



Higher Education Learning
Community for Inclusion

Methodological Guide for the design of MOOCs focusing in non-discrimination in the field of Higher Education

Project Result 1



Co-funded by
the European Union

PROJECT NUMBER-2021-1-ES01-KA220-HED-000023320

Period 28/02/2022 - 27/02/2025

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The Methodological Guide for the design of MOOCs focusing in non-discrimination in the field of Higher Education has been elaborated in the framework of the "HELCI: Higher Education Learning Community for Inclusion" HELCI project (Project No. 2021-1-ES01-KA220-HED-000023320) co-funded by the Erasmus+ program of the European Union.

The overall objective of the HELCI project is to promote the principles of non-discrimination and the common European values in the area of Higher Education driving the interconnection between universities of distinct countries and the co-creation of innovative inclusive content that counters xenophobic, racist discourse and other forms of intolerance, that face Europe today.

The presented Guide is one of the results of the Project and its purpose is to improve the capacities of universities to develop innovative didactic contents and tools adapted to their environments, which promote the creation of contents related to Equality, fundamental rights, and non-discrimination.

The contents of the Guide are developed in three blocks: University Learning Community, Needs Assessment and Development of MOOCs. The University of Vienna, responsible for the result, has developed these sections with the support of the different working structures of the Project, especially the Transnational Learning Community.

The University Learning Community section aims to provide universities with a framework for collaborative work within university communities that includes the perspectives of all stakeholders: faculty, students, research staff and university services staff. This section describes what university learning communities are in the framework of the HELCI project, who constitutes them and what are their principles. The research team of the University of Salamanca has collaborated in the preparation of this block.

The training needs assessment block details the mixed system used in the framework of the Project. The Transnational Learning Community, made up of representatives of the organizations that make up the consortium, expert researchers from other universities, representatives of civil society organizations working on human rights and inclusion (<https://helci.usal.es/learning-communities-for-inclusion/comunidad-transnacional-de-aprendizaje/>), has actively participated in the development of the instruments. The analysis of the results of the questionnaire in the different universities was carried out by the team of the University of Salamanca, while the results of the focus groups were carried out by each university, with the codes agreed upon by representatives of the Mikolas Romeris University, the University of Vienna and the University of Salamanca. The conclusions drawn from the analysis of the results are presented in this section.

The third block, with guidelines for the creation of MOOCs, includes recommendations on structure, communication and learning formats more suitable for the acquisition and internalization of competences, assessment and self-assessment practices to measure the competences acquired. Finally, this section concludes with a reflection on the applicability of the learning acquired and the need for university students to be involved in the development

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Introduction

The main goal of the Erasmus+ Project HELCI is to promote non-discrimination principles and European common values in Higher Education. It boosts connections among Universities of different countries and elaborates (in a co-productive way) innovative contents that counteract xenophobic and racist speeches as well as other forms of intolerance, that Europe is facing. The specific objectives are first, to create a Higher Education Learning Community for Inclusion (HELCI) at European level focused on inclusion. The learning community reaches in its scope all university services and research groups that have interest in the topic, in order to discuss and elaborate contents that provide managing diversity skills for both administrative and teaching staff. Second, to elaborate, validate and share innovative contents through developing four MOOCs (massive online open course), addressed to teachers, researchers and administrative staff, as well as towards graduate and postgraduate students, on the topics of non-discrimination, ethnicity and cultural diversity, affective and sexual diversity, and gender discrimination.

Each MOOC addresses a specific topic pertaining to diversity and discrimination in the higher education context: The first deals with Non-Discrimination and Fundamental Rights and establishing basic knowledge on the legal context and the values of the European Union, playing the same to the centres of Higher Education. The second MOOC is specialized in the management of ethnic and cultural diversity in the university environment. The third MOOC will focus sexual orientation and sexual diversity in the university environment. The fourth MOOC will deal with Gender Discrimination. Each university will take charge of involving the distinct university tiers, not only the research and teaching staff but also the students and the service staff which will be actively involved in the development of the content in a way that will ensure that the content of the MOOC will be adapted to the needs of the university community.

This is the methodological guide for the development of the MOOCs. MOOCs are large -scale online courses first developed in 2008. They are part of distance education that has been promoted as revolutionary and has particularly impacted higher education. There was excitement about the emancipatory potential being “free” and “accessible” from all over the world (Bennett and Kent, 2017). However there have also been critical voices about the quality of teaching, low completion rates and behaviourist-pedagogical prevalence of mere knowledge transmission at the expense of critical thinking and direct engagement (Schulmeister, 2013; Bates, 2012). Other scholars have criticized the unwritten pedagogical assumptions that underpin MOOC design, perpetuating and privileging dominant, colonial perspectives (Bennett and Kent, 2017; Adam, 2020a), aspects that need to be critically assessed when producing MOOCs.

Especially in higher education MOOCs can be used in various ways. They may be inwardly oriented targeting students and employees to introduce new topics, support students or develop skills necessary to navigate the higher education institutions. They may also be oriented outwardly, representing the university or communicating research results in third mission. In 2017 the European MOOC consortium was launched to strengthen the role of MOOCs in higher education¹. While the

¹ <https://www.openuped.eu/15-english-content/news/245-launch-european-mooc-consortium> and <https://emc.eadtu.eu/>

number of MOOC rise steadily, not so many of them have developed a specific approach to topics such as equity, diversity and inclusion (EDI), focusing on undoing privileged and dominant perspectives. This methodological guide for the production of MOOCs proposes methodological and practical support in the development of MOOCs. Thinking about inclusion always starts with the question: who is excluded from what and how? MOOCs focusing on EDI content, can have the potential to sensitize to these questions and identify strategies of inclusion, in using case studies, discuss exclusionary mechanisms and give best-practice examples to encourage others to do the same.

This guide is the product of the process of developing the MOOCs. It is divided into three main sections. First, we describe the University Learning Community with its principles and goals. In the second section we trace how, we have developed and conducted the needs assessment with students focused on diversity and discrimination at the three respective universities. The needs assessment was necessary to understand current lived experiences of students and structural shortcomings that lead to discrimination and exclusion. The results of the needs assessment were the basis for developing the content of the MOOCs. Finally, the third section, discusses learning and communication formats as well as the overall structures of the MOOCs. We conclude with some final remarks on the development process of the MOOC. This guide can be understood as a support structure to reflect on different methods of needs assessments and the development of MOOCs in higher education. It is intended to give some ideas and practical reflections for the development of MOOCs in a higher education setting.

University Learning Community

The first method that we engaged to develop new knowledge to realize the project was building University Learning Communities (ULV). Lenning et al (2013) describe learning communities as “intentionally developed community that exists to promote and maximize the individual and shared learning of its members. There is ongoing interaction, interplay, and collaboration among the community’s members as they strive for specified common learning goals” (Lenning *et al.*, 2013, p. 7). Firstly, conceived to engage students into their learning, they have further been developed to provide structures and spaces for people that share a common goal both in an aspirational and practical way. It encourages members to draw from knowledge within institutions, learn from each other and strengthen their ability to think critically and creatively (Senge, 2017).

Each partner university developed a ULC that supported the work of the project team in the national context. Furthermore, the ULC was embedded in a Transnational Learning Community (TLC), where one or two members of each ULC, attended regular meetings to discuss questions pertaining to the transnational aspects of the project. In the HELCI project the ULC was planned to be held over the course of a year. Each university could adapt the sessions to its organizational specificities, however, it was recommended that the sessions be held at least monthly.

In the following we first introduce the ULC further describe their composition and finally discuss three important principals for the dialogical learning in our ULCs.

What is a Learning Community?

A University Learning Community (ULC) is a community that generates common knowledge to promote the development of inclusive universities. It constitutes a space for the generation and acquisition of knowledge, through training, research, and exchange, aimed at training the university community. In the framework of the Helci Project the community works for the creation of MOOCs on human rights, LGBTI inclusion, gender equity and ethnic and cultural inclusion.

The ULC works collaboratively and in a co-learning environment in which participants learn from each other, with each other in a shared environment, around a common concrete training project. Knowledge is primarily produced through interaction and participation. This form of knowledge production specifically connects university knowledge to practical knowledge of association and civil society. The interaction and collaboration with associations, institutions and people belonging to the university community will allow the development of relevant competences, the improvement of mutual knowledge and the design and development of common strategies. It is, in short, a space for the social and cultural transformation of universities and the educational environment. The idea behind the ULC is that there is a sense of belonging engendered by being part of a community. This fosters motivation, respect and tolerance towards others and, in turn, one's own autonomy and assumption of responsibility.

Working with ULCs is useful, in the context of a specific and concrete project of social and educational transformation. It is thus important that members of the ULC are engaged in the project and that they have common access to a shared repertoire of resources, including stories, concepts, and tools.

Who is part of a ULC?

The ULCs is constituted of “participants” consisting of teaching and research staff, administrative and service staff, students, alumni, experts, members of groups and communities affected by racism, xenophobia, LGBTIphobia, sexism and other key agents such as representatives from other educational levels, or from social services. The constitution of the ULC always depends on the topic one wants to address, however it is important to invite people who can and want to share knowledge, projects, and purposes, to make up a community.

