these had already been working toward digital teaching (even if nobody had expected such a rapid and drastic transition). The IT departments did their best to support and assist, and soon a lively exchange of best practice developed between the staff members. Naturally, lecturers and students with prior knowledge of technology did better, but people helped each other. Mainly, people used "learning by doing".

People especially liked "snack-sized" information, e.g. arriving regularly via e-mail. This is something the Centre for University Learning and Teaching (CULT) of the Universität Klagenfurt did: every month, they sent out tips to improve online teaching and present new online tools ("Info-Snacks To Go").



Pros and cons of online lectures

Studies of teachers and students reveal that the transition to distance and online learning has been very complicated. According to their experiences, they encountered many difficulties in teaching and learning:

- **Demotivation:** Demotivation is a key challenge both learners and educational professionals experienced in the move online. An inadequate environment for learning and teaching, often caused by a greater number of distractions outside of class settings and a lower level of social interaction.
- **Lack of social contact:** As already mentioned, a real lack of social contact with peers and teachers created additional difficulties in online learning. This lack of social contact reduced the dynamism in teaching settings and prevented students from feeling like part of a cohesive group. In addition, it was more difficult to share possible questions, and receive less mutual aid from others. Many students also underline the increased that sometimes led to depression, uneasiness, and anxiety.
- **Lack of interaction:** Many of them regretted the lack of interaction between students and teachers. Teachers emphasised that low use of cameras and microphones lowered the quality of interaction. In addition, there was a lack of vision on the mimics and gestures of the students or teachers, so it was more difficult to know when to ask questions, or if the students had understood the course well, thus a lack of spontaneity. As for the students, they specify that a low mastery of digital tools reduces interaction.
- **Workload:** students reported that professors sent long PDFs to read, and that sometimes these courses did not offer time for discussion.
- **An environment not suited to learning:** the majority of students and teachers do not have dedicated teaching rooms in their homes that allow them to attend or teach a class without distraction. Most do not have offices and have only one room, and many share the room with others.
- **Fatigue:** It was repeatedly pointed out that screens make students and teachers even more tired.
- **Great organisation and multitasking:** professors emphasised a great difficulty in managing questions and presentation at the same time. They also emphasised that an online course required more organisation, planning, and pedagogical thinking to adapt to the best of their ability.

There are also many advantages to online education, which we need to consider as online learning becomes more widespread.

- **Pace and time management:** hosting courses online provides greater possibility to adapt more easily to class schedules, and to study or work between classes. Reducing travel time is a key benefit of online teaching while those who have such as dependents or jobs often appreciate the more flexible scheduling.
- **Calmness:** some emphasise that there is less chatter and more ease in the environment, which leads to less stress and anxiety than in a classroom setting.

- **Speakers:** distance learning courses allow for more speakers and lecturers to be invited, since the issue of time and transportation is no longer taken into account.

On the technical and digital part of distance learning, the advantages and difficulties encountered, as well as the recommendations made to improve the use of these digital tools, please refer to the INCLUDE Technical Guidelines.

The hybrid models

The situation of the COVID-19 pandemic has gradually improved, leading to the reopening of schools and educational institutions. However, as conditions were somewhat uncertain, the institutions instituted so-called "hybrid" classes, i.e. both in-person and remote via livestream platforms. This allows students who were onsite and wanted to come back to the class in attendance, and those who were farther away or preferred to take the course remotely at the same time as all the students. The hybrid model seemed to be the right compromise for everyone. Nevertheless, the hybrid model has some complications. It is very difficult for a teacher or trainer to manage both the classroom and the remote students. Indeed, in the classroom, the teacher can move around, not allowing the livestreamed students to hear what is being said, and if the teacher focuses on the remote students, the course can lack interaction.

Solutions can be found, if the budget allows it. It would be necessary to have a microphone that transcribes what is said by the teacher or the students in the livestream. This would allow for interaction with the students present. But for any questions asked in the livestream, there should be a speaker that allows students to ask their questions.

The most plausible recommendation is to avoid hybrid courses if you find it too complicated to manage. Simply record your course with a microphone or dictaphone, and put the course online for students who cannot attend. Or, the course can be one week face-to-face, and one week remote.

Online class for everyone?

Distance learning courses are not appropriate for everyone. Indeed, it was noted during interviews and surveys that the first year of higher education is crucial to the success of the cycle. Students are just leaving high school to enter schools or universities. It is the beginning of a student life that follows: an assumption of independence and maturity. The transition to higher education is important for students' personal development, but also for their adaptation. Indeed, they are asked to learn to study, with less supervision than in high school, the pace and intensity accelerate.

However, with the COVID-19 pandemic, some students spent their first year of higher education at a distance. They felt isolated and alone in the face of a heavy workload. Some dropped out of their first year, others repeated a year, and those who moved on to their second year felt lost and faced a new way of working and a new intensity to catch up on the basics that were not learned in the first year.

These facts show that it is important to rethink the audience for whom online courses can be offered. The first years should be taught exclusively in the presence of the teachers. From the second year onwards, it may be interesting to offer them lectures (readings) at a distance, but tutorials in presence. As for the masters, don't hesitate to ask them what they want, they are more likely to know their needs in terms of education.

Solutions that can be provided for an inclusive and accessible course for all

These guidelines aim to optimise the management and organisation of online courses, while considering the needs and recommendations of students and teachers. Thus, it is a question of advising teachers and lecturers on the steps to follow and take into account during online courses, according to themes such as needs, social contacts, interaction, management and organisation of readings and tutorials, online exams and recommendations for teachers and professors.

Taking into account the needs of students

The right to education is legally guaranteed for all, without any discrimination. It must be inclusive and accessible to all. It is therefore essential to make distance and online education open and accessible to all. To do this, it is important to take into consideration the needs and recommendations of everyone. Here are some recommendations that can be interesting to put in place in your teaching and in the follow-up of the students:

- **Pre-course questionnaires:** Send a questionnaire to students before the start of the course to ask them their needs and expectations. Take into consideration their requests and needs, and contact the students you see need specific help.
- **Feedback:** Ask for feedback at the end of class to see what areas need improvement. However, attention, don't consider these as criticisms, but as areas for improvement, which can help you connect with students. Frame your questions not for positive scores, but to identify quick fixes that you may be able to change during the course of the module. Even where you personally can't make a change due to systemic issues, if you're able to put forward issues raised to the relevant committee or department, your students will feel listened to and have more hope that a bad experience for them can still benefit others like them in the future.
- **Consideration:** If decisions, resources and policies are made for a certain group (eg. students with disabilities) make sure you consult and involve representatives from that group from the start, and involve them in decision making. The target group will feel reassured that their concerns have been listened to and understood.
- **Uncomfortable conversations:** Be prepared to have uncomfortable conversations in your classroom. For example, if one student offends another student, either deliberately or unintentionally, or if a student becomes upset with some content in your teaching material. We cannot know the background and experience of everyone in the classroom, so we never know what could cause an issue. Nevertheless, discriminatory speech against protected characteristics such as race and gender

would always be an issue and is not appropriate in the classroom, such as aggressive behaviour.

Reviewing the length and organisation of the course

- During the surveys, questions about course length and time management came up very frequently. The following are recommendations regarding time management in courses, and taking time for possible discussions or answering questions:
- Frequency of breaks: Classes in general are quite dense and intense. The difficulties that are added with online teaching are de-motivation and easy loss of focus. In order to allow everyone to be productive and follow the course properly, it is important to take breaks regularly, and ideally every 45-50 minutes. A 10-15 minute break is necessary to recharge the batteries and get back into the lesson freshly.
- Breaks: Encourage your students to move around, and take the opportunity to do the same, to get a drink, eat, go to the bathroom ... However, do not close the livestream:
 - You can leave it available for students, if they want to take advantage of it to share and discuss, like at coffee break.
 - You can also propose to show a video or to provide a small quiz in the form of a game for the students who wish to play it.
- Discussion time: keep a time at the end of the class for questions and discussions with students. This can be the last 15-20 minutes. Remember to split the questions between those that will be asked orally and those that will be asked via chat. This time will reduce interruptions during the class. However, don't neglect the interruptions during the lesson, which can sometimes be a sign that the students need to be rephrased or that they haven't understood or are lost.

In summary: If we take the example of a 2-hour class, the first 5 minutes allow students to log in and say hello, followed by 45 minutes of lecture, 10 minutes of breaks, the class continues with 45 minutes of lecture and then ends with 15-20 minutes of questions and discussions.

The link between materials and interaction during the course

Both teachers and students complained about the lack of interaction and communication during online courses, making the courses less dynamic and motivating. The teachers regretted the lack of involvement on the part of the students, who in turn regretted the lack of dynamism on the part of the teachers, who for the most part simply read the course. In order to make the course and the interaction more dynamic, here are some recommendations:

- Recommend turning on the camera: advise them to turn on the camera, so that they are not confronted with black screens, and this encourages students to focus. This is because they know it requires them to be more serious and less distracted. If you see them doing something else, ask them either to be more serious or to turn off the camera out of respect for you.
 - For small group classes: ask them to introduce themselves in the first class, which will allow students to put a face to a name and become more comfortable with the camera.
 - However, do not force them to turn on the cameras. Some may not feel comfortable in front of a camera, they will feel pressured. Some also have connection problems or a lack of equipment, so be accommodating.
- Speaking: Interaction is also done through speaking. Students should be allowed to ask questions or discuss. However, it can be destabilising for teachers to be interrupted in their lessons, so it is recommended to :
 - Offer to have a student collect everyone's questions in a parallel chat, to collect the most common questions that need to be answered by more than one person and ask them in the chat.
 - Offer a time at the end of the lesson to answer questions and discuss.
 - However, if there is a need to clarify a point in the lesson that is not understood by some students, and therefore needs to be rephrased, you should ask students to respond using the "raise your hand" or "thumbs up" button to indicate to the teacher that a point in the lesson is unclear, as you cannot see all the students' reactions as in a classroom. But remind them that there is a question and discussion time at the end of the lesson for any further questions.
 - Don't force students to speak into the microphone, chat can be a solution for questions, but make time for oral questions and chat questions.
- Animate and energise a lesson: you can absolutely ask questions during the lesson, or make a quiz, propose an animation or watch a video, or even use a whiteboard. Moreover, several digital tools are available, most of them free of charge. It is interesting to test them and to use them if they suit you.

Teaching and learning courses



Learning is unique to each individual, whether it is auditory, visual or through reading. Thus, during the study of the surveys and interviews, a discomfort concerning the pace of the course came up. Generally, online courses are faster, more dense and intense. In order to improve course follow-up and learning, here are some recommendations :

- Send course materials : you may consider sending the PowerPoint in advance or a written course so students may take note and review the lecture before class. It will allow them to write down notes and follow the lecture more easily. Moreover, the course is more a moment of reflection and listening, the paper course would allow to have clear and precise notes.
- Written pdf and discussion : you may prefer to send the pdf of the course to the students and then propose a discussion time around the course sent.
- Recording: record the course and make it available to the students. Some students may not be able to be present at all times (due to work, commitments, illness, and other personal reasons), and will still be able to benefit from the course and listen to it afterwards in addition to having the paper course.
 - This idea may discourage you, because there may not be many students present in class. But those who are most interested, diligent and willing to participate will be there, and the course might be more interactive.
- Reconsider the workload: do not give too much work at home, it will discourage the students. Moreover, give clear and explicit instructions for the work to be done.

Recommendations for tutorials

The pedagogy of lectures is very different from that of tutorials. Thus, during the transition to online courses, it was necessary to adapt to digital conditions. Teachers and students have pointed out that lectures or seminars are easier to follow online than tutorials, due to the lack of interaction. Here are some recommendations for the management and smooth running of distance learning tutorials:

- Small groups: if possible, reduce the groups to 15-20 people maximum. This will optimise the interaction and the speaking during the lessons.
- Contacts between teachers and students: it is essential to establish communication between students and teachers, but also between students and their peers, to overcome isolation, feel comfortable and thus be able to offer quality teaching.

