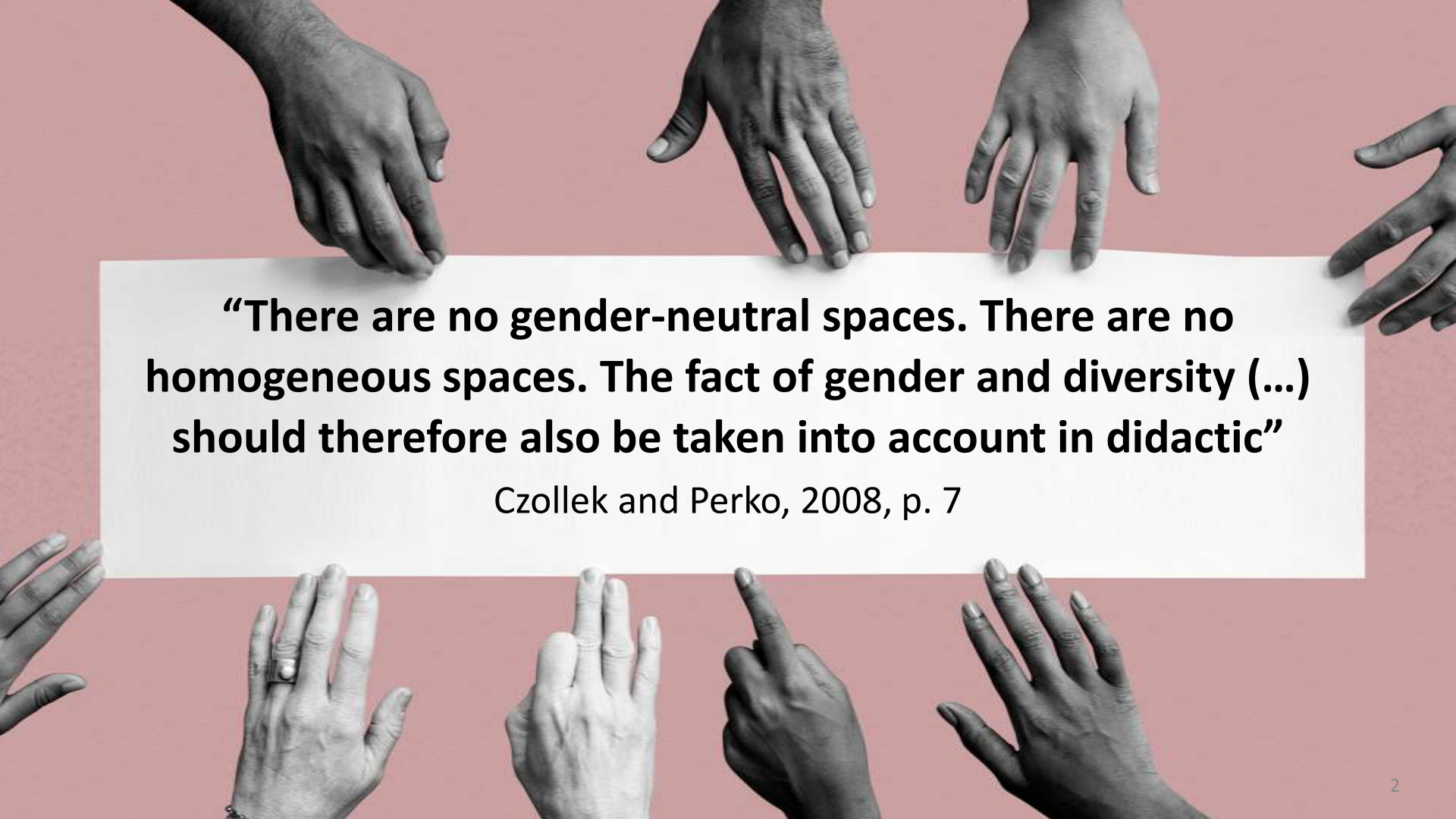


“Diversifying the Business Lab – including diversity perspectives in the design of a Master course”