In addition, the ULCs should be nourished by the participation of experts who will attend some of its meetings as guests. These people, whom we will call "allied experts", are essential in the learning and knowledge generation process and will be selected for their mastery of the competencies that the community wishes to develop in the participants. It is important to select allied experts that agree to use participatory methodologies.

For the functioning of a ULC, it is essential that one or more participant takes on the role of facilitators. The facilitator has the following role:

- Familiarize participants with the functioning of ULC.
- Develop a timetable of ULC's objectives, set meeting dates, design the sessions and take care of the logistical aspects for the adequate holding of the ULC meetings.
- Support participants in defining their role, within a framework of co- responsibility.
- Invite allied experts.
- Manage the ULCs, taking responsibility for the signature sheets, participation commitment and the preparation of all necessary documents.
- Collect consent for the use of name and image.
- Develop the communication actions of the ULCs, through the selection of information and photographs for the WEB page, as well as the communication campaigns in social networks, etc.
- Assure a follow up in developing an evaluation of satisfaction and compliance with principles and objectives, in accordance with the TLC guidelines.
- Deliver the final product resulting from the training activity developed by the ULC.

Three Principles of ULCs: Dialogical Learning

Shared Goals through Collective Identity

“The sense of shared community requires that the participants be sympathetic to the ideas around which the group is based; even if they disagree, there needs to be some fundamental common ground” (Donath, 1999, p. 31). Participants in the ULC can organize themselves into working groups that cooperate based on the rules of interaction and collaboration established by the community itself. The ULC and should encourage the expression of the demands and needs of the participants to establish and pursue the common goals of the respective project.

To foster a sense of belonging, the symbolic development of collective identity should be reinforced. This can be done through developing a membership record that is signed by participants, maintaining a photographic history of the community, and visualizing the work of the community through the project website can help participants to be recognized as members of the community inside and outside ULC. This helps to build the history of the ULC, not only as a compilation of activities, but as a narration of its construction and operation.

Respectful Inclusion to establish Safe and Supportive Conditions

To accommodate the variety of members, opinions and perspectives, along with the authentic expression of those perspectives. All contributions made in the ULCs should be considered in terms of the validity of the arguments and not in terms of positions of power. Interactions within the ULCs and with allied experts attending the ULCs will be a source of learning for everybody. Based on this solidarity networks can be developed that go beyond the scope of the ULCs and favor the development of an inclusive university. The group should pay special attention that differences of status in the university are not transferred to the ULC, that persons belonging to vulnerable, or minority groups are empowered and that the discourses and narratives of women participants in the community are not subsumed by the discourses and narratives of men. Furthermore, it is important to encourage the evaluation of the dialogical learning process so that all aspects that hinder such learning are impeded.

Recognizing the existence of multiple intelligences and the axiom "nobody ignores everything, no one knows everything". This principle underlines the possibility that people have to reach understandings in the cognitive, ethical, aesthetic and affective fields.

The facilitator can take an important role in assuring some common grounds in the interaction between all members of the ULC:

- Ensuring that all voices are heard and are considered equally.
- Distributing turns to speak
- Ensuring the participation of those who participate the least.
- Preventing the dialogue from straying from the meeting's intentions.
- Avoiding sterile two-sided dialogues.
- Stop attempts to impose ideas.

- Ask for clarifications when the intervention is not clear.
- Controlling the agreed times.
- Encourage that the roles of the participants, in relation to the training, vary throughout the different moments and sessions, but, in all cases, their participation in the creation of knowledge must be guaranteed.

Progressive Discourse towards knowledge building

Bereiter (1994) proposed the term progressive discourse to describe the process by which the sharing, questioning, and revising of opinions leads to “a new understanding that everyone involved agrees is superior to their own previous understanding. Such discourse is based on four commitments that all participants make: a) to work toward common understanding; b) to frame questions and propositions in ways that allow evidence to be brought to bear on them; c) to expand the body of collectively valid propositions; and d) to allow any belief to be subjected to criticism if it will advance the discourse” (Bereiter, 1994, p. 6) Scardamalia and Bereiter (1994) further indicate that intentional learning is “fundamentally a matter of goals rather than strategies. It is a matter of having knowledge as a goal” (Scardamalia and Bereiter, 1994, p. 201)

This means that the focus of the group is oriented towards change and that the participants take responsibility for it, from an active position of agency. It is important that the group encourages the development of positive expectations about ULC's ability to achieve its objectives and lays a focus on overcoming a "culture of complaint" by reinforcing the discourse oriented towards change.

Needs Assessment

To assess the needs of the students in the respective universities concerning diversity, inclusion and discrimination, we used a set of mixed methods in order to gain an overview of the students' bodies diversity as well as in-depth knowledge on perspectives and experiences of diversity and discrimination within the university. For this endeavour we first developed an online survey (see ANNEX IV) that was sent to the students in the next step we used the preliminary findings of the survey to engage with students, teachers and administrative staff through focus groups. In the following we present the two methods before concluding with the main findings of our analysis.

Online Survey

Online surveys are a frequently used tool in higher education. Students are generally considered tech-savvy, have access to the internet and are used to work with online tools. Online surveys gain in popularity for several reasons; it is possible to collect a big amount of data quite efficiently without consuming too much time. Compared to traditional survey methods, it is also cost efficient (Park *et*

al., 2018). Furthermore, research has shown that online surveys are an appealing method for students and in higher education contexts and that response rates are relatively high (Park *et al.*, 2018). Finally, while a big challenge in online surveys are selection probabilities, this is not so relevant in the higher education context, because university population is in-itself a defined group. However, depending on the needs and specific target groups of the particular survey, it is important to assure that the sample represents the student body.

However, it is useful to consider other elements that affect online survey response rates. In an extensive literature review Fan and Yan (2010) have developed additional elements that can increase the participation rate: 1) The topic of the survey must be of interest to the participant. 2) The length of the survey should not exceed 15 minutes. 3) Surveys that are sponsored by academic or governmental agencies have higher response rates, similar surveys from researchers in higher positions generated a higher response rate. 4) Elements such as simplicity, cultural independence, completeness, relevance, and neutrality are important for the presentation of the questionnaire. Principles that apply to all survey tools (Kuckartz *et al.*, 2009) 5) Invitation design should pay attention to personal invitations and a statement to tell the participant why he or she was chosen to participate 6) In order to increase response rates, it is also useful to use pre-notification and reminders.

Design questions and questionnaire

While the basic guidelines of developing questions for an online survey do not fundamentally differ from other types of surveys, there are still some aspects that need special attention. Depending on the tools used to realize the survey (e-mail, e-mail and questionnaire or online-based survey) the design of the survey needs to be adapted accordingly (Bickman and Rog, 2009; Kuckartz *et al.*, 2009). Especially if the survey wants to address underrepresented and disadvantaged groups.

To design an online survey there are a certain element to consider.

- The size of the questionnaire should be narrow so that it fits a screen
- Specific attention should be given to readability and clarity in presentation
- Questions should be short and clear.
- It is recommended to use a progress bar in order to show the advancements of the participant in the survey
- It is recommended not to have pre-set answers in the choice box
- Be aware of language barriers and make sure that the language is easy to understand and the survey is accessible in all languages needed.
- Use concise language and formulations that include the group you want to study
- Encourage the participation of underrepresented and disadvantaged groups in addressing them directly and consider forms of stakeholderhip.

There are two types of questions that can be used in online surveys. Open-end questions and closed-ended questions. Depending on the information that should be gathered, it is important to think about the way the question is asked, most of the time it makes sense to use a combination of both. Questions should be ranged in a logical order. It is recommended to start with easy, non-sensitive,

closed-ended questions. Different topics in the main part should be grouped together. Questions in the main part can be more sensitive and open-ended.

- Easy warm-up questions
- Introductory questions to the content
- Main part with topic-groups
- Social statistics
- Closing Text with acknowledgments and further information

Focus Groups

Focus groups enjoy widespread use in social science. The method allows to gain detailed and rich set of data about “perceptions, thoughts, feelings and impressions of group members in the members’ own words” (Bickman and Rog, 2009, p. 590). A focus group setting allows the participants to reflect on their own experiences with discrimination and diversity, due to the sensitive topic however it is important to take different aspects into account relating to each focus group (Swim and Stangor, 1998).

Focus groups have proven especially useful as 1) a way to gain prior knowledge about a topic in order to establish an online survey or 2) to accompany quantitative data, because they facilitate their interpretation and add in-depth perspectives to the quantitative analysis (Stewart, 2014). In the Helci Project focus groups served as a method to get an in-depth knowledge and competences on the topic of diversity, equality, inclusion and non-discrimination in the university community. The data of the focus group is used to develop training needs and are the underlying empirical material to enrich the development of the content of the MOOC. Groups will have between five and eight participants (Hennink, 2007; Cyr, 2019). Because diversity and discrimination are all-encompassing topics that concerns students, teachers, and administrative staff alike, focus groups should be held with all three groups of people. The following guidelines give an overview of important aspects.

Participant Selection

In order to obtain meaningful data and create a safe environment for participants, it is important to give particular care to the composition of the group. Groups can be heterogeneous or homogenous. Whether a group is heterogeneous or homogenous will influence the results and the dynamic in the focus group. Positive effect of heterogeneity is that many different perspectives can be represented in the discussion. Negative effect of heterogenous groups is that it might be difficult to find common ground to discuss discrimination, diversity and inequality (Stewart, 2014). This means that it is important to ensure at least enough common ground for a meaningful conversation.