- During the first class, ask them to introduce themselves individually, so that everyone can recognize each other. This will facilitate exchanges throughout the course
- At the beginning of the class, take time to ask them how they are doing. This allows you to have contact with the students, which can reassure them, and remind them that you are there if needed.
- Suggest that students have conversation groups (e.g. WhatsApp, Discord) between students and potentially with the teacher, to discuss lessons, absences, each other's needs and ask questions. If you're part of the conversation group, you may intervene if necessary, and send information.
- Group work: it is important to be clear and explicit in the work requested. In addition, to avoid discrepancies between the groups and to allow for enriching discussions, you can:
 - Put students who are comfortable talking with those who are less comfortable or put students who are comfortable with the subject with others who are less so and who need support.

Online exams

In this study on the didactics of online courses, the teaching aspect is very important, but the examination part should not be neglected. The methods for testing the students' knowledge were varied. Some opted for files to be handed in, others for orals, online quizzes, and others. However, it must be taken into account that the teaching was done online. Here are some recommendations for exams for online courses:

- For orals: It's important to take into consideration the needs of the students (several people in the same space, can be interrupted, have commitments, disability situations, anxiety) and the fact that the test does not take place in an exam-friendly environment.
 - Now that face-to-face classes are back, you should avoid as much as possible doing an online exam for some and a face-to-face one for others, because the conditions and contexts are not the same for the students, and it can be discriminating.
- For essays and dissertations: Be careful not to ask for too much, like for example the number of pages. The demand of the work must be proportional to the course, and to an exam which could be asked face-to-face.

Recommendations to lecturers

The survey studies and teacher interviews highlight some specific considerations for the needs and well-being of teachers, including ensuring a certain work-life balance, but also enabling them to take control of online learning. Here are some recommendations for teachers:

- **Emails:** Students tend to send a lot of emails, and to be impatient with your response time. Remind them that you can't answer them right away, but that you will take the time when you can. If their request is urgent, ask them to indicate that the email is "important" or "high priority". You can also set up a time to read emails, fixed in your schedule, and tell them that all emails will be studied at that time.
 - However, some lecturers choose not to respond to their emails. If this is the case for you, let the students know so that they do not follow up with you.
- **Set up time for exchanges with students:** Make time available for discussion. It can be either on a specific schedule every week or a specific schedule in the month. Make yourself available online at a fixed time, known to the students, so that they can come to you if they have questions or needs, just like when you are in the office and have attendance times.
- **Provide a time for exchange and knowledge sharing among fellow teachers:** Set up a time for exchanges between teachers, to discuss each other's teaching methods, their experiments, and to see what works and what doesn't. This will make it possible to share experiences and to learn from each other. This will enable them to pool their experiences, materials, and teaching tools. The idea is to have a kind of round table discussion, in groups of maximum 10-15 lecturers, who wish to do so over a period of time per week or per month, and to ask an academic advisor to join the meeting so that he or she can guide you or make proposals. It is always interesting to have several opinions.
- **Participate in training on pedagogy and digital tools for online teaching:** It is important to be trained on digital tools, to master them well. This will facilitate the work and make the course more fluid. You will also discover new tools and new teaching methods.
- **Organise your working hours:** As the boundaries between work and home became blurred, by saving time on transports or travel for example, be careful to limit your working hours, and remember not to take too much time out of your personal time. You need to find a good balance between your work time and your personal life. As for the time between classes, or during breaks, do not remain at your screen, checking emails. You can also take a break.



Further learning

Links in English:

- A TED talk by Shane Knight: [Being Comfortable being Uncomfortable: Conversation about Race](#).

<https://www.youtube.com/watch?v=202Tn7vxhEc>

- Judith V. Jordan, Harriet L. Schwartz (2018) [Radical Empathy in Teaching](#). *NEW DIRECTIONS FOR TEACHING AND LEARNING*, no. 153, Spring 2018:

<https://www.cmu.edu/dei-office/assets/radical-empathy-in-teaching.pdf>

- A [talk about pronouns](#) by counsellor Chloe Foster:

https://www.youtube.com/watch?v=HK_Dli3lwwo

- A video about [Transgender – understanding and having empathy](#) :

<https://www.youtube.com/watch?v=dOvDIR8CxG8>

- A BBC video about [understanding the difficulties of growing up Gay in Britain](#)

<https://www.bbc.co.uk/iplayer/episode/p057nfy7/olly-alexander-growing-up-gay>

- Jackson, L., Haagaard, A., and Williams, R. (2019). Disability Dongle. Retrieved from:

<https://blog.castac.org/2022/04/disability-dongle/#:~:text=So%20allow%20us%20to%20explain,solution%20to%20the%20design%20problem.>

Links in German:

- Checklists for diversity-sensitive teaching:

<https://www.gender.uni-freiburg.de/bereich-gender-und-diversity/Lehre/checklisten-diversity-sensible-lehre-web.pdf>

- Leitfaden für diversitätsgerechte Lehre (Fern FH Ferdinand Porsche) :

https://www.fernfh.ac.at/fileadmin/user_upload/FernFH/FernFH/Gender_Diversity/Leitfaden_diversitaetsgerechte_Lehre.pdf

- Diversitätsgerichte Lehre (Universität Wien; Infopool mit verschiedenen Unterlagen):

<https://ctl.univie.ac.at/angebote-fuer-lehrende/diversitaetsgerechte-lehre/>

- Diversität – Geeignete Lehr- und Lernkonzepte (auch als Webseite):

https://infopool.univie.ac.at/fileadmin/user_upload/p_infopool/PDFs/Zielgruppen_Herausforderungen_u_Chancen/02_Diversitaet_2_Geeignete_Lehr-_Lernkonzepte.pdf

- Diversitätsgerecht und inklusiv lehren (Videos):

<https://ctl.univie.ac.at/angebote-fuer-lehrende/ctl-auf-youtube/diversitaetsgerecht-u-inklusiv-lehren/>

- Gender und Diversity in der digitalen Lehre (Hochschule für Technik und Wirtschaft Berlin):

<https://www.htw-berlin.de/lehre/lehre-gestalten/lehren-und-lernen-in-praesenz-digital-hybrid/gender-diversity-in-der-digitalen-lehre/#c54482>

- Plattformen zu Gender und Diversity in der digitalen Lehre:

<https://www.udk-berlin.de/universitaet/gleichstellungspolitik/geschlechterforschung/plattformen-zu-gender-und-diversity-in-der-digitalen-lehre/>

Links in French:

- Kohout-Diaz, Magdalena, "L'éducation inclusive. Un processus en cours", sous la direction de Kohout-Diaz Magdalena. Érès, 2018
- Chatenoud, Céline, et al. "De l'éducation inclusive à une communauté éducative pour tous." Revue des sciences de l'éducation, volume 44, number 1, 2018, p. 3–11.
<https://doi.org/10.7202/1054155ar>
- Qu'est-ce que l'écriture inclusive ?

<https://www.youtube.com/watch?v=clmOwRIVoaE>

- Diversité au quotidien : favoriser l'inclusion, lutter contre les préjugés | ARTE Regards

<https://www.youtube.com/watch?v=jM7N2zvRAEQ>

- Plus d'éducation à la différence pour plus d'inclusion avec Mikaëlle

<https://www.youtube.com/watch?v=xusUT7V8LJY>

Annex 1: Results of the Online Survey

1. Questions and commented results of the surveys on Didactical Aspects of Inclusive Digital Education

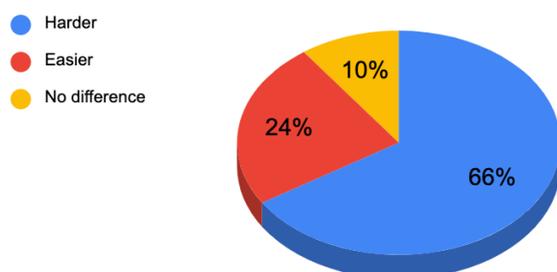
a. Results of the lecturers' survey

Number of lecturers who've answered the survey :

- 40 from Austria
- 1 from England

Concentration, tiredness, and distractions :

Do online classes affect your concentration more than in-class ?



Summary of difficulties encountered by lecturers :

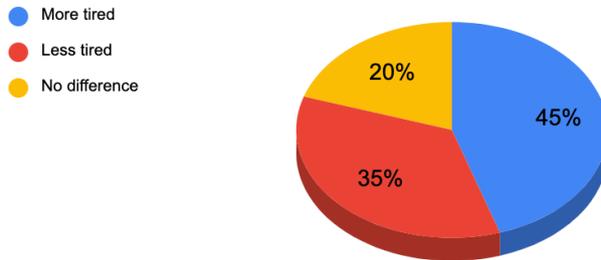
- Greater distraction, easy to do 2 things at once
- Difficulty managing chat and presentation at the same time
- Screen fatigue
- Difficulty to understand and take in hand the courses and tools
- Problems with connections
- Lack of interaction, anonymity, difficult to encourage participation, difficult to talk to a black screen, difficult to evaluate what is going on behind the screen
- Problems with distance learning for people with disabilities (e.g., hearing, visual)
- Much more organisation, planning, new intensity, deeper didactic thinking

Many teachers talk about the lack of student involvement and participation and that they had no cameras on.

Summary of benefits of distance learning :

- Easier for students/teachers who come from far away or who have other commitments (children, job ...)
- Less transportation
- Less disruption

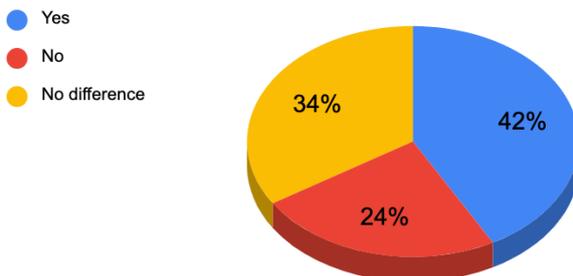
Do you feel more tired during online classes than during in-class courses ?



What is the source of fatigue?

- On the cognitive level
- Screen fatigue
- Different teaching method, more preparation
- Shorter attention span, more concentration
- No dynamics, sitting all day

Does the length of online courses have an impact on teaching ?



What are the reasons ?

- Less interaction, less questions
- Less breaks, therefore faster progress
- Courses need to be shorter
- More difficult preparation, and time to search for teaching materials must be adapted

Social contacts and isolation :

Do you have any contact with your students ?

None of the teachers have contact with their students.

They would like to have more contact from students :

- By email, at 99%
- By videoconference, 51
- By telephone, 48%.

- In person, 83%.

They would like to have more contact with students on their own initiative :

- By email, 17%
- By videoconference, 12%
- By telephone, 7%
- In person, 44%

But most of all, they would like to have time slots made available for students.

Do you have any contact with your colleagues ?

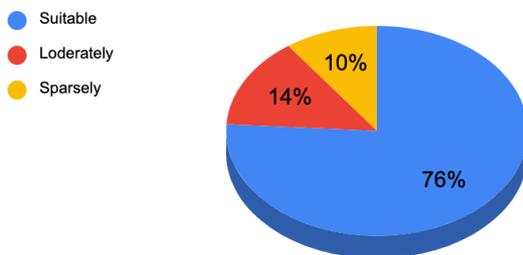
85% of teachers have no contact with their colleagues.

They would like to have more contact:

- By videoconference, 51%
- By telephone, 41%
- In person, 68%
- For friendships, 32%

Workspace :

Are you satisfied with your workspace ?



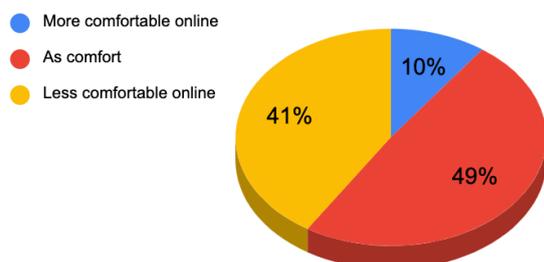
54% have a dedicated space for study and teaching.
 39% would like to have a special room or have it better laid out.
 80% do not find that their layout interferes with teaching, however.

Online teaching :

Are you comfortable in class? In-class vs. online teaching :

In-site teaching? 68% are very comfortable, and 32% are comfortable.

Online teaching?



Reasons they are more comfortable :

- Sometimes demanding students in the classroom
- More comfort at home
- Less transportation, management and change of classroom
- Lower quality materials

Reasons they are less comfortable :

- Loneliness
- Black screens without cameras
- No or little participation
- Lack of vision of students' attitudes
- Lack of contact

Do you ask your students to participate ?

All teachers ask their students to participate in online courses.

Do you turn on your camera during the course ?

