



Stockholms
universitet

Updated
2021-05-06

Department of Physics

Contents

Accessible teaching	2
1.1 Make your course accessible for all.....	2
1.2 Certificate from the disability service at Stockholm University.....	3
1.2.1 Extra support during final written exam	3
1.2.2 Extra time on hand ins.....	4
1.2.3 Lecture material in advance	4
1.2.4 Talking books for reading impairments	4
1.2.5 Record lectures.....	4
1.2.6 Oral complement to written exams	5
1.2.7 Give oral presentations (or work in groups).....	5
1.2.8 Written note-taking support	5
1.3 Final comments	5

Fysikum

Stockholms universitet
Fysikum
106 91 Stockholm

AlbaNova campus
Plan 4, B-korridoren,
bredvid studentexpeditionen

Telefon: 08-553 786 52
E-post: studievagledare@fysik.su.se

Accessible teaching

This document is to inform you on how to make the teaching in your course more accessible to everyone. But also, some guidelines if a student asks for help. Some student enrolled in your course might have a disability, it could be both visible and non-visible. It might give the student a disadvantage when it comes to the teaching or examination format. Sometimes it even makes it impossible for the student to participate in all parts of the course.

1.1 Make your course accessible for all

To make your teaching more available to all types of students means that you have to consider the different needs of each student. For students with a disability, your effort to make your teaching more inclusive can make a huge difference. But many of these efforts also benefits students without disabilities, and will therefore improve the overall quality of your teaching and the course. To include everyone can of course be hard and therefore the Centre for the Advancement of University Teaching has written down some tips:

<https://www.su.se/ceul/english/resources/develop-your-teaching/accessible-teaching>

(Swedish: <https://www.su.se/ceul/resurser/utveckla-undervisning/tillg%C3%A4nglig-undervisning>)

Here are some bullet points from the CeUL web site:

- Make sure the course structure and schedule are clearly presented in Athena (or other course platform). If possible, avoid changes in the schedule.
- Write clearly and use contrast colors on the white board. Avoid red pen as this can be hard for colorblind to read.
- Give both written and oral instructions.
- Check if the course literature is available digitally. This makes the use of speech synthesizers possible.
- You as a teacher should divide the students into groups/pairs. Do not let students pick group or lab partner themselves. Students with disabilities tend to end up alone or without partner more often than students without disabilities.
- Do not forget to include breaks during your lectures.

Try to avoid generalizations, as students with the same disability may have completely different needs. For example, students with dyslexia and neuropsychiatric disabilities may have different challenges when it comes to meeting the reading and writing requirements of a course. How students with various disabilities interact in groups also differs from person to person. Remember that it is the student himself/herself who has the best knowledge about his/her disability. Do not hesitate to ask the student about how you can adapt you teaching or examination to meet the student needs. Also keep in mind that not all disabilities are easy for the student to talk about, and that the student therefore sometimes chooses to remain anonymous.



1.2 Certificate from the disability service at Stockholm University

Some students have a certificate with recommendations from the disability service at Stockholm University. This is needed if the student wants more extensive support during an examination or extra services from the department in his/her courses. For example, this could be longer time on an exam, to write an exam in smaller a group, access to lecture notes, to give oral presentations in smaller groups etc.

The student is responsible for handing in the certificate to the Academic advisor at the Department of Physics, where they together discuss the recommendations. Some of the recommendations can not be handled by the Academic advisor or the Student office alone, but need to involve the teacher/examiner of the course. **It is the student's responsibility to contact you, in the beginning of the course (or as early as possible), explaining his/her needs.** You can then together discuss how you can meet the needs of the student, keeping in mind the learning outcomes of the course. **The student does not need to show you his/her certificate, but you are more than welcome to contact the Academic advisor to confirm that such a certificate exists.**

To make it easy for both you and the students, you can in the beginning of the course, when you present the learning objectives, also let all the students know that the ones with recommendations from the disability service are welcome to contact you to discuss what accommodations are possible. The Academic advisor also encourages students with disabilities to contact you in the beginning of the course, or as early as possible, if they have need of any extra support during the course.

The Department of Physics wants to help and support all our students with recommendations from the disability service as much as possible. But it is important to know, that just because a student has something recommended, does not mean we always can give the recommended support. The support is meant to give students equal opportunities without compromising the learning objectives in the course. If you feel that it is not possible to give extra support without changing the learning objectives, then you should not approve extra support on that specific part of the course.