This is of relevance when researching difficult topics such as discrimination. Especially for people with discrimination experiences or members of disadvantaged groups it is necessary to create an environment where they can speak freely and securely about their experiences, without them being challenged (Ruppenthal, Tuck and Gagnon, 2005).

Sampling is crucial in order to make sure that the gathered material is comparable. Additionally, it can make sense to go about the sampling in a strategic way. Following Barbour and Flick (2019) it

makes more sense to sample in a way to reflect the diversity within a sought group or population rather than to recruit a representative sample. Sampling should be “theoretical” and/or “purposive” – the first pertains to the theoretical dimension that are likely to be relevant in including different perspectives, while the latter makes sure that collected data can be compared purposefully (Barbour and Flick, 2018). To do so it is necessary to consider individual and demographic characteristics of participants, such as gender, socio-economic status, ethnic and cultural diversity, and a history of migration. Gatekeepers (e.g. student associations) can be of importance to help recruit minority groups and hard-to-reach participants.

In the Helci Project each university conducts four focus groups.

- 1 FG with students who are currently enrolled or who have been enrolled in the last 3 years. Student associations will be involved to facilitate access.
- 1 FG with teaching staff with experience in diversity management.
- 1 FG with administration and services staff (Secretary of Centres, Library staff, Central Services, mainly) Libraries, Central Services, mainly).

For the recruitment we recommend the following **strategies**:

Student participants	Through student unions, through teachers and courses; with information in courses, leaflets, e-mails, social media
Teaching Staff	Through existing newsletters; existing teaching and learning competence courses; direct contact via e-mail; snowball strategies
Administrative Staff	Interest groups (unions); snowball strategies; in cooperation with the service supervisor so that administrative staff can participate during working hours; via direct contact or e-mail

Focus Group Questions

Focus groups will be held in all three universities. The questions thus need to be large enough to reflect the three topics of the MOOC as well as make sense in the three national higher education contexts. The questions below can be refined in each specific context if necessary.

Group	Questions
Students	Block 1 (20 min) <ul style="list-style-type: none"> • What significance does diversity have for you in your everyday student life? What do you see as characteristics of diversity at the university? Block 2 (30 min) <ul style="list-style-type: none"> • Have you observed or experienced discrimination? In teaching or in administration or among peers? • How did you deal with it? Who did you turn to? Was there institutional support or peer support?

	<p>Block 3 (15 min)</p> <ul style="list-style-type: none"> • What should the university do to promote inclusion and act against discrimination?
Teaching Staff	<p>Block 1 (25 min)</p> <ul style="list-style-type: none"> • How do you perceive diversity in your teaching? Does diversity play a role in teaching, and if so, which one? And how do you address it in planning and in teaching practice? <p>Block 2 (25 min)</p> <ul style="list-style-type: none"> • Where do you see discrimination risks in teaching? Where do you see anti-discrimination potential in teaching? <p>Block 3 (25 min)</p> <ul style="list-style-type: none"> • What does this mean for me as a teacher? Reflect on your own role/position? What support would you need as a teacher?
Administrative and service staff	<p>Block 1 (45 min)</p> <ul style="list-style-type: none"> • Working out a definition/understanding of discrimination together, e.g. with visual input. • How do you experience working at the university? Have there been situations where you have experienced discrimination? • What do you think this has to do with? (Intersectionality /Race/Class/Gender) • Do you have contact points at the university in such cases? What is tolerated by the university? <p>Block 2 (30 min)</p> <ul style="list-style-type: none"> • Which terms are sensitive in the contact with students? Where do they find it difficult to deal with? Which situations are difficult for them? • Do you notice discrimination against students in your everyday work? What does it look like? • Which students have an increased risk of discrimination due to which characteristics, based on your work practice? • Support: What would you like to see? What would you need to make it easier to deal with students?

Practicalities

- Arrange an appropriate room that is accessible for all participants.
- Arrange for refreshments and make sure to consider all participants individual needs.
- Verify that the recording tools are all working prior to starting the group.
- Duration (1,5 to 2h)
 - Invite participants 10 minutes ahead of the start time for coffee/tee.
 - Allow at least **15 minutes** at the start to introduce the project and research team. Ensure participants understand consent and confidentiality rules.
 - Allow **5 minutes** for participants to introduce themselves.

- Move into a **1 1/2 hour** more structured discussion. No more than 8 questions in an hour-long session
- Allow **10 minutes** for questions at the end and invite participants with any further questions to speak to you privately after the session.

Set out the role of the moderator/researcher

In the focus groups one person will have the role of the moderator, another person the role of the researcher. It is important that the moderator and the researcher clearly define their roles in advance and decide how present the researcher should be in the discussion (Stewart, 2014). Should the researcher be allowed to ask questions, sit at the same table or at a different place in the room? It should also be clear who will welcome the participants and introduce the project. Both should be practised in conducting the focus group. If one of the two has never conducted a focus group before, it is recommended to practise this in a practice group or to acquire knowledge about conducting a focus group through methodological literature.

Role of the moderator

- Before the start of the FG think about: How to deal with difficult situations during the discussion, how to create a relatively “safe” environment. How to avoid certain terminologies that bias, how to deal with language barriers, how to deal with sensitive issues?
- Try to give everyone the opportunity to speak, pick up on gestures.

Role of the researcher

- Keep a clear protocol, write down first utterances of each speech act (See ANNEX II)
- If necessary, protocol specific gestures (indicate the moment this happened) (See ANNEX III)
- Keep an eye on the time and indicate it in time to the moderator.

Transcription

The focus group records will be faithfully transcribed, picking up incomplete sentences, half-finished thoughts, etc. The researcher and the moderator can add aspects of their own experience and of the observations they protocolled, but one must be able to recognise that this was added later as additional material. A common system of transcription should be developed, for example the “Jeffersonian transcription”² can be used to choose the important aspects of the speech acts that should be transcribed together with the content.

² https://ugc.futurelearn.com/uploads/files/47/8b/478b50f3-890e-4f15-9f6b-b30563b1229d/Jefferson_transcription_symbols.pdf

Legal and ethical considerations	
Informed consent (Annex I)	People should have the possibility to consent to the study and have access to contact information of the researcher and necessary information about the research project. For the survey, participants need to be informed that it is not possible to opt out of sharing data already provided.
Online survey	<ul style="list-style-type: none"> • The used online tools should be able to administer privacy and confidentiality settings. • The survey should also provide the possibility to erase or skip questions through a backtrack function or the option: “I don’t want to answer this question”.
Focus Groups	<ul style="list-style-type: none"> • Ethical considerations should be reflected at each stage of the focus group. • Reflect carefully on the sample of participants in order to establish a “safe-as-possible” space for participants. Be honest about the limits of this approach. • Provide assurance for participants if they want to erase their part from the transcript, give participants the possibility to opt out at any stage of the research process

Analysis of the Needs assessment

In the Helci Project MOOCs are mainly aimed at students, so their needs have received the most attention in terms of content. Students training needs have been assessed through the survey and the focus groups as well as the through the learning communities.

Online Survey

In this section we give a short overview over the general findings of the online survey, with a particular focus on gender, migratory background and sexual orientation as these are the topics that the MOOCs will deal with (further details see ANNEX V)

For the online survey a sample of 936 surveys was analyzed of which 670 (71.6%) were completed and 266 (28.4%) were cancelled. 18.3% (n=171) came from the University of Vienna; 34.3% (n=321) from the University of Salamanca and 44.3% (n=415) from the Mykolas Romeris University. 3.1% (n=29) of the participants did not respond.

In terms of discrimination: 8.2% (n=77) stated that they had personally faced some kind of discrimination during their studies at the University; 12.7% (n=119) acknowledged that they had observed discrimination in their environment but had not faced it themselves. Those who faced discrimination during their studies stated that it was because of their age; 14.3% (n=11) because of their body; 27.3% (n=21) because of their ethnicity; 23.4% (n=18) experienced discrimination because of their gender identity; 14.3% (n=11) because of their mental health; 31.2% (n=24).

The most frequent form of discrimination was insults (40.3%, n=31) followed by receiving poor service in university services (37.7%, n=29); hate speech (35.1%, n=27).

Most discrimination was experienced during class (70%), equally from other students and teachers. Direct support in case of discrimination came mostly from other students, if people affected by discrimination had to ask for support it mostly came from other students or other channels outside the university. Teachers and administration only where marginally supportive.

12.7% (n=119) of all respondents' state that they have observed discriminatory behavior by others. Students mostly observed hate speech, insults and sexual harassment. Most of them observed discrimination outside class (65%) or in class (50%) and mainly between students (70%). Only 20% of students stated that they directly intervened in the situation, most of them offered support afterwards (37,8%). Around 1/3 did not intervene at all.

Around 30% of students indicated that they have some kind of impairment, with mental health standing out with 6.4 %. Out of these 30% around half of them (52.9%) feel very or quite limited in their studies because of their impairments. In terms of reasons why respondents have difficulties in socializing, mental health stands out with 10.6% and age with 9.1%. In general students see the need for improvement of support especially in terms of mental health and improvement of work-life balance. Also, the study has shown that many university services that support students are not known to students or are not used by them. 42 % of the students stated that they do not find anyone to turn to at the university when they need help.