95% turn on their cameras :

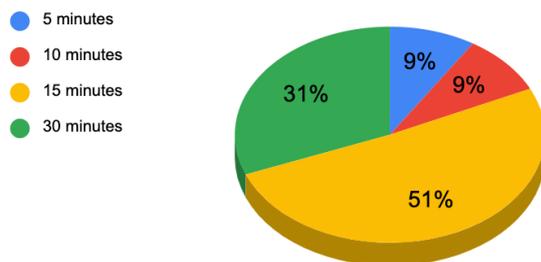
- 15% by habit
- 34% are more comfortable with their camera on
- 24% turn it on to focus more

Breaks :

How often do you have breaks in your online classes ?

- 29% take breaks every 45 mins
- 22% take breaks every hour
- 15% take breaks every 75-90 mins
- 24% take breaks every 2 hours

What is the length of the breaks ?



39% of teachers stay on their computers during their breaks

85% of teachers get food or drinks

39% go outside

Barriers to teaching :

How long does it take to travel to school ?

- 28% have less than 15 minutes of travel time
- 24% have between 16 and 30 minutes of travel time
- 28% have between 30 and 60 minutes of travel time
- 20% have more than one hour of travel time

What have you put in place to facilitate student learning ?

- 44% make their slide shows available after the course
- 44% make detailed documents available
- 37% do not make anything available

They report having :

- changed and used new, more exciting and interactive methods to enrich their courses
- used videos, animations
- done more group work
- used new materials

What could improve the course ?

- Training on the different distance learning software
- Purchase microphones and cameras
- They would like to have software that allows them to project the slide and write on a whiteboard at the same time
- Have more resources
- To be able to help each other to improve their courses

Did the facility provide any items to facilitate the classes ?

- Moodle courses
- Meetings/coffee with colleagues, meetings to exchange or test tools, mutual aid
- E-Learning platform
- Training for a better use of the new tools



b. Results of the students' survey

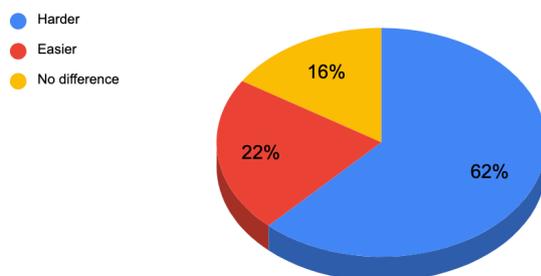
Number of students who've answered the survey :

- 92 from France
- 21 from Austria
- 1 from England
- 1 from Albania
- 1 from Colombia
- 6 international students in exchange

Of which 27% of students had accessibility needs.

Concentration, tiredness and distraction:

Do online classes affect your concentration more than in-class ?



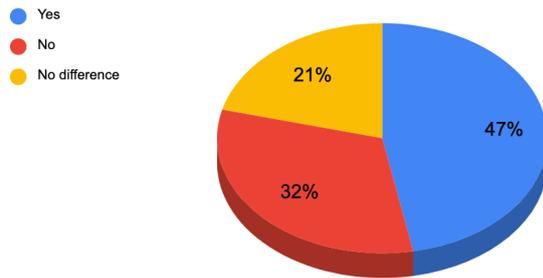
Summary of student challenges:

- De-motivation, isolation/no social contact
- Lack of focus/less concentration, more distraction/external solicitation
- Not enough interaction (indirect interactions), no one to exchange/less mutual aid, no vision on the mimics/gestures of the students or teachers so it was more difficult to understand and know when to ask questions, less spontaneity, teachers do not necessarily answer emails
- Less fun courses, lack of pedagogy of digital tools, more monotonous courses
- Lots of reading and PDFs, more workload
- Screen and ear fatigue, environment not adapted to study/ always in the same space

Summary of benefits of distance learning:

- No distraction from chatter or other students, quieter
- More adaptable pace, study at the most convenient time, time management, possibility to take breaks, management of the courses that interest us the most or on which we need to work more
- No need to be physically present, no travel time, wake up later so less tired, more accessible
- Help yourself with PDFs, manage the speed of the video course, read the pdf or the course before video meetings
- More comfort in the space (alone or knowledge of the room), less stress, less pressure to participate
- Ability to do other things at the same time as the course (e.g. drawing)

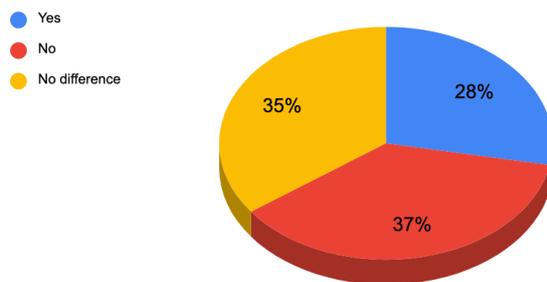
Do you feel more tired during online classes than during in-class courses ?



Why are they more tired? :

- More difficulty concentrating, less attention
- Difficulty keeping up with the pace
- Need for more breaks
- Lassitude
- No energy, need to move, no outings possible

Does the course length have an impact on your learning ?



Why does the length of online courses impact learning? :

- Online courses are generally denser and lengthier for complete understanding
- Need to review courses
- Less motivation
- Need for interaction, simple and synthesis lecture

Social contacts and isolation:

Do you have any contact with your peers or other students, or teachers ?

66% of students have no contact with other students.

The majority of students meet for work groups or to work together at the University Library.

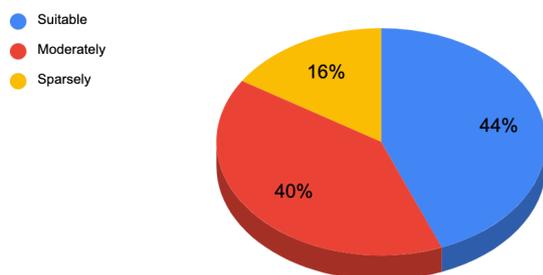
77% of students who have no contact would prefer face-to-face contact for group work, and 74% would like face-to-face friendships.

70% of students have no contact with their professors, and 67% of them would like face-to-face contact with professors.

Workspace:



Are you satisfied with your workspace ?



Only 29% of students have a space suitable for study time.
And 16% of students are not alone in their space.

In your opinion, does the configuration of the workspace have an impact on learning ?

62% of students think it does.
18% of students don't think it has an impact on their learning.
20% don't know.

According to them, they need:

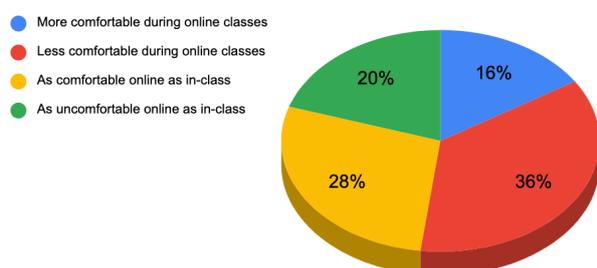
- A good work environment (which is not the case for the most part)
- A room of their own, with appropriate equipment (chair, desk)
- A dedicated room, to separate the study areas from the common areas
- More ergonomics and accessibility

This would allow:

- Better concentration
- Better mental health

Online teaching :

Are you comfortable speaking in class? In-class vs. online learning :



The reasons why students are more uncomfortable in distance than in face-to-face are :

- There is a lot of latency, the course is less direct, less fluid, less dynamic
- A lot of difficulty in reformulating, less instinctive
- Fear of speaking up because less comfortable in front of other students whom one does not know or has never seen, individualization
- Many don't have a camera or audio, so no idea who you are talking to

- Many students feel more judged than in person, and feel the attention is more directed towards them
- It is less easy to intervene because you have to wait for the right moment to speak, no possibility to let people know that you want to speak

Students are more comfortable expressing themselves remotely because :

- Less social anxiety, less pressure and stress
- Easier and freer to use chat
- More time to think

Do you turn on the camera ?

Only 20% of students turn on the camera during the online course.

48% of them out of habit

43% of them because the teacher asks them to

Only 17% to concentrate

As for the students who do not turn on the camera :

55% indicate that the teachers do not ask for it

74% are not comfortable with the camera on

30% share their space with others or do not want to show their space

14% do not turn it on due to technical issues

Breaks :

How often do you have breaks in your online classes ?

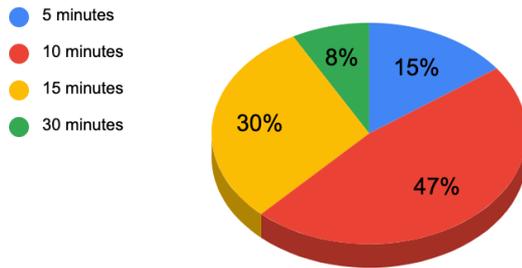
- 11% have a break every 2 hours
- 43% have a break every 45 minutes
- 46% have a break every hour

However, they would like to see breaks adapted to the density of the course.

65% of students think that breaks should be more frequent, compared to 11% who think they should be less frequent.

20% think breaks should be shorter and 19% longer.

What length of breaks would you like ?

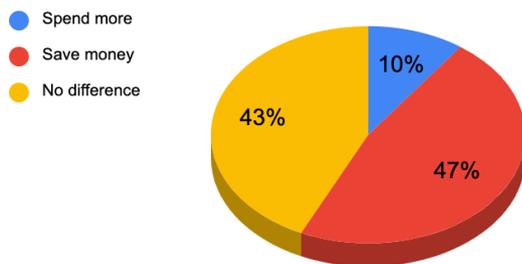


Break time or after school :

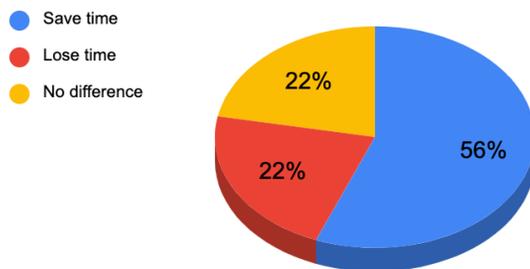
- 39% of students stay on their computers
- 81% of students get food and/or drinks
- 28% of students go outside

Barriers to learning :

Does online education impact your finances ?



Does online education impact your time ?



51% of students have a job while taking classes, and 14% have to take care of people.

What are the positive or negative points of the courses set up by the teachers ?

Positives :

- Subtitled lectures, slideshow summarising lectures, writing down important points/words/ideas
- Make the material or the course available to the students in advance
- Make available interesting materials or make courses available as podcasts, videos, YouTube channels...
- Set up question and answer sessions, online quizzes
- Interaction, active participation
- Take several breaks or adapt the length of the course
- Teachers should listen to students, check in with students

- Lighten homework
- have small classes

Negatives :

- No connection with the students, do not answer their emails
- No provision of materials, lessons or slides
- Unclear instructions
- Monotonous tone
- Forced to put the camera on or speak up
- Only sends long PDFs
- Lectures are too long
- Does not accept latecomers to the online course and therefore does not accept students in class
- Professors who don't teach at all because they don't endorse online courses
- Poor audio and video quality

What can be improved for distance and online courses ?

- Distance learning should be occasional, dynamic and lively with interactions.
- Teachers must be aware of the handicaps of their students.
- It could be interesting to adapt to the periods of the year: night at 6 pm, winter (January/February period), no break between exams and classes, the overload at the end of the year (between files, exams, classes, internships...)

2. Focus group discussion & 1-on-1 interviews

a. Guidelines questions for interviews & discussion : didactical guidelines

i. Choice of Interviewees

The aim is to have 5-10 interviewees for each country. Ideally, try to find at least one representative of each of our target groups: Students / Higher Education Professionals / Social Service Providers in the field of Education / Lecturers and Policy Makers.

Inviting the Interviewees

Invite the interviewees by email. Ideally, they already know what we will be talking about when joining the interview/group discussion. To make sure, please give them a brief summary of the project, the link to the homepage as well as the questions from the guidelines. You can use the text and the advantages for the respective target groups from the information leaflet for this.

Choosing the Type of Interview

As COVID 19 restrictions still apply to many countries, it might be easier (and safer for all participants) to do the interviews in an online format. Also, the interviewees do not have to sacrifice so much of their time as there is no travel involved. Additionally, it might also facilitate the involvement of interviewees from locations farther away.

