

Barrier-free digital teaching - information for instructors

1. Quality of recordings:

Please ensure, as far as possible, that your lecture recordings are of good audio and picture quality without a disruptive background. Avoid distracting backgrounds (e.g. movement in the background, loud patterns or bold colors, flickering or glaring light sources, and disruptive sounds such as background music, static, and sounds from nature/birds chirping).

2. Barrier-free teaching content:

Please provide students with a **written copy of any information** addressed in the recorded lectures. Possible formats include transcripts, lecture notes, a written “chalkboard” recording, presentation slides, graphics, diagrams, and tables **in good resolution**. Many students depend on these resources as they are unable to simultaneously listen and take notes, are unable to understand all speech due to acoustics, and/or can only see content under high magnification.

It is particularly important that any **written resources are barrier-free**. By following the tips below, you help visually-impaired students and others read and, where necessary, magnify text:

- Content must be presented with **high contrast**: Black text against a white background is optimal. Please use a **sans serif font** such as Calibri, Verdana or Arial. Additionally, avoid writing entire words or lines in CAPITAL LETTERS and/or in *italics*.
- Design your presentations **as clearly as possible**, so that the reader can maintain an overview even when the screen view is enlarged.
- Use language that is as **understandable** as possible with **simple words and short sentences**. You can find a 15-point checklist in German at [Leitfaden für Verständliche Sprache](#).
- **Outline your document** using headings Use the formatting tools for outlines as well as those for creating tables and lists available in Word, so that these can be read by speech output programs.
- Below you can find further tips, instructions, and tools for digital barrier-free accessibility.

The measures listed are necessary for visually and hearing-impaired students. However, they are helpful for all students.

3. Availability:

Please leave resources (recorded lectures and lecture notes) **online until at least examinations and repeat examinations have taken place**. Clearly name your video, audio, and other files as well as links. Make sure that these files are compatible with all operating systems (Linux, Windows, iOS) where possible.

4. Availability for questions:

Clearly communicate **when and how you** can be contacted if students have questions about your courses and materials. This is important and helpful for all students.

5. Academic adjustment:

Please note that students continue to be **entitled to** their approved form of **academic adjustment** to modify their study and exam conditions. Clarify with students early on how academic adjustment is to be individually implemented, particularly for examinations.

6. Modifying “active” participation and study/exam performance:

If you are holding courses with web conferencing and other formats requiring attendance, please offer **alternative options for participating** (e.g. meeting recordings) **and completing coursework** to the following:

- Students with children and care responsibilities, who are unable to participate in the course at this time due to insufficient supervision.
- Students with disabilities and chronic illness who have approved academic adjustment from the examination board
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Below you can find additional tips, instructions, and tools for digital accessibility:

- [Berlin Standards for Digital Accessibility](#) – includes information about designing [Word documents](#) and [PowerPoints](#) [Source: Office of Digital Accessibility and Usability - Senate Department for the Interior and Sport]
- [Accessible PDFs](#) – instructions, examples, and test [Source: Bundesfachstelle Barrierefreiheit. Deutsche Rentenversicherung Knappschaft-Bahn-See]
- [Handbook for accessible online videos](#) – including information about subtitling with and without YouTube [Source: Projekt BIK für Alle. DIAS GmbH]