1.2.1 Extra support during final written exam

If a final written exam is administrated by the Student office, you as a teacher do not have to get involved in providing extra support. The student needs to contact the Student office at least two weeks before the exam to ask for extra support.

You as a teacher at the Department of Physics are not supposed to subtract points from an exam due to typing errors (grammatical errors). But of course, the writing must be clear enough for you to read and you have to be able to understand what the student means to be able to give fair grades.



You may have small written exams (dugga) in your course, that you administrate yourself; for example, a small written test to get extra points on the final exam. Then a student might contact you and ask for extra time. If you can give extra time is up to you (the examiner). As a guideline, the Student office gives two extra hours on a five hour exam.

1.2.2 Extra time on hand ins

A student may ask for extra time on written homework, lab reports and home exams. If or how much longer time you can give the student is up to you (the examiner). If you feel that the time for handing in written assignments is generous for all students, then perhaps extra time for students with specific needs is not necessary. For very long written assignments, assignments with a very short deadline or if the course has a very high tempo in general, extra time can be motivated. If the home exam is handled by the Student office, then you as a teacher do not need to do anything. You can simply tell the student to contact the Student office.

1.2.3 Lecture material in advance

Lecture material could be PowerPoint presentations (or pdfs), instructions given during a lecture, page references and so on. It is up to the student to contact you and ask for material in advance. If you already distribute this to the all the students in advance, then there is probably no need to do anything extra for this specific student. But otherwise it can be a good idea to agree with the student on how you will share your material. It could be via e-mail or you could create a folder on Athena that only you and this specific student have access to. We recommend that you share the lecture material 2-3 days before the lecture, but this is again up to you as a teacher. If your lecture material is preliminary, then make sure to explain this to the student. The student is also informed by the Academic advisor that the lecture material is not supposed to replace the attendance in class.

1.2.4 Talking books for reading impairments

If a student asks you if the course literature is available as a talking book for reading impairments, you can refer them to the SU library and Legimus:

<https://www.su.se/stockholm-university-library/borrow-and-request/talking-books-for-reading-impairments>

Course literature cannot be changed later than two months before the course starts. This gives time for students with reading impairments to get the literature in audio-format. So, if you are using articles as reading material it is good to have decided on which articles you will use as course literature before this date as well.

1.2.5 Record lectures

Some students may want to record lectures in audio format, as note-taking support. The student must always get the approval from the lecturer to be allowed to record. The student is also clearly informed, both in the certificate and by the Academic advisor, that the recordings



are for personal use only. It is not allowed for students to film or make video recordings of digital lectures at the Department of Physics.

1.2.6 Oral complement to written exams

A written exam can be a compulsory written home assignment, lab report or a final written exam. If a student has the recommendation to get the opportunity of an oral complement to a written exam, we should try to meet the student's needs. But again, it is up to the examiner in the course to decide if this is possible. The student is responsible to ask for this accommodation and should do it as soon as possible, preferably in the beginning of the course.

1.2.7 Give oral presentations (or work in groups)

When students present (or work in groups), some students have the need to do this in small groups or alone. The teacher/examiner in the course decides if this is possible. The student is responsible for contacting the teacher in the beginning of the course asking for this.

1.2.8 Written note-taking support

Sometimes students are in the need of written note-taking support. We always try to meet these student's needs, and the Academic advisor usually recruits other students in the course to share their lecture notes. But we do not offer written note-taking support if the lectures in a course are recorded. So please, if you are recording your lectures and then sharing the recordings with the students notify the Academic advisor (studievagledare@fysik.su.se).

1.3 Final comments

Since students with disabilities have different needs, the certificates from the disability service may have recommendations not mentioned in this document. The students who have a certificate have always had the opportunity to discuss the recommendations with the Academic advisor. Therefore, if a student contacts you asking for extra support, you can always contact the Academic advisor asking for help. Then we can discuss the best way to help and support the student. But as mentioned before, do not forget to involve the student, as it is the student who has the best knowledge about his/her disability.

More reading (Swedish): <https://www.su.se/medarbetare/studieadmin/s%C3%A4rskilt-pedagogiskt-st%C3%B6d>