Both a focus group and one-on-one interviews have their advantages and disadvantages. In a larger discussion, points may be raised that would not have come up in a one-on-one interview. However, many people feel more comfortable in a situation where there are not so many other people present (also, online interviews may be easier with only two or three participants). Finding a date and time that suits all participants might also be a problem for group discussions. However, choose the format that you think will get you the best results.

Preparing an Online Interview: Choosing a Video Conference Program

If there are more participants involved, choose a video conference program that people (and you) are familiar with and/or that best suits your needs. For example, if you have Deaf interviewees who use sign language, they often prefer Zoom, as this program allows you to "pin" the sign language interpreter's video so that it remains visible all the time. Decide if you will be sharing your screen or using a PowerPoint presentation – this might influence your choice of conferencing tool.

This may sound trite – but test your equipment in combination with the conference tool chosen in advance, as technology tends to malfunction at the worst moment possible.

Conducting the Interview

If you want to record the interview (as might be advisable for further reference), ask the interviewee(s) for their consent. Make sure that you have some proof of that consent.

Ask the questions that you have prepared based on the responses to IO1 and these guidelines for focus group discussions/interviews about IO2, but let the interviewees talk freely as much as possible – interesting notions might come up.

Examples of questions for different target groups

LECTURERS :

- Did you use online teaching before COVID-19 ?
 - If so, did your online teaching change ?
 - If not, how did you deal with the challenge of switching to an online format?
- Did you need assistance with the conception of your lectures ?
- How did you experience your online teaching ?
 - Was it a good experience ?
 - What would you do differently now that you have had the experience of online teaching?

- Did you use some applications, such as PPT, videos or else for your online classes ?
 - Do you think some of them helped the students be more focused ?
- Did you feel like your students were focused ?
 - Did they interact during classes ?
 - Asking questions?
 - Answering questions ?
 - React to what you said ?
- Did you feel tired after online classes ?
 - Would you like it to be shorter ?
 - Would you like more pauses ? Or longer pauses ?
- Did you have contacts with your students apart from online classes ?
 - Would you like to have more contacts ?
 - What could you do to have more contacts ?
- Do you think online classes adapted more to your timetable ? (in terms of travel time from one class to another, or to go to universities ...)
- Do you like teaching online ?
 - Why ?
 - What are the advantages and disadvantages of online teaching ?

STUDENTS :

- Do you have any accessibility needs?
 - Visually impaired?
 - Deafness?
 - Functional neurological disorder?
 - Motor skills problem?
 - Dyslexia?
- Did you have online courses prior to COVID-19 ?
 - If yes, did your courses change as a result of the action taken for COVID-19?
 - If not, did you have any difficulty adjusting to online courses?
- Did you see a difference in focus and attention with the online courses?
 - Are you more or less focused during online classes?
 - Why do you think you are less focused during online classes?
- Do you feel more tired during online classes?
 - For what reasons?
 - Do you need more regular breaks?
 - What do you do during your breaks?
 - How long a break would you prefer to have?

- Do you feel that online courses impact your learning?
- Did you have any contact with your classmates?
 - What types of contact? What types of contact would you like to have?
 - Was there any mutual support?
- Did you have contact with your professors outside of online classes?
 - Would you like to have more contact with them?
 - What is your workspace like? Do you have a specific space (desk ...) ?
 - Was it convenient for you?
- Were you speaking up during the online classes? Or were you asking questions?
 - If not, why not?
- Were the online classes more convenient for your schedule (in terms of travel to the university, student jobs ...)
- Do you have any suggestions for improving the courses?
- What were the advantages and disadvantages of online courses in your opinion?

b. Answers and summaries of the interviews & discussions : didactical guidelines

i. Summaries from England

Participants

- 1 – lecturer in English and research skills, works with both international and home students.
- 2 – lecturer in emergency services, works mainly with mature home students.
- 3 – HE professional, runs large-scale online events for the general public
- 4 – student, physical disability and hard-of-hearing.
- 5 – student, international
- 6 – lecturer in product design, works with a range of students
- 7 – lecturer in childhood teaching, works mainly with mature home students.
- 8 – lecturer and leader of a research and study skills programme for post-graduate students, mainly mature and both home and international.

Questions

Did you feel like your students were focused ?

Several lecturers mentioned issues with students logging in at the beginning of a lesson, and then leaving the laptop and not participating. This could be seen via BBB participation data, at the end of sessions if a student remained connected long after the rest had left, and in breakout rooms.

With large groups, it was sometimes found that if a group of e.g. 8 students was moved into a breakout room, less than half of them would be involved in discussion. This meant that students sometimes resisted going into breakout rooms and preferred to continue discussions in the main group. Lecturers noted that it is easier to monitor breakout sessions in face-to-face teaching. With online teaching, you need to enter and exit each breakout room individually to see what is happening. There is also a slight delay in Teams, where you can hear the room but the current participants don't see that you have entered. Lecturers said that this was sometimes useful in that they would hear students commenting that the task was too big or was not clear. They may not have said it directly to the lecturer, but knowing about it would allow the lecturer to make changes.

To encourage participation, lecturers would inform module leaders if they were aware of particular students regularly not participating, so that the module leaders could follow up directly. In some cases, module or course leaders and academic coaches joined certain sessions. If students were informed about this in advance, engagement tended to increase, particularly where the staff were participating in activities rather than just observing.

In smaller groups, and in optional modules, students were more likely to participate. Lecturers noted that bigger groups were scheduled for online teaching, and some mandatory modules were approaching 200 students. If they had all wanted to participate, the sessions wouldn't have been manageable.

It could be helpful to show a confidential poll (results visible only to the lecturer) at the beginning of each lesson. One lecturer used this and had options for students to say if they were ok, having issues but dealing with them, or having issues and needing support. Students who said they needed support could then be contacted at the end of the session.

Did students interact during classes ?

Students generally did answer questions, either verbally or via chat. One lecturer noted that her international students tended to give details such as their student number before answering, which wasn't necessary and could take up more class time.

Another lecturer said that she mainly used directed questions, e.g. asking a particular student by name, and this worked well.

Students could be more inhibited to ask their own questions online. This could be because they were more aware of taking up time from the rest of the group, and lacked visual feedback to see whether it was annoying their classmates.

Many students showed a preference to communicating via chat, but this could slow things down if it took them a while to type on a phone, or frame what they wanted to say if English wasn't their first language.

On the other hand, chat was particularly beneficial for students with laptop issues that made it harder for them to speak in real time. One group with lots of mature students who were working in the emergency services had a WhatsApp group. During the session, some students would monitor the group and pass on comments and questions from those who were in a noisy environment or joining with poor internet. This also helped session flow, as it can be difficult for the lecturer to monitor chat while leading the lesson and responding to verbal questions.

It was much harder to see students' reactions online, especially if they didn't put their camera and mic on. Lecturers noted issues with mics not being muted while students were doing something else, which could be disruptive. In larger groups, it was difficult to identify where the sound was coming from and mute it quickly.

There was generally less joking, and students didn't respond to each other's questions in the way they might have face-to-face. This was compounded because there was no visual cue to see who was currently talking and signal for the next person to talk, or to avoid two people trying to speak at the same time.

Some lecturers found that the few minutes before and after face-to-face sessions, and during breaks, were a big loss. Students would have used them to ask quick questions, but they now scheduled appointments and tutorials, which took up more staff time.

It was harder to see whether students understood the material. During face-to-face sessions, a lecturer could tell from body language or facial expression that something wasn't clear, and rephrase it or give more examples in class. Online, this was missed and would again need to be picked up in separate individual sessions.

The pastoral side was also harder, and it wasn't possible to see if a student was upset or otherwise comfortable due to the material being covered in class.

Discussion in breakout rooms was sometimes difficult because of students being logged in but not engaged, because of them not knowing each other well, or because of issues such as shyness or lack of confidence in the materials. They were most successful when lecturers could take time in advance to plan groups e.g. mixing chatty and quiet students, and students more familiar with the topic with those needing more support. This could only be done in smaller overall group sizes, and where the lecturer had got to know the students.

For the first couple of times in breakout rooms, it could help to give very explicit instructions e.g. "When you get into the room, everybody take a moment to introduce yourself. Then

[Person A], read out the first question and make a note of what the group discusses, so you can report it back when we join together”. Nominating a group representative could also help with quieter groups, to ensure someone is ready to lead and report back.

Lecturers noted that a discussion activity which might have taken 5-10 minutes in class, could end up taking more like 20 minutes online, because of the time taken to put people into breakout rooms, check on the activity in those rooms and bring the students back together.

Compared to face-to-face, how were your energy levels with online classes?

Generally, lecturers found online teaching was much more exhausting, because they were not getting buoyed up by the students’ presence and response. There was also an element of mental tiredness, because lecturers were worried about whether their message was getting across, particular in camera-off groups.

Lecturers also had to use more energy to get the class going and keep the students engaged, while feeling like they had more attention on them overall, which could be draining.

Many cited the unexpected physical demand of sitting at a computer screen all day; lecturers would normally move around the classroom for a significant part of each session face-to-face. Students would also have more opportunities to move, perhaps going to different rooms or buildings. Even lecturers who tended to be physically tired after face-to-face teaching, because they were carrying a chair around and moving from group to group, still found sitting all day to be more tiring than they’d expected.

Lecturers found that their email and messaging workload increased, and students’ expectations changed, to the point where they might complain if they didn’t receive a response to a message sent at the weekend or late in the evening. Lecturers had to make a conscious choice to set boundaries here.

Were online class sessions the right length?

Online classes tended to be scheduled for the same time and length as their face-to-face equivalent, between 2 and 4 hours. It would have been difficult to shorten and reschedule everything. At the same time, lecturers felt that they couldn’t cover as much material, so shorter sessions would have been an issue.

Some lecturers felt that particularly where they had longer slots, it might have been better to schedule them differently online. For example, the mature emergency services students had originally had a full day of 9-4.30 teaching on a Friday, designed to fit in with their work. After the move to online, it might have been possible to have a shorter session (1-2 hours) each day and still fit in with working requirements. However, this couldn’t be changed due to general scheduling issues.

Another lecturer had a regular 4-hour slot, which she felt was a bit too long to sustain the students' concentration online (in face-to-face they would have moved around and perhaps gone to the library for research tasks during the session). She therefore started to schedule the first hour as a lecture, and produce a video lecture uploaded in advance. Students then had the choice to either watch the video lecture at any time during the week, and then join for a 3-hour slot, or to continue with the 4-hour slot and watch the lecture individually at the start.

How were the breaks structured during online classes ?

Some lecturers scheduled definite breaks of around 10 minutes, and encouraged students to move around. However, the lecturers found that they tended to continue working at the screen during the breaks, so didn't get the benefit themselves.

Several good practices around breaks were identified:

Putting the whiteboard on the screen as the break started, so students could draw on it as a way of relaxing and interacting with each other.

Opening up a separate breakout room during breaks, which the lecturer would not enter, so that students could chat informally with each other if they didn't go away from the screen.

Building breaks in with individual activities so that students had more flexibility. For example, giving them a task or video to watch which should take around 10 minutes, but giving them a 30-minute slot, so they could take a break and then do the activity, or the other way round. As a longer slot, this could also be scheduled around the lunch break.

Did you have contact with your students apart from online classes (e.g. office hours) ?

Most lecturers had individual appointments and tutorials. One department found that attendance was more frequent and more punctual online compared to face-to-face, so they continued to do online tutorials even after the return to face-to-face teaching. Students also preferred this as they didn't need to travel.

Other benefits to online tutorials were that it was easier to share work digitally and view it together, rather than both looking at a small monitor. Some students also preferred not to be alone with a lecturer of a different gender.

Although some lecturers found it wasn't possible, others found that students would still ask them individual questions straight before and after sessions, and during breaks, in a similar way to online teaching.

Was more contact with students wanted or needed ?

Lecturers missed just bumping into colleagues and students, there was really no online equivalent for this.



Some students asked for catch-up sessions as individuals or as small groups, if they had not fully understood the material from the last lesson, or had missed a class.

While lacking time for additional contact out of class, lecturers encouraged more pastoral or social activities in class time. For example, some students shared photos of their location or something interesting going on in their life.

Lecturers found that more people than usual needed support just to talk more generally, particularly if they were living alone during the lockdowns. This therefore became not only a teaching, but also a pastoral care responsibility.