Discrimination experiences by gender

In terms of discrimination according to gender, people who self-identified as female reported most discrimination because of their nationality (32.1%). Among self-identified men ethnicity (55.6%) and origin (44.4%) are the main factors for discrimination and among people self-identified as non-binary the reasons for discrimination were their gender identity and sexual orientation. Self-identified women and non-binary people experienced discrimination mainly in courses and with teachers and students, whereas self-identified male students outside class and with other students. Non-binary students think that diversity still needs more attention at the University, especially the categories ethnicity, gender identity and physical and mental impairments.

Discrimination experiences by people with migratory background

Amongst people with migratory background discrimination is experienced mostly according to nationality (44.4%), ethnicity (33.3%), skin color (27.8%) and gender identity (27.8%). Discrimination takes place in and outside class and is mostly experienced through other students. Most recent forms of discrimination are insults and receiving poorer service.

Discrimination experiences by sexual orientation

The majority of participants belonging to the LGBTBI community report that the cause of discrimination is gender identity (41.4%). To a lesser extent, they also state nationality (31%), body (27.6%) and sexual

orientation (27.6%) as the cause. Discrimination is mostly experienced in university course and mainly with teachers. They most frequently report hate speech and insults as well as receiving poorer service.

Focus Groups

Each university conducted three focus groups, one with students, one with teachers and one with administrative staff. The focus groups were conducted by two researchers of the Helci Project and lasted between 1:00 h and 2:00h each, depending on the availability of the participants. Focus groups had between 5 and 8 participants. For more details see ANNEX VI.

Student focus groups

Students in general see the university as a diverse space but acknowledge that it lacks differential knowledge about what that actually entails. They see that there is a lack of acknowledgement of topics such as diversity and discrimination. Furthermore, students from Salamanca and Vienna perceive their degree program as predominantly white. The absence of certain voices and perspectives is missing, which for them is a disadvantage.

“In the seminars and where you notice that people have already worked or something, there are always very cool contributions from different realities of life or so, yes. So, and at the same time you can clearly say that this is such a white degree. I have the feeling that certain voices are simply missing that would be really important for us. Especially when you look at the teachers.” (Student UW)

“That all that diversity, [...] I don't see it, like, I was thinking about it one day and there's not a single Afro person, there's maybe three or four Latinos or one Latino and three Latino descendants and the rest is white. It's just that my class is white.” (Student USAL)

As a result, there is a lot of talk about diversity, but very little practice. Talking about diversity then also means talking about the others, starting from a majority societies viewpoint. In contrast the interaction between different people is also perceived to bring more tolerance and acceptance

“I think I gain a lot of knowledge from interacting with a very diverse community. I'm becoming more tolerant just by interacting. It's an interesting process, because you hear what problems those students face, you see, especially if they get involved in extracurricular activities and open up to you about their difficulties. It builds a lot of empathy, tolerance, understanding and I find it significant.” (Student MRU)

In terms of discrimination, some students have difficulties defining what discrimination actually is, others, however state that many students and teachers do not specifically engage with the topics of diversity, discrimination, and equality. Students identify different dimensions of discrimination, a structural dimension that pertains to the university as an institution and an individual dimension that

pertains to individual acts of discrimination. Certain necessary changes at the university are also hindered by hierarchical university structures that make individuals reluctant to change.

“So in our attempts to encourage teachers to show a bit more awareness in terms of language use. Some say well, we are already so precarious, that's why we don't we don't take orders. Others say we are so professional and critical that we don't need to be told what to do.”
(Student UW)

At the university of Vienna (UW) and the University of Salamanca (USAL) students identify a generational conflict. Students point out that older, (and most often white and male) teachers engage in discriminatory acts with students or are reluctant to adapt to changing needs and requirements of students. In all three universities students identify micro-aggressions and comments by other students as a big problem related to discrimination. At Mykolas Romeris University (MRU) students also discussed the difference between equality and equity. To what extent are all students equal and should be treated equally, when in fact they have unequal starting positions? Students also do not know where to turn to when discrimination happened or was observed.

Teacher focus groups

In general teachers try to accommodate to the diversity in classroom in adjusting their teaching to the needs of students. This finding must be placed in the context of participants of the focus groups as we recruited teachers who specifically deal with diversity issues or are interested in those. However, this adjustment is not always easy. For example, in cases, where Russian and Ukrainian students come together, or when the content of the course deals with minority groups, where one or two persons from this group are present.

“Now, specifically in the religious topics that I teach, religious diversity is a topic that naturally becomes visible through young women who wear headscarves. And that is often interesting because many texts in religious studies deal with Islam and the politicisation of Islam, and I also notice myself that I have a certain caution about how to deal with it. When you are confronted with the feeling that okay, there is someone who could potentially be addressed by this.” (Teacher UW)

“I also have a completely international group, and of course we started talking about Christmas and I immediately realized that this is not normal for the most of them. And then we talked about their experiences in families meeting the end of the year.” (Teacher MRU)

While at MRU teachers consider the classroom very diverse, teachers from USAL and UW perceive both, some classes are diverse but many are rather homogeneous. Teachers at all three universities identify a lack of training for teachers to deal with diversity and miss the acknowledgement by the university that dealing with diversity in the classroom is an additional effort and also needs structural change in order to be successful. This includes an institutionalized restructuring of curricula which make diversity a cross-cutting issue.

“Second, I think we are very uncoordinated in general. That is, I have the feeling that everyone does what he thinks, what he can and what he believes based on his knowledge and mastery.”
(Teacher USAL)

Teachers demand more (compulsory) teacher training about diversity and how to deal with it. Teachers at USAL specifically identified the area of mental health as an important area of intervention, whereas teachers from UW identified class as an important category to tackle. They also call for a low threshold contact point for students and teachers to get support with discriminatory experiences.

Focus Groups Administrative Staff

Administrative staff at MRU relate the risk of discrimination mostly to international students, but some of them have experienced discrimination by colleagues and older academic staff themselves. In the case of UW, administrative staff has not experienced discrimination but noticed a harsher tone from students since the Corona pandemic. Academic staff in all three universities agree that the universities have made efforts in recent years to accommodate diversity through various legal procedures, instruments and protocols to address diversity and avoid discrimination.

“I think that the university is working in that direction since the time of rector [XX], so that it becomes open and international.” (Administrative Staff MRU)

This has been most successfully in terms of gender identity and equality between men and women, reflecting changes in society. However, in terms of ethnic, racial and religious diversity universities still lack acknowledgement and necessary tools. Administrative staff also agrees that faculties lack training to deal with diversity in general but also with specific cases of discrimination.

“(…) In the end, the university does not stop reflecting society. Society is not changing either, yes, but in a very slow way. And there are not enough conditions for the university, which should be more inclusive from my point of view, much more so at all levels, to do so. I don't know if it's because of lack of resources, lack of time or lack of desire.” (Administrative Staff USAL)

“I think that at the University of Vienna it is generally difficult to address the issue of discrimination, especially when it comes to racism. The university management is very hesitant to even acknowledge that the problem exists. Sometimes you get the feeling that at other universities, which are more international, this is actively addressed, and at the University of Vienna it is always, well, we don't really have that, but I think this also results in many problems, because somehow, as you mentioned, it is assumed that everyone is treated equally and I think this means that people ignore the fact that not everyone is equal. And when someone experiences discrimination in everyday life and then comes to university and you assume that everyone is treated the same, it's difficult because not everyone is the same.”
(Administrative Staff UW)

Conclusion

To sum up the findings of the survey and the focus groups, one can state that different forms of discrimination are relevant at the university. Age, body, ethnicity, gender identity and mental health are most often the reasons for discrimination. Mental health issues are also those that make it most difficult to socialize with other students. The survey findings also show that many categories of discrimination are overlapping suggesting an intersectional discrimination, where racist and sexist discrimination intersect. Mental health issues that have been present issue in the accounts of students and teachers may also be related to discrimination experiences, as scientific literature already suggests (Weeks and Sullivan, 2019; Maleku *et al.*, 2022). Another interesting finding is that self-identified women, non-binary persons and people from the LGBTIQ community mostly experience discrimination in class and with teachers, whereas self-identified men and people with migratory background experience discrimination outside class and with other students. This relates to accounts of the focus groups, where students, teachers and administrative staff state that in general the university community needs more sensitivity to topics of diversity and discrimination. Many forms of daily discrimination such as micro-aggressions are attributed to the general non-perception of the problem. Furthermore, all three groups acknowledge that universities have in the past engaged with the topic of diversity but there are still some structural short-comings that need to be tackled. First, to prevent discrimination curricula and teaching organization need to be revised making diversity a cross-cutting topic and teachers and administrative staff would need a more comprehensive training in matters of diversity. Second, to support students (and staff) in case of discrimination, universities would need a (low-threshold) contact point, where people can get support.

Developing MOOCs

After analysing the needs assessment of students and the relevant topics that have been identified within the focus groups, we turn to the development of the MOOCs in the next section. We first explore some aspects of the development of a MOOC and give some practical insights into the production of the MOOCs. First, we will introduce some reflexions on the conceptualization of MOOCs, before speaking about the format of the MOOCs we design in the project. Finally, we offer some reflexions about structuring content and develop evaluation practices in relation to the above mentioned findings.

