

## TEACHERS / ADMINISTRATIVE STAFF survey

This study is conducted as part of the project DIVERSASIA "Embracing Diversity in ASIA Through the Adoption of Inclusive Open Practices", co-funded by the Erasmus+ Program of the European Union.

DIVERSASIA's overall aim is to ensure that students with disabilities (sensorial and cognitive) can enjoy the same access to Higher Education as their peers without disabilities and enjoy access to digital training materials Open Education Resources (OERs) and Massive Open Online Courses (MOOCs) - especially relevant to students who cannot currently physically access the HEI (are part of distance learning schemes and courses) due to existing architectural barriers.

The aim of this study is to identify:

- current inclusive policies,
- relevant practices that exist in the educational institutions,
- respondents' experiences and knowledge about inclusive higher education,
- remote learning, and the required support to provide it in HEIs.

This inclusive capacity-building project will provide Indian and Bangladesh universities with a compendium of inclusive and personalized education guidelines together with a validation toolkit that will evaluate and provide guidelines for further improvement of the existing (OERs & MOOCs). This toolkit will include appropriate strategies for validation, and recommendations for adapting and making inclusive all digitized training materials in these countries.

The potential of disruptive technologies (...) will also be harnessed – namely Artificial Intelligence (AI) and Machine Learning (ML), to allow personalization of the learning experience so that all students are supported to reach their full potential.

618615-EPP-1-2020-1-UKEPPKA2-CBHEJP

---

\*Required

DIVERSASIA "Embracing diversity in ASIA through the adoption of Inclusive Open Practices", co-funded by the Erasmus+ Program of the European Union.



### Demographic information

Please provide some information about the educational institution you work for.

1. Country: \*

*Mark only one oval.*

India

Bangladesh

## 2. Type of higher education institution \*

About your institution

*Tick all that apply.*

Educational institution for special needs (Students under 18 years of age)

High school (Students under 18 years of age)

Vocational school (Students under 18 years of age)

University

University of Applied Sciences

Other:  \_\_\_\_\_

## 3. Name of your higher education institution: \*

\_\_\_\_\_

## 4. Number of teaching staff: \*

Approximately

*Mark only one oval.*

1-10

10-30

30-50

50-80

80-110

110-150

150-200

200+

300+

400+

1000

## 5. Number of administrative staff: \*

Approximately

*Mark only one oval.*

- 1-10
- 10-30
- 30-50
- 50-80
- 80-110
- 110-150
- 150-200
- 200+
- 300+
- 400+
- 1000

## 6. Number of students: \*

Approximately

*Mark only one oval.*

- 100-500
- 500 - 1 000
- 1 000 - 2000
- 2000 - 3 000
- 3 000- 5 000
- 5 000 - 10 000
- 10 000 - 15 000
- 15 000 - 20 000
- + 20 000
- +30 000

7. Approximately, how many students at your educational institution have learning disabilities? \*

*Mark only one oval.*

- 0%
- 5-10%
- 10-20%
- 20-30%
- 30-40%
- 40-50%
- 50-60%
- 60-70%
- 70-80%
- 80-90%
- 90-100%
- Don't know
- The school does not collect this data

8. Approximately, how many students have such disabilities / barriers. Could you please identify: \*

Mark only one oval per row.

	No information available	Less than 5%	5-20%	20-40%	40-60%	More than 60%
Hearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Does your educational institution tend to exclude students with disabilities? \*

Mark only one oval.

- Yes
- Partially yes
- Partially no
- No

## 10. Your age. \*

Please, select.

*Mark only one oval.* 18 – 24 years 25 – 34 years 35 – 44 years 45 – 54 years 55 – 59 years over 60 years

## 11. Your gender. \*

Please, select.

*Mark only one oval.* Female Male Rather not say Other: \_\_\_\_\_

## 12. Settlement by place of residence. \*

Please, select.

*Tick all that apply.* Capital A large city in the state/union territory/division Settlement in the national capital territory A small town in the state/union territory/division Capital city in the state/union territory/division Village in the state/union territory/divisionOther:  \_\_\_\_\_

Inclusive Policies and  
Practices

Inclusive Policies and Practices that currently exist in the educational  
institution you represent

13. Please indicate to what extent the following statements apply to your institution, by checking the box for yes, no or not aware of. \*

Mark only one oval per row.

	Yes (fully addressed)	Yes (partially addressed)	Not addressed	Unaware
There are inclusive policy guidelines in my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are yearly audits of inclusive policies and practices at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are checklists for evaluating inclusivity of university facilities and services at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is compulsory training on inclusion for faculty in my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is compulsory training on inclusion for administrators in my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration and networking is promoted in my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is plan for inclusive education in HEIs in crisis situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a plan for inclusive education in HEIs in a normal situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an inclusion unit responsible for the support of students with disabilities during their enrolment at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an inclusion unit responsible for the support of students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

during their study at my institution.