In terms of contact with each, the students who had started their teaching face-to-face were generally very keen to get back into the classroom. The first year students who started during the September 2020 lockdown and had never met in person, showed a preference for continuing online. They had no preconceptions about the university experience and so were happier with online teaching.

Did you notice any groups of students struggling more than others, or having a better experience than usual, during online teaching? (Groups could be e.g. international, mature, disabled...)

In general, students experienced a lot of shock and stress during the first lockdown, and many were nervous about coming back after the second lockdown. Higher numbers than usual were off sick with Covid. Lecturers found that students had an expectation of more allowances and support to catch up after being off with Covid. For example, in earlier years if they'd been off with a cold or flu, they would make their own plans to catch up and borrow other students' notes etc. After Covid, they would expect to have catch-up sessions with the lecturer.

- Mature students

Many mature students had been out of formal education for a number of years, so they struggled with academic skills such as research and academic writing, and needed much more support here. If they were doing a postgraduate qualification, they could access even less support, as most of it is aimed at undergraduate students. In face-to-face teaching, it was easier to get them to do group work on papers and to read the papers in real time.

The mature students very often had tensions with work balance, particularly those working in emergency services. Where online teaching meant that their learning could be more flexible and self-paced, this was a benefit. In particular, if they had to work during the lockdowns on days when they should be in class, it helped to be able to catch up on lectures in their own time, even if they missed the discussions.

One lecturer had a number of female mature students, and she noticed that they had many more demands on their time when studying online. Not only were they often still supervising children during online classes, but also where a partner was nominally taking care of the

children, they would interrupt classes to ask the student questions about childcare. There seemed to be an assumption that while they were in the home, the running of the home and family was their priority. In contrast, during face-to-face classes they would be out of the house, probably with phones switched off, and so the number of interruptions to their study would be reduced.

- International students

A key element for international students is that they tended to choose studying abroad because they wanted to experience life in a different country and to get to know people from a range of backgrounds.

International students joining in the September 2020 lockdown found it very difficult not to know their classmates. In camera-off groups, they could see the face of their lecturer and only the names of their classmates. The students felt less confident about raising questions when they didn't know their classmates. They also felt disconnected from their university.

There is generally a lack of connection between international and home students, sometimes due to perceptions of ego and stereotyping. This was exacerbated when the students couldn't get to know each other.

As they were often facing lockdown in student accommodation and spent a lot of time alone, international students found it hard to get motivated. If they took part in a class with limited group activities, they felt like there was no incentive to engage and participate.

It was more difficult for international students to find the information they needed, particularly if they were new to their university's systems. They didn't know how to get information about their timetable and modules, the name of their lecturers and how to contact them. Care needs to be taken to distribute this information very clearly and in advance for online-only modules.

Another communication was very long and in-depth emails. They could be hard to read. Good practice to improve this would be to send short emails with only one topic per email, to send video announcements and reminders, and to highlight actions and benefits.

- Young students

Several lecturers found that students coming straight from school were very reluctant to put their cameras on and to speak via mic. They had a strong preference for chat. They could also have concerns about images used automatically as profile pictures and could spend time during the lessons discussing this. For these students, it is important to be clear about expectations and show what the benefits are of using the camera and mic. On the other hand, if you cannot list clear benefits, you may need to accept their choice and work around this.

- Students with caring responsibilities

One lecturer gave an example of a student caring for a family member with memory loss, who had concerns that the family member might forget and interrupt during more formal activities such as exams and presentations. This has led to a change in policy, to make it clear that the chair or moderator for such activities should take time in advance to discuss with students if they have any similar concerns that they need to raise (it already existed and was covered briefly in training, but was still not well known). In the example, the student felt a lot more relaxed when knowing that the chair of their viva voce was aware that interruptions might take place and prepared to take a break to allow the student to deal with their family member.

Do you have any tips or suggestions for how to make students feel like they belong/have a sense of community during online teaching?

It was positive to note that although it took them a bit longer, even the online-only students who had never met in person eventually made friends with each other, mainly through breakout and discussion activities. This was important, because before they felt a sense of closeness, it affected their ability to learn from each other.

Some lecturers would leave the online classroom open for a short while at the end of a lesson, so students could chat informally before leaving (to mimic the opportunity they would have to do that in face-to-face teaching). One lecturer let students know that they would be opening classrooms 15 minutes early to do technical checks, and students could join early to chat with each other.

One lecturer set up a dedicated Teams channel for each module, that could be used throughout the week for the students to discuss things.

Setting expectations and modelling good practice can be helpful. One lecturer made a point of welcoming students by name and asking how they are as they joined a session. She then found that students picked this up and would start greeting and welcoming each other in the chat. As new students joined the cohort, this practice continued and so the new students felt welcome.

Students were encouraged to do online co-working sessions outside of class, e.g. by opening a video link to work on an assignment at the same time and then discuss together if they had any questions.

International students suggested that it would have been helpful to put students into small study and activity groups at the beginning of each module, mixed between home and international students. This would give each student at least a few other people that they could feel comfortable having discussions with and asking questions about the module. It would help them to feel connected to a minimum number of their classmates. It could also expand connections, if students then involved other friends and introduced them to their study group.

The Students' Union could be a good source of connection for international students, if there are well-publicised groups linking students by cultural background, nationality and hobbies. It would also help if they ran presentations on elements of host country culture and behaviour, and on university systems.

Some post-graduate students found "study buddies" in pairs or small groups, and tended to work with them outside class sessions. Where students were more proactive, it was generally more effective to let them develop group activities organically, and formal activities could then end up feeling more forced and being less successful.

Where students have never met in person, it can be helpful to have informal meeting activities for the module e.g. a coffee break slot before or in the first week of the module, so they can introduce themselves and find out about each other without worrying about taking in the new learning material at the same time.

One department organised a virtual team photograph; anyone wishing to take part could produce a cartoon avatar of themselves, and these were added to a simulated group photograph.

Some modules set up specific Twitter hashtags so that students could quickly find and share information with each other, which helped to encourage discussion.

Events to celebrate each other could also be helpful. One department organised a virtual "gala", during which staff and students could send in "shout outs" to celebrate each other. For example, a lecturer could give a shout out to a student for an achievement such as giving their first presentation, and students could shout out their study buddies or someone who had helped them.

How was your personal situation or work/life balance affected by online teaching?

Lecturers identified some things that were easier when teaching online:

- Time is saved on commuting to campus.
- Time is saved on packing up to leave one classroom, and physically moving to another classroom (which could also be in another building or on another campus).
- They had more flexibility over room temperature when at home.

However, they tended to find that the time saved was used to do more work, rather than being spent outside work. They were more likely to start work early and finish later, as the boundaries between work and home became blurred. They remained at their screen, checking emails during breaks between classes when they would previously have moved around. They also spent time learning about digital tools and online teaching methodology.

The demands on their time from other people were greater during online teaching. One lecturer found that she was being scheduled back-to-back meetings from 8am to 6pm, five days a week, whereas before she might have had one day a week like that, a couple with several meetings and a couple with hardly any meetings. Another lecturer found she started to get anxious about checking and responding to students' emails and chat messages. She had to reset boundaries with the students so that they would not complain if they e.g. sent a message via chat at 11pm and hadn't received a response by 9am the next morning. She also made her emails harder to access, removing them from her personal iPad.

In your opinion, what are the advantages of online teaching?

- No commuting – this saves both time and money, particularly with rising fuel costs and public transport fares.
- People save money by not buying snacks and lunch on campus.
- May be a better use of staff time than face-to-face (although face-to-face preferred).
- Some of the apps and other features of online teaching are good for learning and easier to do online.
- Students may attend more frequently (they say they prefer face-to-face, but attendance tends to drop off as they get closer to deadlines).
- It is quicker and easier for guest lecturers and speakers to take part in an online class, increasing the likelihood that they will agree to do this.
- Larger class sizes can be scheduled for symposia and talks, particularly where limited student participation would be expected.
- Larger class sizes save scheduling time e.g. a lecture that is mandatory for three different modules may previously have been run three times, but can now be run once only.
- Reduced scheduling can save money for the university.
- If lecturers have more teaching time because they do not need to travel between classrooms, this can ease scheduling conflicts for the university.
- Online teaching can be more inclusive, particularly for disabled students or those with less choice for study in their local area. One lecturer also cited period poverty, with a student saying she could not afford sanitary products for herself and her daughters, and had to prioritise the daughters' use as they had to go face-to-face to school.
- Online tutorials can be a good way of having private 1-to-1 interactions to get to know students better, without them being concerned that their classmates or other

staff will overhear their difficulties (and reducing the face-to-face issue of finding a private meeting room on campus).

In your opinion, what are the disadvantages of online teaching?

- Although it is difficult to define, many lecturers regretted the lack of personal contact in face-to-face teaching, both for themselves and for the students. Some lecturers found teaching less energising and more stressful when they were not in the same room as the students. They also noted that many students were looking for connection and missed physically meeting with classmates.
- Technological issues, particularly internet connectivity (which could have a greater effect on staff and students in rural areas, or those joining from different places).
- Students may have more interruptions from their work or home life, if calling in from those places.
- It is slower to cover the same teaching material online, compared with face-to-face. This can mean more teaching time is needed overall.
- More preparation time may be needed, particularly when getting used to new systems or software. Visiting lecturers can be especially affected by this, as they tend not to be allocated additional time.
- It is more difficult to gauge students' understanding and identify any problems (e.g. if they become upset by the material).
- Some universities are exploring "hybrid" teaching where the lecturer teaches face-to-face in a classroom, with students joining the same class online (so-called "hybrid" teaching). However, most lecturers felt that this is very difficult to manage, unless there are two people running the session. A more manageable version is a mixture (e.g. face-to-face one week, online the next).
- The social aspect of learning can be lost online, if a group of students is not brought together into a community. For example, in face-to-face discussion, a classmate may spend time explaining a topic in more detail to someone who hasn't understood it, which happens less with online teaching. Classmates may be slower to answer each others' questions generally, and teaching can default to a one-to-many model with interaction focusing through the lecturer, unless they take steps to avoid that.
- A lack of cohesive group feeling can also affect student retention. One lecturer said that during face-to-face teaching, if a student said they were struggling and thinking of leaving the course, their classmates tended to rally around, to encourage and support them. This happened less if the students knew each other less well.

What would be your preferred teaching model in the future?



Most lecturers showed a preference for mixed teaching (sometimes online and sometimes face-to-face), especially for post-graduate level. They noted that the undergraduate students are partly motivated by the university face-to-face experience, so fully online learning would be a disadvantage for most of them, and their teaching should be weighted towards in-person teaching. It is also more beneficial for the lecturer to be able to gauge their understanding and lead them a bit more, which is easier face-to-face.

One lecturer for post-graduate students said they were already using this mixed model, giving the students a choice. The same lecturer would be run online more than once, at different times of the day to fit in with different time zones or commitments. It would then also be scheduled to be run once in-person. All face-to-face lectures would be scheduled on the same day, and a regular day (e.g. the last Friday of every month), to make it easier for students wishing to attend in person to plan in advance, so they would only need to travel in once, and so that they would know that anyone else coming in for face-to-face learning would be there on that same day. This scheduling also gave the option for a student to complete fully online or fully face-to-face if they preferred.

Best practice for inclusion ?

- Nothing about us, without us

If you're making policies or resources for a certain group, make sure you involve representatives from that group from the start, and involve them in decision making. This will help you to meet the needs you aim to meet. It also means the target group feels reassured that their concerns have been understood.

If you don't involve your target group, you risk producing an output like the disability dongles described by disabled activist Liz Jackson (2019) as "A well intended elegant, yet useless solution to a problem we never knew we had".

- Peer networks

Establish peer networks for both staff and students, e.g. a disabled staff network, an LGBTQ+ student network. These can increase people's sense of belonging, help to find others who experience similar issues in their university life, and make it easier to identify problematic patterns or systemic barriers that need to be changed.

- Feedback

Many higher education institutions (HEIs) will have an annual survey or other feedback collection method, often done at the end of a module, semester or academic year. Of course, any feedback gathered at the end of a programme will be too late to benefit the student who gave it. Look for opportunities to check in with your students more regularly. Frame your questions not for positive scores, but to identify quick fixes that you may be able to change during the course of the module. Even where you personally can't make a change due to systemic issues, if you're able to put forward issues raised to the relevant committee or department, your students will feel listened to and have more hope that a bad experience for them can still benefit others like them in the future.