Learning and Communication Formats

The design of a MOOC is closely connected to didactic considerations. In the Helci Project we developed four xMOOCs. The x stands for “extension”. xMOOCs are in general instructional or lecture-like in design and often have very large numbers of participants and little to no interaction between

participants and moderator. The Helci MOOCs are thus conceptualized as stand-alone courses. However, in one round the course will be accompanied by the project leaders and evaluated by student participants.

Didactical and design-related research on MOOCs is still young (for some reflections and conceptualizations see here: (Alario-Hoyos *et al.*, 2014; Porter, 2015; Zhu, Bonk and Sari, 2018; Adam, 2020b). For the design of the Helci MOOCs there are seven aspects to plan and think about before, designing the content of the MOOCs (for more see Bremer, 2013).

	Conceptualizing a MOOC	Helci -MOOCs
Target Group	Who is the target group?	Students
Learning Goals	What are the general learning goals?	Raise awareness on the topic of diversity and inclusion at the university based on the analysis needs. Each individual MOOC must then formulate more specific learning goals.
Format and content sequencing	How is the format and the content related? Do the modules build on each other? Are they stand alone? Should people watch the course in a certain order?	Content and modules can build on each other in a MOOC, but do not have to. You should consider in advance which modules build on each other and how strong this sequencing is in order to make this transparent in the course program
Content Level	What is the level of the content? Is it for beginners? Or for people that already have knowledge in the topic you want to address?	The course is for beginners, meaning for people that have never been in contact, but it should also be interesting for people that are already interested in the topic and have thus a certain basic knowledge
Content	What is the relevant content for the MOOC?	Each MOOC has a specific content
Student – Moderator Connection	Is there support structure for students? Are there possibilities to exchange? And are these exchange rooms moderated?	There is no support structure in the MOOC. The MOOC is a standalone course
Structure	Is the course centralized? Meaning on one specific platform? Or is it decentralized, meaning that content can also be produced while the course is running?	Because we produce xMOOCc, structure is centralized. There is one platform that provides the course, there are no active forums.

Format and Content Sequencing

The MOOCs have four thematic modules each of the module has five to seven videos. Each Video should have subtitles and transcripts of the spoken text. Each Module can have additional material such as further readings and further external videos. Special efforts should be undertaken to make the material as accessible as possible (Quelle) Finally each module has at the End an evaluation part of the learning progress.

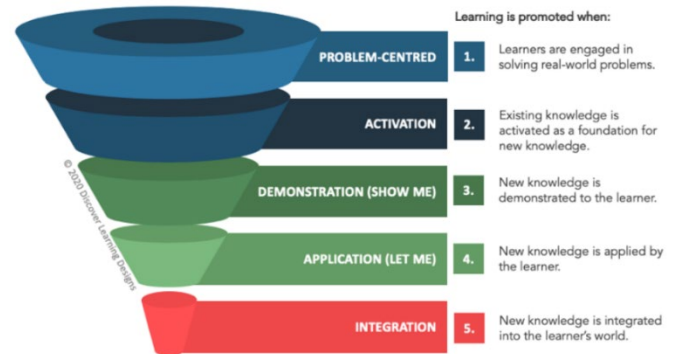
Module	Content	Medium	Evaluation
Module 1 (Topic)	4-7 Videos à 10 min max	Videos, Transcripts (word, PDF), additional literature/links	Questions for self-reflection Multiple-choice test
Module 2 (Topic)	4-7 Videos à 10 min max	Videos, Transcripts (word, PDF), additional literature/links	Questions for self-reflection Multiple-choice test
Module 3 (Topic)	4-7 Videos à 10 min max	Videos, Transcripts (word, PDF), additional literature/links	Questions for self-reflection Multiple-choice test
Module 4 (Topic)	4-7 Videos à 10 min max	Videos, Transcripts (word, PDF), additional literature/links	Questions for self-reflection Multiple-choice test

Medium

Videos, Transcripts, additional Material and evaluation cannot be disassociated from each other. Videos and other material are thought to be part of a larger learning and content management system that is the MOOC and the platform. This can be realised through so called “inverted classroom” models, meaning that students watch and read the content of the MOOC individually (Fey, 2002). The video is here an input that can further be discussed in classrooms or other spaces (Meinhard, Clames and Koch, 2014). Another aspect is that in the production of the MOOC is that students can themselves produce videos. This goes hand in hand with the expectation that students themselves become teachers and at the same time promote their media skills. The production of videos is divided into several phases. pre-production, production, post-production and distribution. Preproduction includes the planning and preparation phase. First, the creation of a storyboard/screenplay and the organisation of production resources (staff, actors, technology, locations, scenery, etc.). The production phase includes the actual filming as well as the related work steps such as sound recording, etc. The post-production phase is the finalisation of the film. In post-production, the shot raw material becomes the final product: the film or video as a dramatised, linear product. This includes editing, possibly dubbing, animation and digital effects, integrated evaluation techniques, etc. (Meinhard, Clames and Koch, 2014, p. 58).

Some Ideas to structure Content

When producing the content, the goal is to enhance the learning skills with applying the Merrill's principle of instruction (Merrill, 2002; West, 2018). Learning always starts with real-life problems, this means content should be presented in a way that students can relate to it. If there is already existing knowledge it can be activated, in the next step the video adds new knowledge in demonstrating it (visually and through storytelling). Students can then apply the new knowledge through interactive elements and self-reflection. This is in line with some principal adult learning principles (Halls, 2012).



Adapted from *First principles of instruction*, 2002.

Autonomy, prior experience, relevance, and interactivity. These four principles can help to structure content. Autonomy refers to the idea, that the videos can be accessed anytime and everywhere (i.e. Laptop and phone), so that people can be autonomous in their learning process. Prior knowledge acknowledges that adult learners, even if they are not acquainted with the topic bring prior living experiences. Be explicit about what each video covers. Mention your learning objective at the beginning. If your learner already knows what you cover in the video, she can save time by moving on to another, more relevant video. Don't always assume your viewer is ignorant about what you cover. Instead, offer a link to assumed knowledge (Halls, 2012, p. 31). Concerning relevance, offer a short description of the video, making sure what the goal of the video is and what learner should take with them. Finally, interactivity, encourage the learners to take notes and include reflexive questions into the video, to invite the learner to think about the content he/she just watched.

Evaluation and Self-Evaluation

The use of multiple-choice tests and quizzes seem an intuitive choice in the educational use of videos. Scholars have highlighted the positive effect of quizzes as they increase motivation and engagement. Additionally, learners tend to make more notes, when there are quizzes at the end of the video. Quizzes thus also have a self-regulatory impact and finally it gives the learners direct feedback after the video (Merkt *et al.*, 2011; Rice, Beeson and Blackmore-Wright, 2019). To develop a good quiz that fits the learning content of the video, consider running pre-tests with people unfamiliar with the topic and incorporate their feedback. It is important to make the questions meaningful and directly aligned with the course's content. Avoid vague wording, double negatives, and unclear or complex answers (though sometimes vagueness can be a strategy to promote more active learning in some cases.) Consider providing self-training options with similar questions that learner can train and get familiar with your style of multiple-choice questioning.

Another way to integrate knowledge is through self-reflection exercises. Reflection is a cognitive process that involves emotions in the reflective process as well as the individual's active engagement. It is a purposeful act of careful consideration, where individuals explore positive and negative feelings triggered by the explored experience (Rogers, 2001). This means, providing reflective exercise that "focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice." (Lombardi, 2007, p. 2).

The MOOCs should thus contain both type of exercise to allow students to apply the content through concrete questions, while at the same time integrating the content into learner's world, stimulating self-reflexive engagement with the course material and how to apply the new information in the daily context of higher education.

Conclusion

The development of each MOOC is based on three distinct but interrelated methods to gain knowledge about the needs of students and to produce content in a collaborative way. Each university has engaged a learning community to produce and reflect common knowledge. These University Learning Communities are accompanied by Transnational Learning Communities that support the project partners with feedback and discussion on the different tasks in the production process. Besides this, the TLC has supported the partners to understand structural problems and challenges that pertain not necessarily to the respective universities but can be deduced and made valuable for other universities and higher education institutions.

Each university has conducted a thorough needs assessment including quantitative and qualitative methods to better understand experiences and needs of students. The results of the needs analysis and the discussions in the learning communities was integrated into the production of the MOOC in the following ways. The most important needs related to the topics of gender equality, sexual orientation as well as cultural and ethnic diversity are considered, when designing the content of the MOOC. Furthermore, Other aspects that have been analysed as important, such as questions of mental health and peer support between students should be addressed, if possible.

It is particularly advisable to work out some of the content together with the students within the framework of courses. This enables them to co-determine the content but also to decide how this content is taught. Furthermore, this results in an emancipatory moment, as the students themselves are producers and thus also experts of their situation. A high priority should also be given to the questions of how to make diversity and inclusion understandable. Both terms are often used in the context of higher education policy but are nevertheless very abstract. They are mostly used in institutional top-down strategies of organisational development. The terms should be explained and communicated in a way that they also have a certain practical relevance for students. So, part of the training needs is to make the abstract concepts of belonging, culture, identity understandable and workable.