Helga Moser, Lígia F. Pasqualin, Sandra Meier

ONLINE-KONFERENZ DER 15. HOCHSCHULDIDAKTISCHEN WEITERBILDUNG

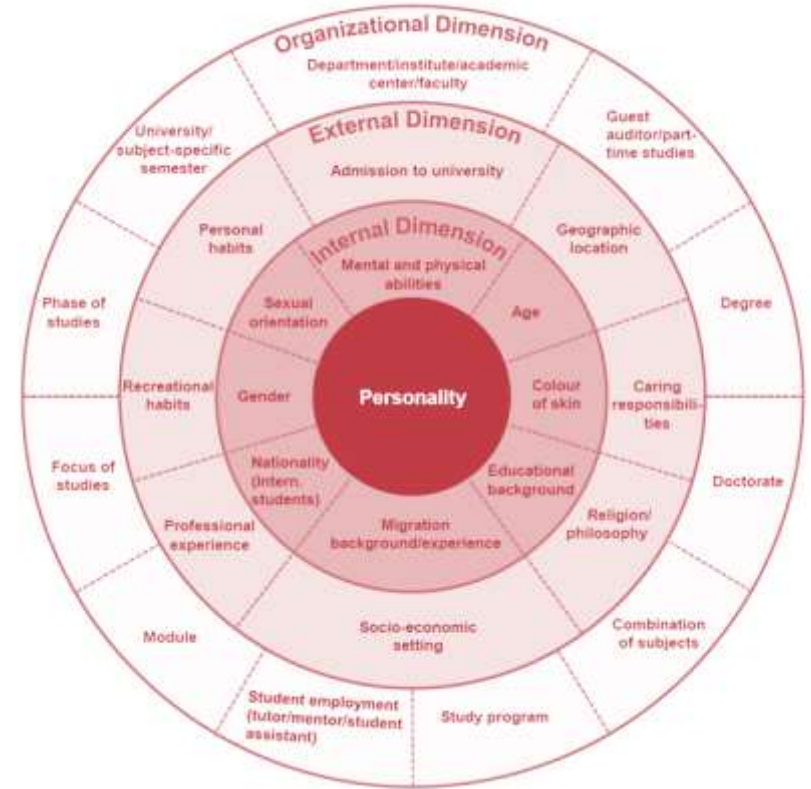
A collage of diverse hands of various skin tones and ages, holding a white banner across the center of the image. The background is a solid light pink color. The hands are positioned around the banner, with some pointing towards it and others simply holding it.

“There are no gender-neutral spaces. There are no homogeneous spaces. The fact of gender and diversity (...) should therefore also be taken into account in didactic”

Czollek and Perko, 2008, p. 7

Diversity in the classroom

Which images of our students do we have?



Diversity dimensions in the university context, Boomers & Nitschke (2012) based on Leichtscholten (2012) and Gardenswartz & Rowe (1994)

Why should we consider diversity in the classroom?



Why should we consider diversity in the classroom?

- **More inclusive access** to higher education
- Promote **equality of opportunity**
- **Professionalisation** and quality development

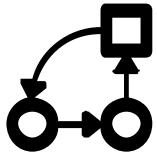
(Czollek & Perko 2008, p. 23ff)

Laws & policies

- Equal Treatment Act and Federal Act on Equal Opportunities for Persons with Disabilities
- National Strategy on the Social Dimension in Higher Education

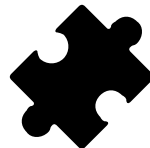


Approaches: phases & principles



PLANNING & IMPLEMENTATION

- Inclusive Curriculum Design
- Assessment practices
- Teaching contents and materials
- Teaching and learning process

