iMINT-Akademie Standards for Inclusive Learning Materials– Checklist

Standards The learning materials …	**Fulfilled**
Approaches	
• contain problem-oriented, real-world approaches that speak to students	☐
• offer individualized learning methods for all students that cultivate and promote independent learning	☐
• contain an appropriate selection of diverse approaches that address different types of learning	☐
• contain approaches at various levels of difficulty	☐
Language	
• are based on a defined language education concept	☐
• focus on both simplified, comprehensible language and challenging specialized vocabulary	☐
• offer opportunities for speaking to encourage a shared, skills-oriented study of the content	☐
• contain assignments that promote language education aspects	☐
• offer help cards and other aids that support language	☐
• contain if necessary language education apps and mp3 audio files as an individualized support to students	☐
Assignments	
• contain assignments that allow all students - to successfully cultivate their skills, both individually and as a group	☐
• contain assignments that students can approach free from obstacles based on national origin, religion, financial situation, and other sensitive criteria	☐
• contain assignments that use language of varying levels of difficulty with regard to vocabulary, sentence construction, nature and frequency of specialized vocabulary, and type of language	☐
• contain assignments with a selection of texts at varying levels of difficulty, including - short/long texts - discontinuous/continuous texts - texts with/without highlights - with more/less technical jargon - requirements for previous knowledge of the field/specific technical knowledge	☐

Methodologies	
• systematically utilize a variety of teaching methods and approaches	☐
• create a space for active discovery-based, individualized learning	☐
• encourage collaborative learning in which students work on a shared subject/assignment and use flexible learning groups to support one another in various ways – including peer tutoring	☐
• enable social helper systems	☐
• take advantage of differentiated methodologies to accommodate the precise learning needs of students, requiring all students to achieve goals they set for themselves	☐
Experiments	
• contain student experiments at varying levels of difficulty (differentiation through questions, structure of experiment, scope of materials, planning of experiment, scope of variables, type of observations/measurements, technical knowledge required)	☐
• contain aids (texts, help cards, video tutorials, etc.)	☐
• contain experimentation boxes for problem-oriented and individualized student experiments with low-cost materials and equipment available to all schools	☐
• offer video clips and/or simulations where possible to illustrate the experiments (including time-lapse)	☐
IT	
• utilize media IT support for flexible, individualized learning approaches	☐
• utilize modern means of communication to eliminate barriers	☐
• are available in conventional file formats and can be easily converted to assist sensory-impaired students (different font sizes, Braille, audio and mp3 files, etc.)	☐
• are published as Open Educational Resources with barrier-free access	☐
Diagnosis	
• contain overviews of the varying levels of difficulty	☐
• contain a proficiency grid for assessing oneself or others	☐
• contain answer sheets and evaluation forms	☐