“Nothing about us, without us is for us” This saying communicates the idea that no content is made about specific groups without involving them in the creation of the content. It is therefore important in relation to EDI content to ensure that the target group, e.g. people affected by discrimination, have a role in the design of the content and that their perspectives are recognised as relevant and indispensable.

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Appendix

ANNEX I: Informed Consent

Participant information and consent

Dear Focus Group Participant,

As part of Erasmus + Project Helci – Higher Education Learning Community for Inclusion, we are conducting xx Focus Groups with Students, administrative/teaching staff and experts on the topics of Diversity, Inclusion and Discrimination at Universities in Austria, Lithuania and Spain. Our interest is to better understand the needs and experiences of students at the University in relation to the above-mentioned themes. With your participation you help us to collect data, that we will use to develop MOOCs (Massive Open Online Courses) for students and guidelines for university administration to enhance non-discrimination principles at universities.

All data will be recorded, anonymised and stored following the relevant data protection law. The data will only be used by the research team for this research project.

Your participation in this research is voluntary. You may refuse your consent at any time, without stating your reasons and without repercussion. As long as the data is not anonymised you can withdraw your participation anytime. If you wish to withdraw from the research or to have your data deleted, please contact me per mail to xxx@xxx.com.

Please sign this declaration of consent only if :

- You agree that the data collected during this research will be recorded and analysed.
- You agree that the data will be stored anonymously. The data will be stored in a form that is accessible only to the project management and protected in accordance with current legislation.
- You are willing to participate

(date and signature of the participant)

.....

(date and signature of the researcher)

.....

ANNEX II: Example for a protocol

Question	Answers, Utterances, Key Points

ANNEX III: Observation Protocol (Author: Raquel Guzmán)

OBSERVATION PROTOCOL

The following are some suggested elements for a descriptive record of the development of the Focus Group (FG)

POINT	DESCRIPTION
<p>Dynamics of the meeting (describe the group's participation. Explain what type of dynamics was observed: fluid, participative, reticent, hermetic, uncomfortable. Include a description of what you observed when introducing discussion topics - reticence, openness, awkwardness, normality, etc.).</p>	
<p>Identify interlocution (Describe what roles you have identified in the exchange of opinions that were created during the discussion. For example, if there has been participation of any person who has led the discourse, if you have observed that any person has felt self-conscious or uncomfortable with the prevailing discourse in the group. In general, what intervention roles have the participants had).</p>	
<p>Summarize some of the points of convergence of the group (if any).</p>	
<p>Summarize some of the points of divergence of the group (if any).</p>	
<p>Description of the place where the focus group was held (typology of the place where the focus group was held. If it was small, large, luminous, comfortable, etc).</p>	

Description of the order of distribution of the group members. In a small visual map, indicate which places the participants occupied (See example in the image below)

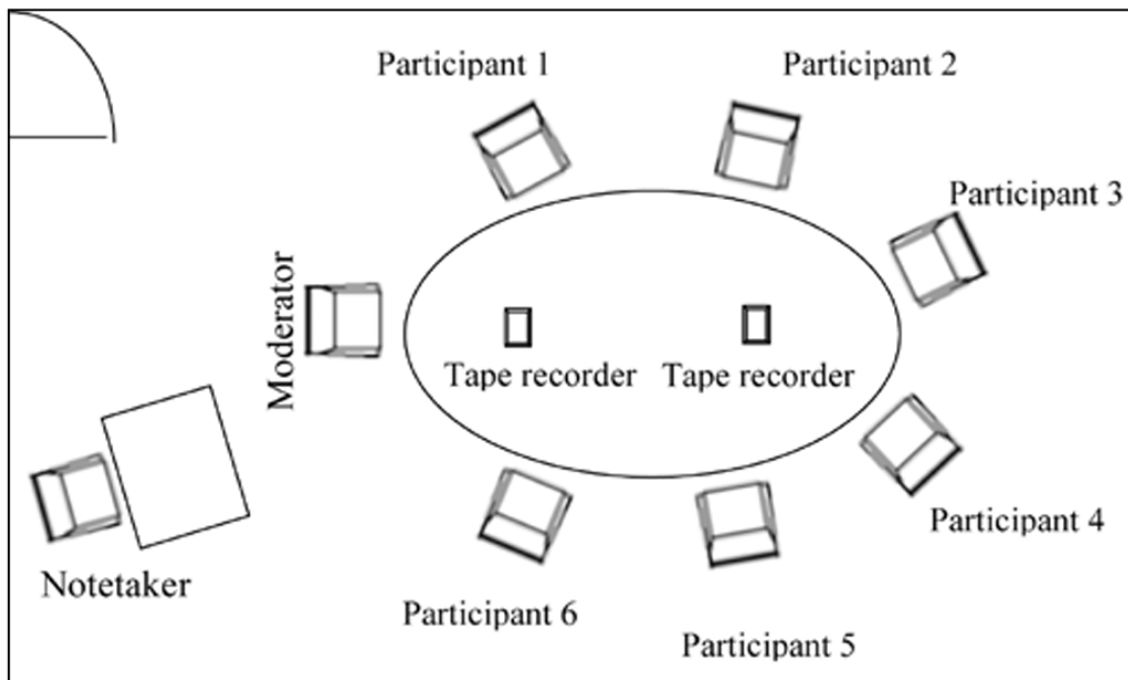


Fig. 1 Sketch of a focus group seating plan.

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Dear students,

The **Erasmus+ project Helci - Higher Education Learning Community for Inclusion** is conducting an **internal survey** on discrimination at the University of Vienna, together with the University of Salamanca (Spain) and Mikolas Romeris University (Lithuania).

The aim of the survey is to collect experiences and perceptions of discrimination in order to get to know concerns and needs of students and to develop teaching materials in relation to this. The results of the project are four MOOCs (Massive Open Online Courses) on the topics of diversity, inclusion and anti-discrimination.

The survey is **completely anonymous**. It is not possible to draw conclusions about individual persons who participated in the survey. The results of the survey will only be used within the framework of the project and for the implementation of the project goals. Filling out the questionnaire takes a **maximum of 20 minutes**. In some cases, sensitive issues are addressed and personal experiences of discrimination are asked for. It is not necessary to disclose personal details.

Your individual experiences are of central value for this project!

If you want to know more about the project please click here: <https://helci.usal.es/en/>

If you have any questions about the survey or are personally interested in the results of this study, please contact [Helena Segarra](#) at the Department of Political Science at the University of Vienna.

Thank you for your participation!

By clicking on the NEXT button you agree that your anonymised data may be used for this study.

1. At which university are you studying?

2. What kind of degree are you aiming for with your current field of study?

If you are doing more than one degree programme, please choose the degree programme that you define as your major and always answer the following questions for that degree programme.

- Bachelor
- Master
- PhD
- Professional Training
- Postgraduate qualification
- Other

3. What is your main field of study?

- Natural sciences (Mathematics; Physics; Chemistry; Biochemistry; Metabolism; Geology; Physical geography; Paleontology; Astronomy)
- Engineering and Technology (Electronics and Electrical technology; Construction technology; Transport technology)
- Medical sciences (General biomedical sciences; Biophysics; Medicine (human and vertebrates))
- Agricultural sciences (Ecology; Botany; Zoology; Agronomics)
- Social sciences (Law; Media; Political and administrative sciences; Economics and Business; Management; Sociology; Psychology; Pedagogy and didactics)
- Humanities (Philosophy; Theology; History; Arts; Philology; Literature)
- Other

4. How old are you?

 no answer

5. In which year are you currently in your degree?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 10+
- I don't know
- I don't want to answer this question

6. What is your gender?

- female
- male
- non-binary
- other
- I don't want to answer this question

7. Do you have the sex you were assigned at birth?

- yes
- no
- I don't know
- I don't want to answer this question

8. Which sexual orientation is most likely to apply to you?

- asexual
- bisexual
- heterosexual
- homosexual
- pansexual
- other
- I don't know
- I don't want to answer this question

9. Are you religious?

- Yes, I am religious.
- No, I am not religious.
- I don't want to answer this question.

10. Which religious tradition do you feel you belong to?

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Other
- I don't want to answer this question

11. What is the highest level of education you have completed?

- Secondary education
- Vocational education
- Professional education
- Bachelor
- Master
- PhD

12. What is your parent 1 highest educational qualification?

- No educational qualification
- Compulsory Education
- Apprenticeship diploma
- Vocational Training
- Secondary Education
- Bachelor
- Master
- PhD

I don't know

13. What is your parent 2 highest educational qualification?

- No educational qualification
- Compulsory Education
- Apprenticeship diploma
- Vocational Training
- Secondary Education
- Bachelor
- Master
- PhD

I don't know

14. What is your citizenship? Please type and select.

Country:

No answer

15. In which country was your parent 1 born? Please type and select.

Country:

No answer

16. In which country was your parent 2 born? Please type and select.

Country:

No answer

17. In which country were you born? Please type and select.

Country:

No answer

18. In which country did you mainly grew up? Please type and select.

Country:

No answer

19. Do you work during your studies?

- Yes, (also) during the semester.
- Yes, especially during the holidays.
- No, I don't have a job at the moment, but I'm planning to do so in the near future.
- No, I'm not working at the moment and don't plan to do so.

