



RECOMMENDATIONS FOR AN OPEN AND FAIR DIGITAL TEACHING AND LEARNING CULTURE

26th March 2021

The Leuphana University of Lüneburg explicitly sees itself as a university based on classroom teaching presence university and would like to return to its regular operations as quickly as possible and responsible. As long as this is impossible and attendance is restricted, the university is in an exceptional state which requires special precautions and behaviour as laid down in the corresponding guidelines and regulations¹ (see footnote). The necessary implementation of a large part of the teaching in digital and/or hybrid formats leads to another fundamental change and expansion of the interactions within courses.

The university members face this rapid development and change in a common learning process, supported by the aim of creating a teaching and learning environment that is as transparent, appreciative and respectful as possible for all those involved, as well as productive in terms of educational, competence and learning objectives². The following recommendations have been developed with this goal in mind and are intended to serve as a guideline for good cooperation between lecturers and students and which are to be defined more clearly in the respective courses. They are not legally binding, but represent a basis for the design of courses and can provide orientation for the current semester.

The recommendations set out here were developed by students, lecturers and staff of existing counselling services at the Leuphana University of Lüneburg in a joint design process. However, in order to be able to fulfill the specific prerequisites and requirements of individual courses, it is recommended to jointly discuss the contents of this document at the beginning of the semester in the context of the course, so that a conscious selection can be made from the existing recommendations for action and add to them in a targeted manner.

¹ You can find the detailed specifications and regulations under

- General hygiene directive:
https://www.leuphana.de/fileadmin/user_upload/INTRANET/Richtlinien/210127_Hygienerichtlinie_SARS-CoV-2_Januar_2021_v4_beschlossen.pdf
- Hygiene guideline for courses from 27.01.2021:
https://www.leuphana.de/fileadmin/user_upload/INTRANET/Richtlinien/210127_Hygienerichtlinie_SARS-CoV-2_Lehrveranstaltungen_Januar_2021_v4_beschlossen.pdf
- Revised version of the annexes to the framework examination regulations for the alternative delivery of courses and examinations during the Corona crisis; published in Gazettes No. 88-93/20 of August 2020, to be found here:
www.leuphana.de/universitaet/amtsblatt.html

² See also: Handbook "Chancengleichheit und Diskriminierungsschutz in der Digitalen Lehre": <https://www.leuphana.de/portale/gender-diversity-portal/studium-lehre/chancengleichheit-und-diskriminierungsschutz-in-der-digitalen-lehre.html>



It is emphasised that the contents of this paper are only a snapshot of the current moment and should be subject to continuous and reflected further development. These recommendations can then be helpful for achieving an adequate, respectful, appreciative and successful approach to the educational goals of the university, the study programmes and the individual courses, if many university members agree on and stand up for the formulated contents or a freely chosen selection of them with great motivation and recognition.

In the case of problems or conflict situations, it is possible to obtain additional support from the Deans of Studies, the Equal Opportunities Officer, the Teaching Service, the *Shift!* team or the ombudsperson for students and lecturers.

A) Transparency | Visibility | Communication | Fairness

1. Courses in presence are based on interaction and mutual perception of the participants. This direct experience is not always easily transferred to virtual spaces. However, mutual visibility by **switching on the camera** significantly contributes to being able to experience the strengths of direct communication (e.g. gestures and facial expressions) in the digital scenario. No one is required to switch on their camera and neither has to explain themselves or nor should be treated differently. However, in the interests of the most authentic communication as well as teaching and learning culture possible, it is recommended that cameras are switched on whenever possible or that a group discussion is held on the reasons and solutions for cameras being switched off.
2. The **procedure and the technical implementation of digital courses** will be communicated to all participants at the beginning of the semester by the lecturer with the aim of achieving the greatest possible transparency regarding the mutual expectations in the course and the associated performance. This also includes an explanatory exchange on the technical tools to be used, the type of digital interaction, possibilities for feedback and, in the case of hybrid or combined forms of teaching, rotating participation in attendance. In particular, the (technical) prerequisites, expectations and needs of the course participants should also be discussed.
3. In the interests of **transparent examination preparation and implementation**, lecturers must address the examination modalities and the applicability of permitted aids in time during the courses. For students, the **independent and rule-compliant processing of examinations** is not only legally binding, but also a matter of fairness towards their fellow students; it is not (only) a question of the existing control mechanisms. The fair behaviour of students and lecturers in assessment formats and situations guarantees the immediate as well as long-term quality and integrity of the study programmes.



B) Designing teaching and learning together

1. There should be **room for exchange** on and solutions to individual challenges that may arise from hybrid and digital teaching and learning formats.
2. Participation in teaching and learning formats takes place in the same way in presence as in digital form. The decision to participate in a course means the **attentive, conscious and targeted participation** in it.

C) Dealing with the rights of third parties

1. The handling of digitally available content, its use and its publication are subject to various **legal regulations**, which are observed and complied with accordingly, including the rights to works protected by copyright, the right to one's own image, the right to one's own word or the protection of personal data.
2. **Recording of teaching and learning formats** - both by lecturers and students or other persons participating in the course is not permitted in order to protect the above-mentioned rights of third parties. However, lecturers are free to record themselves during the event (e.g. during a lecture/presentation). In doing so, it must be ensured that the above-mentioned rights of third parties, in particular those of students, are not violated.