



ABC of Inclusion in Teaching:



(Version 2022 – [Lecturers' Conference – KdL](#) – ETH Zürich)

ETH Zurich lives off its diversity. Whether it is in the classroom or the lab, students come from different backgrounds, with different orientations, and various abilities, and with varying levels of other responsibilities. Teaching such diverse groups is rewarding but needs additional considerations.

This ABC for inclusive teaching is intended to support lecturers to improve how they interact with a diverse group of students. It provides some concrete ideas about what teachers can do in the classroom or lab to live up to the goal of promoting inclusive teaching at ETH.

A AS IN ACCESSIBILITY

Make yourself and lecture content accessible to all of your students.

CONCEPT	HOW TO DO THAT? SOME EXAMPLES.
 <p>Design your course materials in an accessible electronic format.</p> <p>More information: ETH eAccessibility Barrier-free colour palette</p>	<ul style="list-style-type: none">• Semantic Structure: Organize the content into a neat structure with template style headings.• Text Alternatives: Ensure that there are appropriate text alternatives for all pictorial representations that convey important information.• Use of Colour: Information should never be conveyed exclusively by colour.
 <p>Make yourself available and demonstrate open-mindedness</p>	<ul style="list-style-type: none">• Invite students to come up to you if they need extra assistance during the first class of a course.• Office hours help students to express their needs.• Be approachable (e-mail, online meetings, after lectures, office hours). Some students might find it easier to approach student assistants rather than the senior lecturer.

B AS IN BELONGING

Create a sense of belonging for all students.

CONCEPT	HOW TO DO THAT? SOME EXAMPLES.
 <p>Gather information</p>	<p>Ask the participants, which aspects of their identities they would like to share. Also majority groups (like Swiss) could be mentioned, e.g., with EduApp.</p>
 <p>Get all voices heard</p>	<p>Make sure that there is equal speaking time for all genders, people from different backgrounds, etc. Some students might be more comfortable discussing a question first in a small group before speaking up. Encourage those who readily participate to hold back and those who don't readily participate to raise their voices.</p> <p>Invite lecturers with different backgrounds to give a guest lecture in your class.</p>
 <p>Aim to use inclusive language.</p> <p>More information: Respectful disability language Gender inclusive language</p>	<ul style="list-style-type: none">• For gender: in German, use the gender neutral term when possible e.g., "Studierende" or inclusive forms, such as "Student*innen; in English, use gender non-specific terms e.g., humankind rather than mankind.• If you are not sure what name or pronoun someone uses, ask!• Don't make assumptions about marital or family relationships, e.g., use partner instead of husband and wife.
 <p>Aim for diversity in your teaching material</p>	<ul style="list-style-type: none">• Check your literature list for diversity (e.g. gender, people from all continents).• Over 80% of the global population live in low- and middle-income countries. Europe and the US are the exception. Include case studies, experts and examples that pay justice to this fact.• Do not reproduce stereotypes with examples and pictures.
 <p>Remember diversity when planning interactive parts</p>	<ul style="list-style-type: none">• Teaching assistants for courses should be representative of the studentship.• Assign group memberships in class at random. Alternatively, encourage students to form diverse groups themselves.

C AS IN CONSIDERATION

Be aware of your own
behaviour, positionality,
and prejudices.

CONCEPT

HOW TO DO THAT? SOME EXAMPLES.



Create an **open** learning environment

- Set up guidelines together with the students for how to work with each other.
- Use respectful language, avoid generalization, react immediately if somebody makes a discriminatory comment.
- Avoid a competitive environment for learning – challenge ideas, not people! Encourage cooperative learning.
- Invite students to give you feedback, e.g., with the semester feedback, Moodle survey, EduApp.



Address **diversity** and **inclusion** in your class

- Make students aware of hidden stereotypes, privileges, and discrimination, and what can be done to change that.
- Examine how colonialism, racism, sexism, homophobia or other forms of oppression has impacted your field of expertise.
- Consider a diversity and inclusion workshop as part of your lecture (contact ETH4D for support).



Be **transparent**

Communicate your expectations, teaching methods and assessment criteria clearly.



Avoid **bias** in assessments

Anonymize, if possible, exams when grading.