20. What is the time scope of the work?

- Marginal (up to 10 hours per week)
- Part-time (up to 20 hours per week)
- Part-time (over 20 hours per week)
- Full-time (from 36 hours onwards)
- Only during holidays

21. How do you mainly finance your studies? (multiple answers possible)

- Subsidy from parents/family
- National study grant / state funded /state supported
- Scholarship
- Job
- Loan
- Funded by the employer
- Other income or assets

22. How do you assess your financial situation at the moment?

- My situation is comfortable.
- It could be better, but I manage.
- I have financial problems.
- I am afraid I will have to stop my studies in the near future for financial reasons.
- I don't want to answer this question.

23. Do you have caring responsibilities of the following kind?

- I have my own child/children and /or take responsibility for a child/children of my partner.
- I directly or indirectly assume responsibility for the care or supervision of a relative in need of care (e.g. parents, grand-parents, partner, siblings, etc.).
- No, I have no obligations of this kind.

24. How is the care work mainly arranged during the day?

- I mainly do the care work during the day.
- A family member/partner/parent does the care work during the day.
- The care work is done by professionals at home, although I do not do the carework myself I organise and coordinate it.
- The care work is done through an institution (child care, kindergarden, retirement home, etc).
- Other

25. Do you have any impairments? (multiple answers possible)

- Sensory and communication impairment (ocular, hearing, speech and other sensory disturbances).
- Intellectual impairment (alterations in intellectual function, making it difficult to understand and/or respond to different situations in daily life).
- Mental health impairment (disturbances in adaptive behavior, with impairment of mental faculties and neurological structures).
- Physical impairment and chronic illnesses (bodily alterations that hinder movement and/or motor skills, restricting activity and participation in daily life activities).
- Other impairments.
- No, I do not have any impairment.

26. I am hindered in my studies by... (multiple answers possible)

- Allergies (which lead to restrictions during studies).
- Impairment(s) of the musculoskeletal system.
- Impairment(s) of acoustic perception.
- Impairment(s) of visual perception.
- Impairment(s) of speech.
- Reading and/or writing difficulties (dyslexia or dyscalculia).
- Frequent headaches, migraines.
- State of exhaustion, dejection.
- Burnout.
- Exam anxiety.
- Other anxiety states.
- Lack of attention and concentration.
- Autism.
- Chronic pain.
- Other physical impairment(s) :
- I do not feel hindered in my studies

27. Please indicate to what extent the following statements apply to your situation.

	certainly yes	rather yes	rather no	certainly no	don't know
I feel restricted in my studies by my impairments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With my impairment I feel uncomfortable at the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of my impairment, I feel misunderstood by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of my impairment I find it difficult to make social contacts in my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers react to my situation with understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not experience my impairment as a disadvantage in my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please rate the following statements in relation to your studies

	certainly yes	rather yes	rather no	certainly no	don't know
When I have a concern, I always find someone from the university that I can turn to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my degree program is structured I can build up contacts with fellow students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable participating actively in my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the way contact with my teachers is organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive sufficient feedback from my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback I get from my teachers helps my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How would you rate the following services offered by your university during your studies?

	used and efficient	used and inefficient	not used	don't know
Support with study organization and orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with financing your studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from the career service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in finding accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in reconciling family and studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with part-time studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with psychological health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with physical health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with other problems, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input style="width: 500px; height: 20px;" type="text"/>				

30. Discrimination

The term discrimination covers the unequal treatment of people on the basis of ethnicity, skin colour, origin, age, gender identity, physical and/or mental impairment, sexual orientation, religion and/or belief. Discrimination includes all statements, actions, omissions, rules and standards that humiliate, disadvantage, harass or threaten people.

Discrimination can be direct, e.g. when a hall of residence rejects a Muslim applicant because of his/her religious affiliation. Discrimination can also be indirect, for example when seemingly neutral regulations exclude certain groups from access to services or employment. It often occurs in everyday experiences, such as receiving inferior services or support in institutions, being treated less politely and respectfully, or as less intelligent or less trustworthy.

Have you ever been confronted with personal discrimination during your studies at the University?

- Yes, personally.
- No, not personally, but observed in my environment.
- I am not sure.
- No, never.
- I do not want to answer this question.

31. Please indicate: I feel discriminated against because of... (multiple answers possible)

- my age.
- my body.
- my ethnicity.
- my gender identity.
- my ideology.
- my mental state.
- my nationality.
- my origin.
- my religion.
- my sexual orientation
- my skin color.
- my social / economic state.
- other.
- I don't want to answer this question.

Other, that is:

32. Please indicate where you have made this experience (multiple answers possible).

- during a course
- outside a course
- online
- I don't want to answer this question

elsewhere, that is:

33. Please indicate with whom you have made this experience (multiple answers possible).

- with a teacher
- with other students
- with administrative staff
- with technical staff
- I don't want to answer this question

With someone else, that is:

34. What forms of discrimination have you experienced in the university context (multiple answers possible).

- hate speech (online/offline)
- insults
- harassment
- mobbing / bullying
- stalking
- physical violence
- sexual violence
- receiving poorer service in university institutions
- discrimination when renting a student room
- other
- I don't want to answer this question

Other, that is:

35. When you think about the incident that was most impactful for you. Did you ask for support at the university and did you get it?

	By fellow students	By the teacher	By a university institution	Other
I immediately received support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I asked for support and received it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I asked for support and received it only partially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I asked for support and did not receive any.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not ask for support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, that is: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What forms of discrimination have you observed in the university context (multiple answers possible).

- hate speech (online/offline)
- insults
- harassment
- bullying
- stalking
- physical violence
- sexual violence
- receiving poorer service in university institutions
- discrimination when renting a student room
- other
- I don't want to answer this question

37. Please indicate where you have observed this experience (multiple answers possible).

- during a course
- outside a course
- online
- I don't want to answer this question

38. Please indicate with whom you have observed this experience (multiple answers possible).

- with a teacher
- with other students
- with administrative staff
- with technical staff
- I don't want to answer this question

39. How did you react in the situation that you witnessed? (multiple answers possible)

- I intervened in showing support for the victim.
- I intervened to point out the discriminatory attitude.
- I did not intervene immediately but offered support for the victim later on.
- I did not intervene immediately but I informed a responsible person afterwards.
- I did not intervene.
- I don't want to answer this question.

40. In your opinion, during your university life, have you been involved in any discriminatory behaviour towards any person?

	Yes	No	I don't know	I don't want to answer this question
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative staff/technical staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Towards other staff members (cleaning staff, canteen, porter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Do you consider that you have difficulties in relating to other people due to any of the following characteristics (multiple answers possible)

- age
- body
- ethnicity
- gender identity
- mental state
- nationality
- origin
- religion
- sexual orientation
- skin color
- social / economic state
- none
- I don't want to answer this question

42. Diversity is a practice that wish to recognize, value and respect each community member's uniqueness and individuality. How do you assess the need for action at your University in dealing with the following diversity characteristics of students?

	Very big	big	small	very small	don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skin color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconciliation of study and work life (class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconciliation of study and family life (parenthood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, that is: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Comment

If you have anything else to say on the subject, or if there is something that you think is important but you were not asked, we would be pleased if you leave us a comment here.

I am interested in **the results of this study**. Please send me an abstract by e-mail.

Thank you for completing this questionnaire!

We would like to thank you very much for helping us. If you want to contact us for any reasons, please refer to helena.segarra@univie.ac.at

Your answers were transmitted, you may close the browser window or tab now.

M.A. Helena Segarra, Higher Education Learning Community for Inclusion, Department of Political Science, University of Vienna

ANNEX V: Online Survey Results (Authors: Ana Belén Nieto and Nerea González)

A sample of 936 surveys was analyzed of which 670 (71.6%) were completed and 266 (28.4%) were cancelled. 18.3% (n=171) came from the University of Vienna; 34.3% (n=321) from the University of Salamanca and 44.3% (n=415) from the Mykolas Romeris University. 3.1% (n=29) of the participants did not respond.

69.3% (n=649) of the participants were pursuing Bachelor's degrees; 23.3% (n=218) were enrolled in Master's degrees; 3.2% (n=30) were doing a PhD; 0.9% (n=8) were doing professional training; 0.2% (n=2) were doing a postgraduate qualification and 0.7% (n=7) were doing other degrees.

In terms of field of study, 65.7% (n=615) of the respondents stated that their main field of study was Social Sciences; 12% (n=112) were studying Humanities; 9.3% (n=87) were from Medical Sciences; 4.7% (n=44) were from Natural Science and only 2.7% (n=25) were from Engineering and Architecture.

Approximately one third of the participants were in the first year of their degree (32.7%, n=306); 16.3% were in the second year; 15.6% in the third year and 16.8% in the fourth. The remaining percentage is distributed as shown in Figure 1.

Figure 1. University Year

Gender

70.8% (n=663) of participants were female; 19.1% (n=179) were male; 2.2% (n=21) declared themselves non-binary; 1% (n=9) indicated another gender and 1.5% (n=14) did not want to answer the question. It should be noted that 50 participants did not answer the question. The results can be seen in Figure 2.

