



Checklist for diversity competence in teaching regarding materials, settings, teachers role and interaction

- I use materials that show diverse images of people (e.g., age, gender, sexual orientation, social and national origin, skin color, mental and physical abilities) (diversity).
- I use materials that incorporate gender-appropriate language, such as masculine and feminine word forms and neutral phrasing.
- I use materials that present a balanced number of males and females in images and text.
- I also use gender-neutral wording, representations and assignments
- I use not only typical names of the national language in my assignments, but also foreign-sounding names
- I use not only masculine and feminine names in my assignments, but also names that are gender neutral
- I use materials that present gender roles in a contemporary as well as diverse manner, e.g., gender-atypical professional role models.
- I use materials that present the image of the discipline in a way that is appealing to all genders in terms of design and appearance (especially if you teach in STEM-Subjects).
- I use a variety of media to facilitate individualized forms of work.
- I explain phenomena and laws embedded in contexts that are relevant as well as familiar to pupils of all genders and with different cultures as well as socio-economic backgrounds.
- I relate the subject content to currently relevant social issues.
- I use everyday language to explain phenomena and laws and carefully introduce technical terms.
- I take into account different scientific, socialization and development-related previous experiences as well as interests of all pupils (different cultures, socio-economic backgrounds and genders) in the seminar and in the lecture.
- I intentionally plan for different social forms (individualized, cooperative, and competitive) in seminar and lecture.
- I consciously plan different methods in the seminar and in the lecture (variety of methods).
- I embed investigative learning situations, e.g. experiments, meaningfully in the seminar and in the lecture and give students the opportunity to argue.



- I prepare problem-oriented assignments with open questions that allow for different, preferably creative solutions.
- I ensure a climate in the plenum that is critical of discrimination.
- I positively encourage students in the seminar and in the lecture by giving them recognition for their competences.
- I make sure that the roles in groups are deliberately changed in cooperative forms of learning.
- I devote equal time to students in the seminar and in the lecture.
- In plenary discussions, I make sure that students are able to express and discuss different opinions without judgment (e.g. positive error culture).
- In plenary discussions, I make sure that there is an appropriate waiting period between question and answer (e.g. think-pair-share).
- I question my own gender-dependent role perceptions.
- I reflect my social position and I am aware of my privileges.
- I reflect on my gender role and also the perspective I have as a result.
- I review my seminar and my lecture (according to predefined criteria) with regard to gender
- I encourage students to talk about their discrimination experiences if they wish and I take care of giving them a safe space.
- I encourage students to question the influence of parents and peer groups on personal interests as well as career choices.
- I encourage students to talk about their experiences of discrimination and give them a safe space to do so.