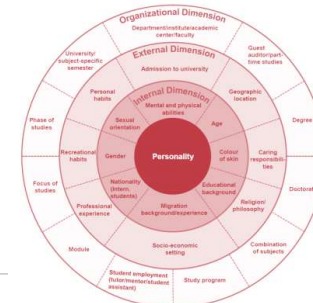


COMPOSITION OF OUR STUDENTS



DIDACTIC PRINCIPLES

- Variety of methods
- Activation of students

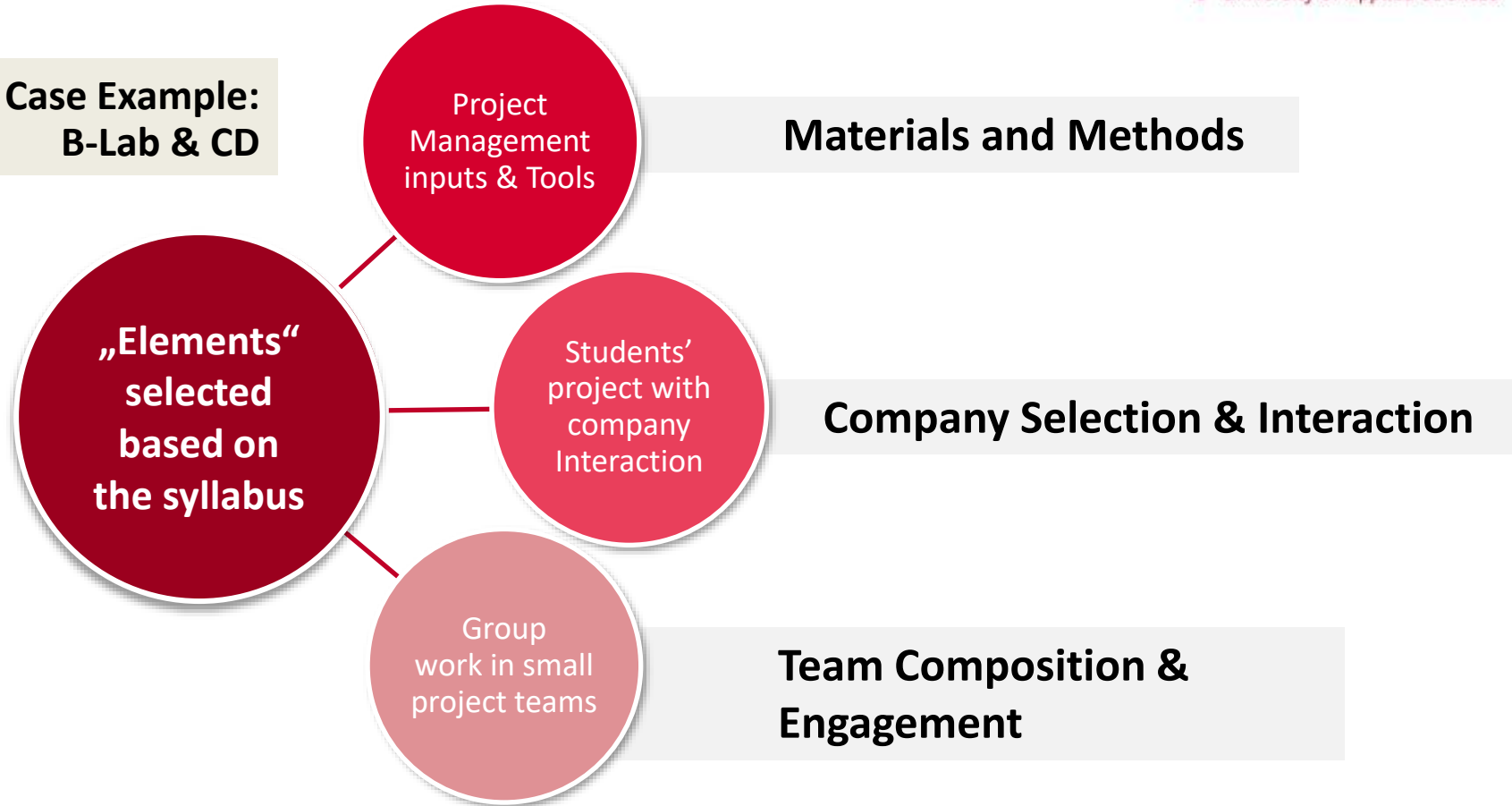


Business Lab & Company Dialogue

- Master Programme with 3 specialisation tracks
- 2nd Semester
- 5 ECTS
- Project Lecture
- 10 - 15 students per specialisation track



