



# Education without restrictions

## About this document

<i>URL</i>	<a href="https://tinyurl.com/vu-ow-without-restrictions">https://tinyurl.com/vu-ow-without-restrictions</a> (use this link for comments and suggestions)
<i>version</i>	3
<i>authors</i>	Guus Schreiber, member Steering Committee Studying with a Disability
<i>date</i>	12 October 2022
<i>distribution</i>	VU

## Versions

#	Date	Author(s)	Adjustments
1	14-10-2019	Guus Schreiber	Initial version
2	24- 02-2020	Guus Schreiber	First round of comments steering Committee
3	<a href="#">12-10-2022</a>	Guus Schreiber	Comments processed for discussion in OPO

## Background

In our pursuit of studyability, we have sometimes gone too far in drawing up rules about how students should follow a course. Rules must have a clear function. Students with a disability have, even more than “normal” students, It benefits if education is arranged in such a way that where necessary and possible there are alternatives to forms of education, both in terms of location (at the VU, elsewhere), in terms of teaching form and in time. The guidelines below are intended to approach the rules regarding education from this perspective.

# Principles

1. Offer subject matter as much as possible in at least two different ways. If there is only one way to provide material, prevent this method from being time-bound
  - a. Deadlines: Example: an alternative method must always be available for lectures
2. Minimize
  - a. the number of deadlines
  - b. Only set functional deadlines  
Example: assignment deadline is needed to provide timely feedback.
3. Make sure that students as much as can plan their study time themselves
4. Where possible, ensure that students can indicate which times practical group or work they prefer group.
5. Provide a mix of online and offline teaching methods.
6. Ensure that at least 1 digital tool is available to train crucial knowledge and/or skills in the student's own time.
7. Make as many teaching methods optional as possible.
  - a. Lectures should always be optional.
8. Bachelor's courses preferably have a generally accepted textbook, from which the student can get.
  - a. For first-year subjects, availability of a textbook should be a hard requirement (exceptions are possible, especially in skills education)n. In other words, if no textbook is available, it is probably not a suitable subject for a freshman course.
9. Have an online channel for asking the teacher (including protocol on how to use this), where the teacher always responds. Make standard use of peer review by students so that students can also answer.
10. Make sure that study materials are available to students in a timely manner (if possible at the start of the course).