- Staff awareness

Your HEI will probably already gather information about individual students' accommodation needs, if they have flagged these with the university and requested support. Check the current systems for that information. If it is passed only to module leaders, and then not shared with visiting lecturers, study skills tutors or other people who will work directly with the relevant student, then there is a gap in your system which will lead to reduced support.

- Unconscious bias

Nobody wants to think that they could be biased. However, we live in a society where around us every day, choices are made that favour certain groups over others, or encourage us to make assumptions about others. If your HEI offers unconscious bias training, view it as an opportunity to give the best possible experience as all your students. If this training is not available, contact your HEI staff development department and encourage them to add it.

- Uncomfortable conversations

Be prepared to have uncomfortable conversations in your classroom. For example, if one student offends another student (either deliberately or unintentionally), or if a student becomes upset with some content in your teaching material. We cannot know the background and experience of everyone in the classroom, so we never know what could cause an issue. (Of course, discriminatory speech against protected characteristics such as race and gender would always be an issue and is not appropriate in the classroom).

It can be difficult to react in the moment, particularly if you feel pressure not to disrupt a whole class of students to deal with an issue for a small number. Thus, it can be helpful to make a plan in advance. How will you react if a student becomes upset with your material? If you hear a student say something offensive? If a student reports something offensive that you personally didn't hear? Consider whether online tools such as breakout rooms can be used at the moment to diffuse the situation while you deal with it.

ii. Answers to the questions from Austria

Participant lecturers

2 – lecturer in qualitative research, with affinity for technology and digital tools

5 – lecturer for Arts & Design at university and at technical college

Interview questions

Questions

Did you use online teaching before COVID-19 ?

2- During presence courses, but with online tools, not online teaching as such.

5-No.

If not, how did you deal with the challenge of switching to an online format?

2- Switching to online teaching overnight did not present a problem because I have an affinity for technology. I read up on it quickly, watched some YouTube videos and checked what others did. For myself, I created a portfolio with things that worked well and things that did not work so well. I admitted my weaknesses to the students, i.e. that it is hard talking only to "small black boxes". Many teachers did not do that, but the students liked it very much. I worked more with Zoom, because it already had implemented a soft focus function for the background, this was better for anonymity.

5- Yes, it was a gentle introduction, but at the beginning there was chaos. Later on, we mainly worked with MS Teams; first we worked with Zoom.

Did you need/have assistance with the conception of your lectures?

2- There was some internal training on how to do online teaching, how the teachers should sit, what about lighting, how to activate students, etc. Within the department, we also had an exchange between colleagues. We had good support from the e-learning department. At first, we still had face-to-face contact with colleagues, later on we used phone calls in the evening.

5- Yes, because we did the first lectures in team-teaching. Later on, there were training sessions (which I did not attend).

How did you experience your online teaching?

Good.



Was it a good experience?

2- Yes.

5- It was an experience, there were also some good things... For meetings, online works well, or in small groups for short blocks. Large groups are difficult to handle/manage online.

Did you use some applications, such as ppt, videos or else for your online classes?

2- Yes, short videos, excursions, activating exercises with post-it notes. There was always PowerPoint and follow-up with a more in-depth text. Basic texts that are easy to understand.

5- Mostly PDF with videos. Also PowerPoint and some graphics programs. Mentimeter from time to time. Lots of short exercises.

Do you think some of them helped the students be more focused?

2- Yes. Additionally, one needs to interact with the students and say goodbye to "I am the professor, I am telling you, I am going to, etc.".

5- Yes, I think they appreciated it. It was certainly better than just talking and showing them slides with text on them.

Did you feel like your students were focused?

2- That's difficult. You plan your seminar in a way that it will work as a presence course and you think that the same will work online. Then you are teaching online, and during the first unit you notice that it doesn't work at all. Then I took out a lot and added questions in order to activate the students instead of presenting slide after slide. That enhanced the interaction. Not just all these break-out sessions. The break-out sessions were a chance for the students to network with each other.

5- No, the concentration levels were very low. It worked well in small groups and with the camera switched on. It doesn't work with large groups.

Did students interact during classes?

2- Yes, by asking questions to the lecturer and during the break-out sessions. But one also has to develop methods for teaching: breaking up the lessons with activating tasks improves the interaction.

5- Yes, there were time-slots to reach each other via Microsoft Teams, and to meet online in the evenings. The chat function in Teams wasn't used at all.

Asking questions?

2- At first, people held back because everybody was visible at once. Then I said: "Colleague x y z, what do you think about that?" I actively addressed them, and I kept doing that all semester long. My general aim is to create university teaching together. At the beginning, it must have been terrible for the students, when I asked them something, because then they had to answer. With time, they realised that it worked well.

5- Yes, anyhow by the lecturer.

Answering questions?

2- If there were questions, I did not want to present the correct answer at once, but I asked: "What are the others thinking about this?", in order to involve them as well.

5- That worked better in small groups. In large groups everyone was so anonymous that the lecturer stopped asking questions.

Would you like to have a shorter class ?

2- Yes, I was all run down. The eyes, the exhaustion, all my energy was gone. Teaching online takes so much energy out of you. The 1 ½ hours simply won't end.

5- I was certainly more tired than normally, yes. Because you lack the "mental switch off" during the breaks and there is no feedback from the students. That reduces your motivation.

Were online class sessions the right length?

2- More than 45-50 minutes is impossible. The students will collapse. 45 minutes is a good interval, afterwards you need to switch to blended learning. Because the students don't want to do it anymore. You need to ask them if the unit is too long and you need to listen to them. If they tell you that they are tired, you should not force the full 1 ½ hours, but rather stop. They may be fitter another time, then you can do a bit more. But after 45 minutes you should switch to a creative phase, even if they are only drawing a picture or taking a photo.

5- A maximum of 45 minutes for a lecture and then a 10-minute break. But we tried to combine theory and practice.

Did you have contact with your students apart from online classes (e.g. office hours)?

2- Yes, by phone calls and emails. But you get swamped with emails; if you get 50 e-mails, you won't be able to answer all of them. Then I told them: "Just call me. You can reach me in this way and I will try to find a solution."

5- We missed the personal exchange. E-Mails were sent. Students rarely made phone calls.

Was more contact with students wanted or needed?



The lecturer would have had nothing against more contact with the students.

Do you think online classes adapted more to your timetable? (in terms of travel time from one class to another, or to go to universities ...)

2- Yes, sure. Although one might ask oneself whether it makes sense for one meeting to end at 2 PM and for the next one to start at 2 PM. With respect to time, there were some advantages, but not for my personal life. I like commuting to the university by bike for 20 minutes in the morning.

5- Home office is nice, but not for every day. We learned at home how to work in a focussed way.

Do you like teaching online?

2- I prefer face-to-face teaching, because it is easier to capture the mood – I can see the motivation, etc. With online teaching, this is more limited. Online tools are also nice. One also can use a mixture of both – e.g. online teaching may be appropriate before Christmas or before the exams.

5- Project meetings, feedback rounds, yes, online is all right for that. Also for international meetings, that's better than travelling. But for regular teaching I prefer face-to-face teaching.

Why? Why not?

2- With face-to-face teaching, it is easier to capture the mood than with online teaching.

5- With large groups, online teaching is simply more difficult. But from time to time it is useful.

In your opinion, what are the advantages of online teaching?

2- The advantages of online teaching are that you don't have to go to the university; the reconcilability with other appointments is better. It is important that the students don't have to commute for an hour.

5- Advantage: you can now save and share documents and projects with MS Teams, which are accessible to all. We also use this with face-to-face teaching now, and it saves a lot of emails. Project meetings do not last as long and are better organised in an online format.

In your opinion, what are the disadvantages of online teaching?

(please see in the statements before about exhaustion, involvement, tiredness, personal exchange ...)

Did you use other materials?

Short videos, excursions, activation exercises with post-it notes; activating the students from time to time – it doesn't always have to be in a digital form, e.g. with the tool Mentimeter, etc.

Other comments?

2- Addition: one needs to lose one's reluctance towards online teaching, lose one's anxiety. One should facilitate using the digital part of teaching for the students, but only with their participation. Give them small task packages. Try to make university teaching something "tangible". An exchange between colleagues is very important or one will not make progress.

5- Addition: Perhaps the lecturers should look more at online tools for lectures. You need to be much better prepared, with regard to both technology and contents. One also should ask the students how they feel. We are a small institute at the technical college (30 colleagues, 250 students) so usually the contact is very good.

Students participating

1 – student in psychology in her master's programme, proficient in sign language.

3 – student in informatics in his master's programme, also with a high affinity for technical solutions.

4 – student in adult education and vocational training in her master's programme

Questions

Do you have any need for accessibility?

1- No, I myself did not need any accommodation up till now. Neither for blindness nor for deafness.

3- I did not need any accommodation during lectures, because I can understand "normal" spoken language. When lectures are recorded, there is the advantage of being able to watch it again. The bigger tools already come with automated captions, but I cannot really judge how good they are.

4- No.

Did you have online classes before COVID-19?

If so, did your online classes change because of COVID-19?

1- No, this started with COVID; I did not have a single online seminar before COVID.

3- Yes a bit – like Moocs, learning videos on YouTube, but I did not attend anything online at the university before COVID.

4- No, not a single online lecture. There were only in-site courses. However, some lectures were recorded.

If not, did you have any problems with switching to online classes?

1- All in all, I felt better than in-site courses, because I noticed that I have more peace and quiet at home and everything is a bit more relaxed. I don't need to commute to the university, which saves a lot of time, you can eat at home whenever you are hungry, you can go and get something to eat/drink without missing out on something. In lectures with compulsory attendance this doesn't disturb anyone as you don't have the camera or the microphone on all the time. That means that you can eat in peace while you are following the presentations. However, I am not sure if I would have mastered all of the lectures online, because there are some practical training courses or lectures where you need to ask something from time to time, e.g. statistics. So I for one appreciated that this lecture was a presence course. However, I could deal with most seminars and lectures online very well.

3- No, not at all. Along with my study of informatics comes a technical affinity.

4- I did not have too many lectures left. So it wasn't such a tight programme. I had already completed the master's degree study during COVID. The lecturers did their best, so the switch wasn't hard. Probably the smaller groups helped with that.

Did you acknowledge any difference of focus and concentration with online classes?

Are you less or more focused online?

1- That is hard to say, because when I had lectures at the university, they often lasted the whole day; maybe the first lecture started at 8 or 9 AM and the last one at 9 PM, with only short breaks and going to the next lecture hall. In that case you are really tired in the evening, and I have also experienced momentary nodding off. That was different with online teaching... But I have to admit that sometimes I attended two seminars at the same time, when there were overlaps – something that doesn't work with presence courses. That is another advantage of online teaching. And otherwise, well, I have to admit that when a seminar wasn't so exciting, I stood up to stay awake or went to get something to eat. However, I could not say that this affected my concentration, because as soon as I notice that my concentration is gone and I briefly do something else and then the concentration is back. So I had more possibilities of dealing with that when everything was too much. My concentration is affected (I am less distracted when there is no bed or TV set nearby). I often had the lecture on a second monitor; on the main monitor I had what I was really concentrating on.

3- Yes. I am less focused when I am at home; although in a presence course with more than 10 people you can hide very well and do something else, but it is easier online. Chatting replaced the chitchat in the lecture hall. After some time, you mentally "switch off" because

of wrong or no didactics, e.g. the classical teacher-centred teaching mode. If you already know the topic, you will start to think about doing something else at the same time.

4- Yes, there is a difference. At the university, you are in "university mode". There is an exchange with the colleagues, and you know that now it's university time. At home, you are automatically more distracted.

Why do you think you're less focused during online classes?

1- Change your position, move brings an improvement.

3- Mentally "switching off" because of a lack of online didactics or bad online teaching.

4- At home it is much more difficult to stay focused.

Are you feeling more tired during online classes? or less?

1- These are different requirements. In-site courses, it can be hard when there are too many people at once. This can be hard on some days when you are not feeling too good or can't deal with these masses at the moment. Then it is more tiring, and online classes can tire you out when you have been staring at a monitor for hours and your eyes are already burning. So, I would say that you can compare the two teaching modes, but it all depends on how you are feeling on a given day.

3- If you have online lectures all day long, it's very tiring. You mentally "switch off", you don't want to do it anymore, and you start doing something else at the same time, because you know that everything will be recorded and nobody is checking whether you are listening or not.