There is a specialized programme for peer support between non-disabled students and students with disabilities

14. Do you have the following positions in your institution? \*

Check as many boxes as apply.

*Tick all that apply.*

- An inclusion liaison office(er)
- A disability office and/or coordinator
- An office(er) to report discrimination in any form
- Teaching assistants (for students with special needs)
- Social workers
- Psychologists
- Psychological counselor (with guidance)
- None

Other:  \_\_\_\_\_

15. Which of the following statements apply to your institution for students with disabilities (about assistive technology and software, such as screen readers, dicta-phones, Zoom Text, Kurzweil)? \*

Check as many boxes as apply.

*Tick all that apply.*

- Technological support (if necessary) is provided for all students (the educational institution has good and knowledgeable IT support staff)
- Assistive technology and software are provided for students who need it
- Assistive technology resources are provided minimally and insufficiently (the student has to individually reach the resource - they can be bought from a student's own budget)
- Assistive technology resources are not provided at all (the student has to individually reach the resource - they can be bought from a student's own budget)
- No support is provided

Other:  \_\_\_\_\_

16. My institution promotes an inclusive curriculum by applying the following. Check as many boxes as apply. \*

*Tick all that apply.*

- Learner-centered design approach with a focus on the student and learning instead of teaching
- Collaborative learning
- Flexible ways of assessment
- Individual course guides and/or learning-paths
- Flexibility in the choice of studies
- Flexible examination and practical sessions
- Diversity oriented curriculum
- None

Other:  \_\_\_\_\_

17. My institution ensures that teaching and learning practices are learner-centred by encouraging the following. Check as many boxes as apply. \*

Check as many boxes as apply.

*Tick all that apply.*

- Flexible course design
- Flexible instructional methods
- Flexible course assessment
- Flexible and accessible course content
- Extra time for studies and/or exams to those students who need it
- Non-discriminatory use of language
- None

Other:  \_\_\_\_\_

18. My institution promotes and encourages inclusion by applying and encouraging the following. \*

Check as many boxes as apply.

*Tick all that apply.*

- Waiving tuition fees for marginalized groups
- Flexible admission language requirement
- Scholarships
- Study grants
- Free education
- Targeted enrollment, for instance by making information about university application easily accessible to minority students and their parents
- Student orientation and guidance (such as tutoring / peer-to-peer tutoring, introductory tours by volunteer students etc.)
- Contact between students with different backgrounds (for instance students with disabilities or minority backgrounds and other disadvantaged students and students without)
- Inclusion of different gender and sexual diversity (GSD) students
- Group work and interaction

Other:  \_\_\_\_\_

## 19. My institution promotes an inclusive environment by: \*

Check as many boxes as apply.

*Tick all that apply.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Ensuring the environment is physically accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The climate and culture are open, respectful, and inclusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing educational materials (text books, PowerPoints, lectures) in alternative accessible formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranging all types of exams in a flexible manner adjusted to the needs of students with different disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 20. My institution ensures that the physical environment is accessible and inclusive by providing: \*

Check as many boxes as apply.

*Tick all that apply.*

Easy access to campus facilities (including indoor and outdoor paths, elevators, wheelchair ramps, automatic door openers, accessible/barrier-free toilets, accessible lighting, etc.)

Online campus maps that demonstrate accessible areas

Workstation with Access Ability sticker

University bus that is accessible for students with mobility disabilities

Parking space close to the entrance

Gender neutral facilities (toilets etc.)

Other:  \_\_\_\_\_

21. Is there anything you would like to add regarding inclusive policies and practices in your institution or higher education in general?

---



---



---



---



---

Questionnaire according to staff the position.

22. If you, are HE staff (including doctoral students), what is your position at your institution? \*

Mark only one oval.

- Professor (PhD and >10 years of academic experience) Skip to question 23
- Associate Professor (PhD and >8 years of academic experience)  
Skip to question 23
- Senior Lecturer (PhD and >5 years of academic) Skip to question 23
- Lecturer (PhD and 3 or more years of postdoctoral research experience)  
Skip to question 23
- Associate Lecturer (Currently completing PhD. Step depends on proportion of PhD)  
Skip to question 23
- Researcher Skip to question 23
- Doctoral student Skip to question 23
- Teacher Skip to question 23
- Management Skip to question 35
- Administrative staff Skip to question 35
- Student council Skip to question 35
- Not Applicable
- Other: \_\_\_\_\_

Experience and  
knowledge

Experience and knowledge about inclusive education, and remote learning in HEI

23. How do you rate your knowledge in the field of Inclusion, Equality and Access for students with disabilities in HEIs? \*

*Mark only one oval.*

- Not sufficient
- Could be better
- Average
- Fairly good
- Sufficient and professional