**The Case Example:
B-Lab & CD**



Considering Diversity in **Methods & Materials Selection**

Teaching and learning methods

- Project with company cases
- Group work
- Project management
- Public presentations
- Lecturer inputs and coaching

Teaching and learning materials

- A toolbox with categorize the learning materials by prior knowledge level
 - Videos, readings, podcasts, cases, ...
- Resources from male and female experts
- Integration of authors from different cultures / continents

Project
Management
inputs & Tools



*The Case Example:
B-Lab & CD*

Considering Diversity in **Company Selection**

1

Step 1: Identification of relevant diversity dimensions *(Boomers & Nitschke, 2012)*

- Gender (representative / founder)
- Geographic Location (presence)
- Company size
- Seniority
- Management style / culture



Students'
project with
company
interaction

***The Case Example:
B-Lab & CD***

Considering Diversity in **Company Selection**

2

Step 2: create a short list with companies considering the selected dimensions and contact the companies to invite, align and fix the project / case.



Students'
project with
company
interaction

*The Case Example:
B-Lab & CD*

Considering Diversity in **Company Interaction**

3

Step 3: develop a code of conduct, for creating a good, safe and stimulating work and study environment

- Consider university and national guidelines on Diversity & Equality
- Co-created with company and student



Students'
project with
company
interaction

***The Case Example:
B-Lab & CD***

Considering diversity in **Team Composition**

1

Step 1: Identification of relevant diversity dimensions for Team Composition (Boomers & Nitschke, 2012)

- Gender, Age
- Nationality (International Students)
- Educational Background (Bachelors' Degree)
- Relevant Work Experience in the Project Topic's field
- Personal Interest in the Project Topic
-

Group
work in small
project
teams

***The Case Example:
B-Lab & CD***

Considering diversity in **Team Composition**

2

Step 2: Pre-Lecture anonymous survey for the students

- Please indicate your Gender: Male/Female/Diverse
- Are you an International Student? If yes, which is your home country?
- Which study degrees have you already completed?
- Do you have any work experience in topic XY? If yes, please specify.
- On a scale from 1 to 5:
 - how would you rate your previous knowledge on the topic XY?
 - how would you rate your personal interest in the topic XY?
-

Group
work in small
project
teams

***The Case Example:
B-Lab & CD***

Considering diversity in **Team Composition**

3

Step 3: Team composition done by lecturer based on received survey results

Group work in small project teams



*The Case Example:
B-Lab & CD*

Considering diversity in **Team Leadership & Engagement**

Rotation of team roles

- Rotation Plan
- Change of team roles (e.g. Project Leader, Communication Leader, Research Leader, etc.) on a 2-weekly basis

Mixed-assessment (individual & group)

- Individual: peer-to-peer assessment within the group
- Group assessment: evaluation of group performance (presentations, reports, etc.)

Group work in small project teams



***The Case Example:
B-Lab & CD***

Lessons learnt & Challenges



- Definition of the relevant diversity dimensions should **consider the context**
- Learning of **HDW Module 1** – methods → relevant also for diversity
- We integrated **diversity elements intuitively** (previously), but not based on theory.
- Learnings based on the planning process **not yet implemented** → no results so far

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Link to the Erasmus+ Project Diversity Capacities (DivCap) Website:

- <https://www.diversitycapacities.eu/>

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PRODUCTION COOPERATION
SALES ONLINE

INTERNATIONAL
WORLD

TEAMWORK

GLOBAL
SALES STOCK MARKET
INNOVATION
CONCEPTS

SHARES
COOPERATION

PROFIT DATA
CONCEPTS TEAM

LIFE

CONNECT

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STRATEGY VISION DATA

IDEA
PROFIT
MOTIVATION
COMMUNITY

CONNECT

IDEA
PEOPLE

DIVERSITY

PEOPLE DECISION

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