4- I am not sure whether I can give a 100 % correct answer here, because it's been a long time since I was in a lecture hall. But I think that online, you get tired more quickly.

Why do you think so?

1- Change your position, move brings an improvement.

3- Students' requirements weren't really considered during online teaching.

4- The main thing is that the eyes tire much faster.

Did you need any pauses during class?

1- Yes.

3- Yes. The students spend hours in front of their monitors – BREAKS!

4- Yes, we had breaks from time to time. The lecturers also asked whether we needed breaks and when.

What would you do during a pause?

1- Fetch something to eat or to drink, move a bit.

4- Sometimes for work, e.g. answering emails. Phoning colleagues, because we missed the exchange. Else I went outside for some fresh air or fetched something to drink.

How long would you like the pause to be?

1- In our seminars, often student presentations directly follow each other; therefore 5 minutes are often not enough. You may make it to the bathroom, but you can't really go get a coffee. So it should be ten minutes between the presentations. And if the lecture lasts the whole day, one needs a reasonable time for lunch, half an hour or three-quarters of an hour.

3- At least 10 minutes per hour. Time to rest for your eyes and get some fresh air, possibly every 45 minutes. One shouldn't talk for two whole hours – nobody will listen anymore or retain anything. Reading from slides like in a classical lecture situation doesn't work at all – use interactions! Maybe blocks of 15 minutes.

4- It depends on how your day is structured. Once a day for two hours is completely different from all day long. You can divide lectures into 10-15 minute videos instead of a presentation in one piece and do online meetings for questions. Because with online teaching, I will watch the recordings for half an hour, then I fetch a cup of tea, then I watch for another half hour. Then I go outside for some time – so I can do this exactly the way I need it. I'm not forced to stay in front of the monitor for two hours so that I will only forget half of what I learned. I would appreciate "snack"-sized lectures. An online lecture that lasts for half an hour or three quarters of an hour, and then a break of 15 minutes. If the seminar lasted the whole day, we had a one-hour lunch break.

Do you think online classes have an impact on your learning?

1- Well, yes. We had some presence courses where taking notes was essential, you really had to take notes to have a supplement to the slides. I didn't attend the same courses in presence and online; the online lectures were closer to the end of my studies, where I didn't have to take so many notes. But, yes, my learning behaviour was quite different, because during a presence course I cannot multitask. Online I am much more anonymous and when I know that this topic is easy but I have a difficult exam in the next few weeks, then I will study for that exam instead.

3- Well, I did start to do a bit of multi-tasking, but only in lectures where I had the impression that this was possible because I already knew some of the contents or there were some repetitions or something that was very easy for me. Things that you would not do in a presence course. I found the recordings most useful because I can watch anything that I did not understand again. Normally I learn from the PPT-slides. If I still have questions, I can ask the professor. The recordings made me more independent, and I also could stay

away from a lecture. I look at the materials during the summer and then I take the exams in September, that is easier.

4- No, I don't think that my learning behaviour changed. However, this is hard to judge. I took all my exams before COVID. During the lockdown I only did seminar courses.

Did you have any social contact with the other learners/students?

1- Yes, mostly via chat. The online phase occurred during the pandemic, so it was in my best interest not to meet too many people. Therefore, most contacts were via chat in BigBlueButton or WhatsApp, if you had the numbers and you attended the same lectures, for exchanging views.

3- Yes

4- Yes

What type of contact?

1- Online via WhatsApp and Big Blue Button

3- Online

4- At the beginning of the pandemic, you really did not meet anybody else. After the first spring, we tended to meet outside. But the personal contacts were reduced.

Concerning classes?

1- Usually yes, less chit chat, but I couldn't really say that we talked only about the university on WhatsApp. Some private things were always included, but significantly less. You won't go to a coffee shop with somebody, that almost didn't happen during the pandemic.

3- During the in-site course, you will chat with each other; online you don't get any information about the others. You can have the participants present themselves at the beginning, that is quite nice. In online lectures, there is no chance. But, yes, the topics dealt with the lectures and less with private life. Only in connection with professional topics.

4- Not just dealing with the university, but also private things.

Did you help each other?

1- Yes, yes, of course. We had exchanged materials via WhatsApp and email before, because it is much easier than printing the whole document and giving it to somebody. That was before the pandemic, usually via e-mail or WhatsApp. I didn't really need to learn together with others because I didn't have any big exams left, and in seminars, the grades are more about the presentations you give. And if you do give a group presentation, the exchange will mainly be via WhatsApp.



3- Yes, remote as well.

4- I am more the type to learn by myself. But you do exchange views about the contents.

What type of contact would you like to have?

1- What I have described before was okay. I think it might have been harder for people who are just beginning their studies, because you don't have that much experience with lectures and you are uncertain and might want to discuss it together, but once you have almost finished your studies, it's more like what are you going to present and what am I going to present? You know what you are doing and I know what I am doing. That makes everything easier. But I imagine that it might have been hard for a complete beginner. Some things work better on campus. Social exchange would be better. Also getting to know other people. Online, you're lost.

3- Online, there's little informal contact or discussion during or after an online lecture.

4- It's not so easy. Measures for exchange were implemented online, e.g. Gathertown, but nobody used it. The students were fed up with sitting in front of a monitor, so an online exchange format was simply too much. It would be better to meet outside in person.

Did you have contact with your teachers apart from online classes?

1- For most of the lectures and seminars I didn't need much contact. But if there had been a need for it, there were virtual office hours and contact via email. Sending an email with questions had also been possible during face-to-face teaching, but now the face-to-face office hours moved to BigBlueButton. The consultations for my master thesis are still done online. For me, this has the advantage that if I am not in Klagenfurt, but somewhere else, then I can still consult with the lecturers.

3- Yes, via e-mail.

4- I rarely needed something, but if I did, I wrote an email.

Would you like to have more contact with them?

1- For myself, the contact was sufficient. The office hours in BigBlueButton work as well as the face-to-face ones. Maybe – if you are not used to working online – the attention span differs from face-to-face, but I cannot really judge this as both are okay for me. Maybe it is more difficult for some lecturers who were not used to working online.

4- I rarely needed something, but if I did, I wrote an email.

Where are you studying during/following online classes?



1- Always from home.

3- While travelling, e.g. in Salzburg, or while I had appointments somewhere else, then I could follow the online courses from my hotel room

4- From home, from an open living room space.

Do you like it?

1- A clear yes.

3- Yes.

4- I wasn't quite happy with it.

***Did you speak up during online classes? Or ask questions?
If not, why?***

1- I myself didn't have a problem. I don't really know whether I asked more or fewer questions than during face-to-face teaching. Via chat or shared notes, you have the possibility to ask something quickly – that's missing in face-to-face teaching. Else online worked as well. If any requests were overlooked, then you switched on your microphone and interrupted the lecturer, and then – if it was okay for the lecturer – you could ask your question directly.

3- Some were afraid of speaking up because their name was visible; even more so, if the lecture was being recorded. It was much easier anonymously. However, I spoke up even more than usual, because it is awkward for the lecturers if nobody dares to say something.

4- Some dare not speak if their name is visible. At the beginning, it was difficult and I held back, but this got better eventually. It was easier with small groups. If there are many people, I tend to hold back, and online even more so. It helped that I am a tutor myself, so I was a bit less shy.

Do you think online classes adapted more to your timetable? (in terms of travel time to university for example, or if they have student jobs...)

1- Yes!

3- Yes, I commute to university 40 minutes by car, that is something you notice. I have to use my car because public transportation is not optimal. For me, this is wasted time, because I cannot do much simultaneously. Online, I can sleep longer, because I get up and go to my laptop. Online is more relaxed.

4- Yes, that is an advantage. But I don't live far from the university. I don't mind it. On the way back, I can mentally switch off... But generally, one saves time and money for commuting.

Do you have any suggestions to improve online classes?

1- Generally – and this is not just for online teaching – I don't like it when seminars consist mainly of presentations by students. Both online and face-to-face, I have the impression that I don't learn so much. What I notice about online teaching is that the students sometimes become less restrained with respect to comments. There's that shared notes function in BigBlueButton, and sometimes people can get mean and criticise others in a way that is neither constructive nor appropriate. That is something that needs to be prevented. But the lecturers are quite good at that. The technology may break down from time to time, but else they did quite a good job. The way they did it was quite good.

Some lecturers just did online what they would have done face-to-face, but this didn't have any didactic value also not when they were still teaching face-to-face. The university should offer more possibilities for networking. About didactics... Many lecturers don't know what to do. It would help to attend further training. "Snack-sized" videos work very well, we already know that much. That ought to be done. It's a lot of work, but if you prepare it once, you can use it for years. You should work with multimedia, not just talk for hours on end.

Some lecturers did not allow recordings. So students record everything surreptitiously... The lecturers should not work against the students.

3- Simply be more interactive, have more of an exchange. Use elements that further interactions.

4- I like it better if there is more interaction and exchange, if you can speak up anytime, if the contents are visualised and things like that.

To you, what are the advantages and disadvantages of online teaching?

1- Your private and professional life get mixed up through the home office, you need to be good at this or to reorganise things. Because you tend to do more once you realise that you save the time for commuting to the university, you save the money for lunch at the university, so you start thinking: "I can be more efficient at home", and you might take on more than is reasonable. I have noticed that. And you start thinking: "Oh, great. It's online! If there is an overlap between two seminars, it doesn't matter, I can still do that!"

Advantages: One saves time and money. New students who would need to move here for their studies, wouldn't have to do that if you can do 100 % online; or they could just live here part-time in a shared flat, if there is a mix with face-to-face teaching.

Disadvantages: With online teaching, you don't get to know any new people, because you tend to have contact only with people you already know, the ones you have met before, you have talked to before, and you write less with unknown students. Personal contacts arise more from face-to-face teaching.



As for learning, both are all right. Online has the advantage of multi-tasking, and subjectively, you move on faster.

I'd like to add: The only comment I would really like to make is that I really hope that online teaching is here to stay, parallel to face-to-face teaching, because it is an asset, also for people who are ill outside of the pandemic. With seminars, there is a compulsory attendance, but, for example, if I catch the stomach flu, I would be fit enough to follow a seminar, but I need to go to the bathroom every 5-10 minutes. This would be impossible in a seminar room, but it might work at home – without missing out on something or people noticing. Online is also an advantage if you have to go to a foreign country or to see your family at short notice (the same holds for the lecturers). Also, online teaching saves a lot of money.

3- Advantages: Online teaching is more flexible and you don't have any problems if you cannot attend a lecture in person. Recordings help, and you can stream lectures (although this would also be possible with face-to-face teaching, I mean recording as well).

Disadvantages: Less social contact, the students are not really integrated into a group. You don't do exercise sheets together so much, and it's no fun doing them by yourself. It would be important to have a healthy mix of face-to-face teaching and online teaching.

4- Advantages : You can do more because of the recordings, i.e. you can watch the recordings a few weeks before an exam and you don't have to sit in a lecture hall at 8 AM (this is an advantage for people who commute from farther away).

There have been attempts to stream lectures – this saves time and money.

One doesn't have to be in a certain place; flexibility

Disadvantages: You lose the personal contact, not like in a face-to-face lecture, where you start a discussion; once the camera is switched off, you hide yourself, you don't say a word and maybe you don't even listen; having online teaching all day long is very tiring, you mentally "switch off", don't want anymore, you start doing something else at the same time, knowing that everything will be recorded and nobody will check whether you are listening at the moment or not

I didn't mind so much because I have been at the university for some time, but complete beginners miss out on the informal exchange (you don't write in the chat whether somebody would like to meet to have something to eat or drink, or to learn together). You have little contact with other students. This is especially difficult for introverted people and people with disabilities.

iii. Answers to the questions from Belgium

Participants

6 lecturers

Questions

Did your method of online teaching change ?

1- Didn't change- was well prepared and ready. Psychology of the students changed due to the settings- often in the same room as other family members changed.

Have Lecturer content with additional materials such as videos etc

Chat tool- able to access her at specific times

Assignments

Use wiki to enhance collaboration with other learners and other colleagues

2- Teaching in a regular way and not as many sessions online? In 2022 and 2021 all online. Theoretical lecture not enough.

Changed the way she allowed the students to have online classes- before no rules on image and audio. In second year it is obligatory to have audio and images.