24. What is your experience working with students with disabilities in HEIs? \*

*Mark only one oval.*

- None
- Limited
- Average
- Fair
- Extensive and professional

25. Do you have a degree / diploma in special education?

*Tick all that apply.*

- No
- I am studying now
- At the level of additional courses
- Yes

26. What have been the biggest challenges in your experience in the learning process with students with disabilities?

---



---



---



---



---

27. What were your best achievements in the learning process with students with disabilities?

---



---



---



---



---

28. Which of the following Pedagogical inclusive methods of an online environment in HEIs do you know? \*

For organization and implementation of the educational-cognitive activity:

*Mark only one oval per row.*

	Fully	Partly	Not at all
Perceptual methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logical methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gnostic methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods for learning management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Which of the following Pedagogical inclusive methods of an online environment in HEIs do you know? \*

For stimulation and motivation of the educational-cognitive activity:

*Mark only one oval per row.*

	Fully	Partly	Not at all
Methods for stimulating interest in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods for stimulating the depth and the responsibility in the educational activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Which of the following Pedagogical inclusive methods of an online environment in HEIs do you know? \*

For control and self-control of the educational-cognitive activity:

*Mark only one oval per row.*

	Fully	Partly	Not at all
Methods for oral control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods for written control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods for laboratory-practical control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods for control over using technologies for learning and daily functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 31. Please rate your knowledge of these tools and features: \*

Mark only one oval per row.

	I am familiar with this tool and have worked with it practically	I've heard of this and got a sense of how it works, but I haven't tried it in practice	I don't know what it is and what it is for
Pencil grips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magnifying glasses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walking canes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wheelchair ramps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Switches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative and augmentative communication - AAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Powered wheelchairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eye recognition software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voice output devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wheelchair lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading spectacles for color blindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browser extensions for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## color blindness

---

Tactile devices  
for motion  
detection



---

Screen readers  
for  
blind/visually  
impaired users



---

Word  
prediction



---

Touch screens



---

Voice control



---

Audio-  
recording



---

Audio-visual  
assistance



---

Voice  
amplification



---

Specific  
technical  
examples



---

Google  
Chromebooks  
audio-visual  
assistance



---

Microsoft's  
Surface Pro -  
assistive  
technology,  
including text-  
to-speech  
software, word  
prediction and  
settings that  
allow screens  
to be adjusted  
for students  
with epilepsy  
and colour  
blindness

---

Guide dogs for  
mobility and  
orientation

---

32. Which assistive technologies for students in inclusive HEIs do you consider to be most useful? \*

*Tick all that apply.*

	Very useful	Needs some development	Not useful	I don't know this technology /tool
Video/braille display or speech synthesizer-Assisted Learning in inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Block-chain technology in inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Analytics in inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gamification in inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEAM in inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Media In inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive and assistive technologies for realization of the process of inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile Apps for inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Big Data for inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massive Open Online Courses (MOOCs) for inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual Reality (VR) and Augmented Reality (AR) for inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artificial intelligence, Machine learning for inclusive HE teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internet of Things (IoT) for  
inclusive HE teaching.

   

Real-time simulation for  
inclusive HE teaching

   

33. In your opinion, which are the biggest challenges for students with disabilities (also for remote learning) in HEIs? Check as many boxes as apply. \*

Check as many boxes as apply.

*Tick all that apply.*

- Web accessibility
- Lack of technological devices
- Lack of support staff (student side)
- Lack of support staff (on the teaching side)
- Lack of universal design for buildings, environments, products
- Level of technological development - Assistive Technologies
- Lack of universal materials
- Etiquette and behaviour of teachers from HEIs in an electronic environment
- Etiquette and behaviour of other students from HEIs in an electronic environment
- Lack of blended learning/teaching approaches
- Lack of assistive technologies - for mobility use
- Lack of assistive technologies - for communication use
- Lack of assistive technologies - for learning use
- Crisis situations in HEI

Other:  \_\_\_\_\_

34. Do you have any further comments on the biggest challenges for HEI in the area of disability?

---



---



---



---



---

Support

Support needed to provide inclusive education and remote learning in HEI

35. In your opinion, what support is needed for teaching and administrative staff to successfully work with students with disabilities, to help them in the study process and in accessing education? Check as many boxes as apply. \*

*Tick all that apply.*

	Required	Preferably	Not important
Information promoting inclusive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidelines for different tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training on pedagogical methods in inclusive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training on EdTech possibilities in inclusive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible Open Education Resources (OERs) and Massive Open Online Courses (MOOCs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible presentations, data sheets, documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote access to specific assistive technologies (hardware or software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available solutions (.odt to Braille, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic platforms and functionalities (E-teaching/E-learning) that support inclusive HE teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Would you be interested to receive the analysis of this study?

*Mark only one oval.*

Yes

No

37. If yes, please provide your email address:

---



Thank you!

[www.diversasia-accessible-he.eu](http://www.diversasia-accessible-he.eu)

[www.facebook.com/DiversAsia](https://www.facebook.com/DiversAsia)

---

This content is neither created nor endorsed by Google.

Google Forms