3- The main change was to make sure that lectures were more practical and there were more breaks and shorter if possible. – this was because all courses were online- changed the demands of the course. It was more flexible. Eg if the lesson was later in the day lower expectations as less focused.

You never had online teaching before, so what challenges did you have?

4- Getting used to the Moodle system (hadn't been used previously by her) setting up online tests and assessments/ Zoom was also used. Zoom Easy to get

5- How to interact with the students. Online Students were not so focused. Challenge in maintaining focus. Adapting some practical classes- very difficult to move online- preparing group work. Simulating patients. Had to consider use of videos etc

6- Keep students engaged. Especially if you have not already been able to create a bond with the students offline- no time to build a relationship with. Lack of human contact

Did you use some applications, such as ppwt, videos or else for your online classes?

1- Bookshelf, Moodle, wiki, Learning Ally, google slides, speech notes W3C Web Accessibility Initiative

Quizlet, Natural reader

Windows magnifier

Colour contrast analyser tool



Learned about project tools via European projects she was involved in
Before just using the tools of Moodle
Training on tools lacking

2- Always PPT and videos as lectures about integration with families and babies and need to show students how the sessions are.

3- Used Team zoom, did own research and used Kahoot

4- PPT standard, uploaded on moodle.

5- Had PPTs- Used some videos- caused ethical questions as they were homemade videos- had to explain that to students that it was not possible to record Presentations and take photos.

6- Blackboard, Moodle, Zoom, Panopto (pre-recorded videos),PPT

Do you think some of them helped the students be more focused?

1- Yes used looks of different apps to help them engage in different formats and tools- the students liked this.
Encouraged group learning also

2- Yes

3- Yes- helped to create practical activities

5- yes

6- Unsure. Work in the Disability Support Unit- in the move back to in person classes lots of students with ADHD asked to stay online as the lack of distractions meant they could focus more. Others felt differently.

Did you feel like your students were focused ?

2- Difficult to reach all of them all the time. But classes are 20-30 students and 15 with them are focused. The other used questions etc to bring them in- but this is the same in the class.

Did they interact during classes ?

4- Students struggled to focus- they had a learning journal- meeting some students to support them. Impact
Students asked to keep their camera on- but didn't- so not sure if they were there.
Don't know what what happened at home

5- Used separate groups- visited each group- to help more focussed discussion and maintain a group dynamic

Use of the chat function

6- Depended- Masters and undergraduates already teach a lot of interaction but with new students.

Used Pre-recorded videos and sent them a few questions- they had to reply and answer the questions to be marked present for the lesson.

Asking questions?

4- Yes

Answering questions ?

4- Yes- using breakout rooms etc a lot. Encouraged discussion. Tried to use more participated pedagogy. Found that the higher the participation the better the focus

React to what you said ?

1- During covid due to the family situations often people had their families in the same room- so had difficulties in having them open their microphones

Didn't ask them to use their cameras for GDPR rules

Before COVID online lessons had a good level of interactions.

Lots of typing in the chat box

3- Now much bigger classes

Did you feel tired after online classes ?

1-Yes- it is a lot more tiring

2- The first year was very tiring. Is now easier

3- Yes- it is tiring but there are also onsite classes- there is a balance.

4- Yes- took a lot more energy- harder to read the energy of the students. Moe difficult

5- Yes- much more tiring than face to face- using all your senses- especially visuals. Can feel eyes were drier and more tired

6- Physically feels worse due to back issues- sitting down all day wasn't good. But not tired- no commute so balances out

Would you like it to be shorter ?

1- Yes! Instead of three hours an hour and half and 2 sessions



4- This was implemented (University of Malta 1 hour to 45 mins). Still need to cover the same amount of material- explanations take longer

Would you like more pauses ? Or longer pauses ?

1- Breaks less ideal as you lose people- they disconnect

2- Now takes more breaks- teaches for 2 hours with a break between the first and last hour. This was more functional.

5- Did naturally adapt to create more breaks- punctuality was better online.

6- Either shorter sessions or longer breaks. Sometimes lecture notes for students to read and then having a longer discussion session.

Did you have contacts with your students apart from online classes ?

1- Had a chat with students and forum and could reach her at specific times of the day

2- Had email as well

3- Did a lot of emailing with students between the lessons. Some classes even in pandemic were given on site.

5- Yes- used emails- sometimes on the phone. Always tried to answer quickly. They contacted her a lot more out of hours. More generally now at uni people (including staff) tend to have more meetings after hours.

6- Yes- regularly contact dissertation students. Also had contact with other students who contacted her.

Would you like to have more contacts ?

1- Happy with the level of contact- maybe not the same for other colleagues- has a good system of communication

2- No

3- Happy with the level of contact.

4- No happy with the level- was easier to meet student

6- Missing the informal communication- chat before class or walking to the car park- which couldn't be replaced. Tried to enable the students to log in early to the zoom call to give them the chance to get to know each other

Do you think online classes adapted more to your timetable ? (in terms of travel time from one class to another, or to go to universities ...)



1- Yes- saves a lot of time. If the course is well developed you can still give them quality learning

2- No- it isn't good for work life balance

3- Yes- lives 1hour from uni so is more efficient

4- Removing travel time was a bit plus- but many students viewed it as a negative experiences

5- People requesting more meetings outside of normal working hours. Good for some meetings online. Face to face is better for learning.

6- Practically online teaching work wells. Good to have both.

Do you like teaching online ?

2- No

3- Yes- if hybrid

4- Didn't have a negative experience. Enjoy it. I wouldn't say she prefers it more or less. Difference in young adults and adults- adults had families etc and liked the online learning

5- Prefer face to face teaching

6- No-

Why ?

1- Doesn't have to sit in traffic to reach the university- lose less time- could be used for meaningful tasks

2- Because the topics of work- speech and language- need a big practical element, I want to be able to make eye contact etc and be able to read their faces.

4- Get offer some people who are further away from education chance to learn Learning also has social benefits and students miss out.

5- Better way of learning, better connection with the students.

6- Likes to be in the classroom with students- better atmosphere and connection

iv. Summary from France

Participants :

1 - Student in bachelor languages and marketing, at university



2 - Student in bachelor design and graphism, in a Belgium school

3 - Student in master in public and territory management

4 - Student in master Italian language, art and culture

5 - Student in bachelor Geology

6 - Student in bachelor Geology

7- Lecturer in speech analysis

Summary of the interviews :

Difficulties to adapt :

- Finding the motivation ('going for it')
- Finding a rhythm
- Getting into the atmosphere of the course
- Appreciated courses = + camera, + interaction, + resourcefulness of the professors, we want to follow so we hang on; however, even for the appreciated courses, we can force ourselves to remain concentrated...
- The attention very quickly leaves on other things (room not favourable to work; phone vibrates; ...)
- Importance of breaks : 4h course (1,5h - break - 1h - break -10 min)
- Very difficult learning: lessons learned with the help of other documents
- Tinkering with audio recordings to be able to listen to everything because everything goes very fast (without feedback, the teachers go faster than in class)
- Few contacts with teachers, but in small groups of students (the "Challenges") there was a lot of mutual aid (vs. large group: almost no contact and ½ dropped out halfway through the year) (the first ones had face-to-face classes because they were few and privileged: considered very unfair by the two students)
- Peer network : organised 1 month after the beginning of the school year, therefore useless
- Interactions: in chat: students answered meanly > desire to participate passes immediately; teachers who lacked delicacy (sent to walk in front of everyone)
- If limitation on platforms, increase the gauge or retransmit on different platforms (Discord, Skype ...): many courses limited to 100 entries
- Easier to interact remotely (not being able to see each other, anonymity = reassuring; break times used to slip in questions... ('taking stock'))
- Interaction is also played out through non-verbal communication, which is not accessible online: this information is to be caught up at all costs by more interactive devices and games to get feedback from students

Lessons learned :



Organisation :

- Have specific spaces to move to
- Designate a sponsor before the start of the school year
- Make computers available (some students followed on their phones; 1 student shared the computer with mom, college physics teacher + little sister)
- Allow teachers to be filmed in front of a blackboard (vs. powerpoint read by teacher (same as face to face))
- Teachers who should have training on the tools available (quizzes, etc.)
- Digital workspace: course not filed required to attend but a handout or a detailed table of contents at least would be valuable (see also below) ;
- Courses were improved : no blackboard = replaced by more resources (without overwhelming students though)

Contacts :

- Allow more follow-up, more contact (especially when exercises: not leave time then corrected right away) (they only came to the university for exams: "it was horrible, we all saw each other and we were all stressed") feedback without grading for all that (see below quiz)
- Make students turn on the cameras more
- Have objectives and interaction during the course (quiz + results posted immediately; ...)
- Contact with professors to be improved (interactions, outside of class ...): favour small groups and face-to-face classes where the presence of others is comforting
- Allow paid overtime for teachers to keep the link
- In a dream world (experienced in a conference), the teacher could have an assistant who helps to co-manage the questions, the documents, ... (designate a student, which will increase the attention ?)
- Invent an interaction button (an exclamation mark) that allows to slow down the pace / ask questions, in addition to anonymous 'thumbs up' from the group to say that everything is fine. Do this very regularly to maintain attention
- Questions about the course should be able to be asked on the spot ('we'll ask the course in 20 minutes' = a question-killer): a minimum of FAQ per chapter to be built up afterwards (integrate into the course the questions asked before or make points of emphasis)

Learning :

- Institute breaks where we can take stock (fun quiz; thumbs up anonymously, even in lecture hall)
- Build quizzes, leave history, create a FAQ, ... (students could build them; to be renewed every year?)
- Have a very detailed table of contents: see the progress of the course and be able to come back to it

- Provide a handout/manual, or at least a very detailed table of contents with definitions of concepts
- Multiply access to knowledge (those who learn by reading, by taking notes, by needing revision exercises, by listening carefully, etc.)
- Submit the powerpoints before the course so that students can read them in advance & annotate the documents during the course (highlighting and personalization gestures) and/or lighten the ppt's so that they can be recopied for those who learn by doing
- Make old exams available to all so they can train (exams to be made available and/or make a list of "gems" + explanations (without mocking))
- Explanation of course expectations and exam question wording (for the exam; for course comprehension; ...) (cf. approaches built for Asperger's students)

(Dis-)Advantages of distance learning courses :

- Taking lectures is easier online.
- Tutorials and workshops should be avoided as much as possible online, or the parameters should be reviewed.
- Saves 3 hours of bus time/course, but this time was preparatory and in the form of a useful break, nonetheless
- Helped develop computer skills in addition to PICS (installing applications, screen sharing, ...)
- Anonymity can be reassuring, especially for groups that don't know each other yet

In summary: horrible and difficult experience; on the way back, the courses are better constructed and we are delighted to see everyone again.

Annex 2: About the InClUDe project and its partners

The InClUDe project aims to promote the realisation of accessible and inclusive higher education opportunities for students with special educational needs. To achieve this goal the project has three key aims:

- To provide an easy way to search and access free and open tools for online accessibility.
- To create a practical, step-by-step resource that guides lecturers through setting up online teaching sessions that are accessible to a wide range of students.
- To create guidelines of considerations that can help lecturers to make their teaching scheduling and practice more inclusive.

Project Partners:



The [University of Wolverhampton](#) is a large UK Higher Education Institution. The university aims to be a University of Opportunity – renowned for creativity and innovation – developing students and staff who are entrepreneurial, eminently employable and well connected within a research and professionally informed environment. The mission is to be an employer-focused university connected with local, national and global communities delivering opportunity and academic excellence.



The [Universität Klagenfurt](#) (AAU) is a young and innovative university, located at the intersection of three diverse cultures. Since it was founded in 1970, AAU has become firmly established as the leading institution of academic education in the Austrian province of Carinthia, and serves as an important hub for the acquisition, exchange and transfer of knowledge across the entire Alps-Adriatic Region.



[UR2](#) is the leading Human and Social Sciences university in western France, with over 23,000 students – including 4,500 Master's students. Over 12% of the student body are international students, with a third coming from outside Europe. Internationalisation is a key word at UR2, which takes part in several higher education mobility programs in many European training and research projects.





The [European Association of Service Providers for Persons with Disabilities](#), EASPD, is a non-profit NGO in the disability sector, that promotes the views of over 20,000 social services and their umbrella associations. They promote equal opportunities for people with disabilities through effective and high-quality service systems