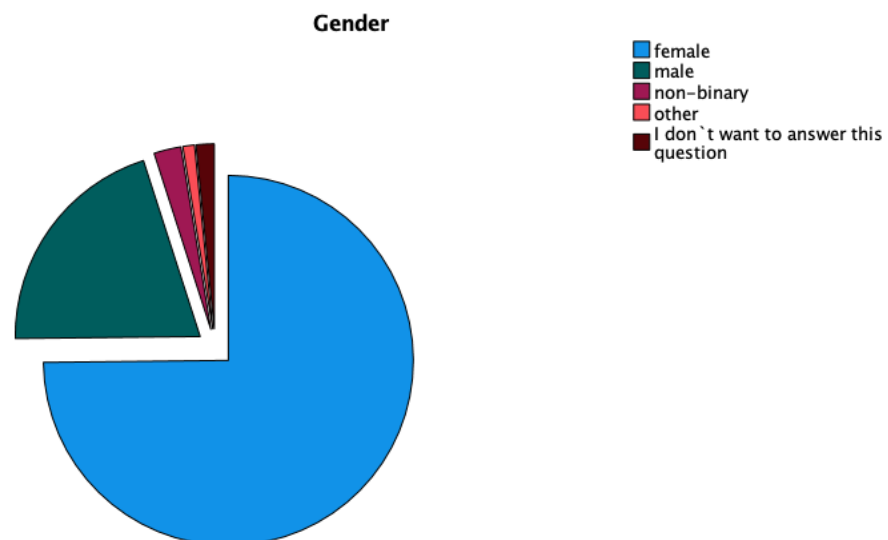


Figure 2. Gender

In 88.2% of the cases, participants declared to have the same sex they were assigned at birth; 2.5% (n=23) answered no and the rest either did not know or did not want to answer.

Regarding sexual orientation, 57.6% (n=539) of the participants declared themselves heterosexual. The response of the remaining participants can be seen in Figure 3.

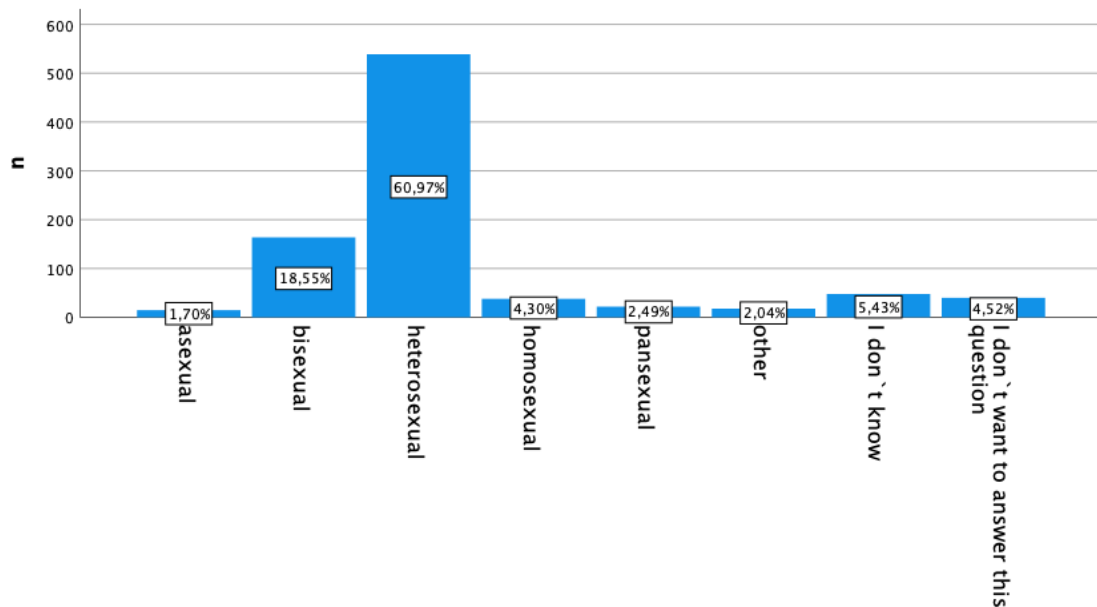


Figure 3. Sexual Orientation

Religion

29.8% (n=279) of the participants considered themselves religious people; 55.1% (n=516) did not consider themselves religious and 9.1% (n=85) did not want to answer the question. 91.8% (n=256) of those who declared themselves religious people belonged to Christianity. The religious traditions to which the remaining religious participants belonged can be seen in Figure 4.

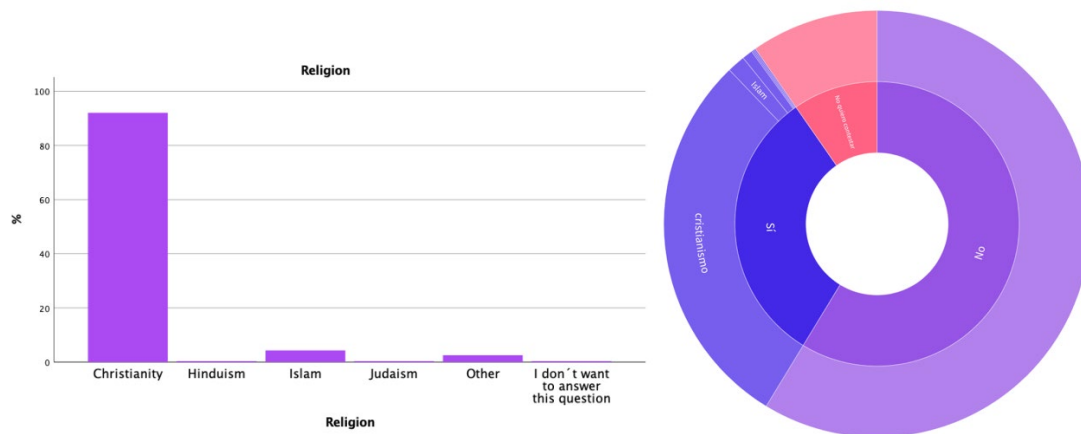


Figure 4. Distribution of Religious Affiliation

Educational level

55% (n=515) have completed secondary education; 22.2% (n=208) have completed undergraduate/graduate studies; 7.3% (n=68) have completed Master's studies; 6.6% (n=62) have completed vocational/diploma studies and only 0.3% (n=3) have completed doctoral studies.

As for the level of studies completed by the parents, the most frequent level is the Bachelor's degree/graduate studies (Table 1).

Table 1. Level of Education completed by parents

	P1		P2	
	%	n	%	n
No educational qualification	4,5	42	4,8	45
Compulsory Education	8,7	81	12,4	116
Apprenticeship diploma	4,0	37	5,6	52
Vocational Training	10,7	100	10,0	94
Secondary Education	9,0	84	11,1	104
Bachelor	26,3	246	21,2	198
Master	15,2	142	12,7	119
PhD	4,3	40	2,1	20
Missing Data	17,5	164	20,1	188
Total	100,0	936	100,0	936

Citizenship

The majority of participants are of Spanish nationality (28%, n=262), Lithuanian (26%, n=243); Austrian (10.8%, n=101) and German (4.4%, n=41). The remaining participants come from 51 other countries.

Work

31.9% of the participants (n=299) combine studies with work; 6.9% (n=65) do so especially during holidays; 37% (n=346) did not work at the time of answering the survey, but planned to do so in the near future and 10.3% (n=96) neither worked nor planned to do so.

Of those who did work during the semester, 43.5% (n=130) worked full-time; (n=64) 21.1% (n=63) worked part-time (up to 20 hours per week); 13.4% (n=40) worked part-time but more than 20 hours per week, 21,4 % worked marginally (up to 8 hours per week); see Figure 5.

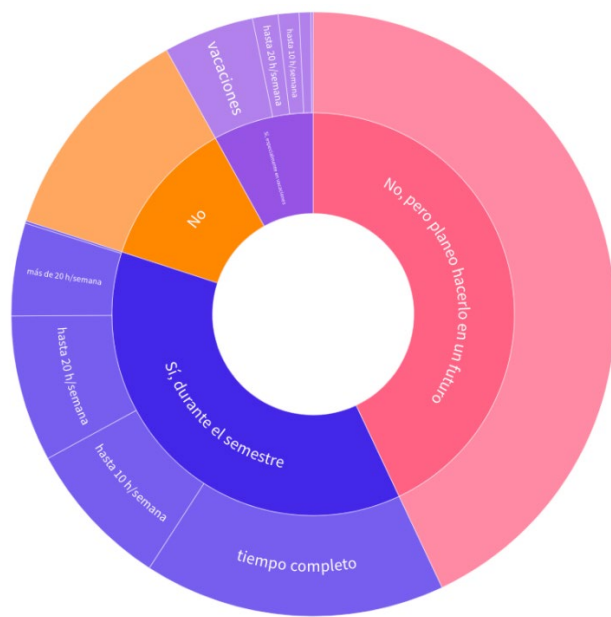


Figure 5. Dedication to Work and type of Working day

Financial situation

50.9% (n=476) state that their main source of funding for their studies comes from parents or family; 33.2% (n=311) study thanks to a state scholarship; 7.7% (n=72) have other grants; 17.4% (n=163) have to work to finance their studies; 2.7% (n=25) had to take out a loan; 0.6% (n=6) were financed by their employer and 5.9% (n=55) are financed from other income or assets (Figure 6).

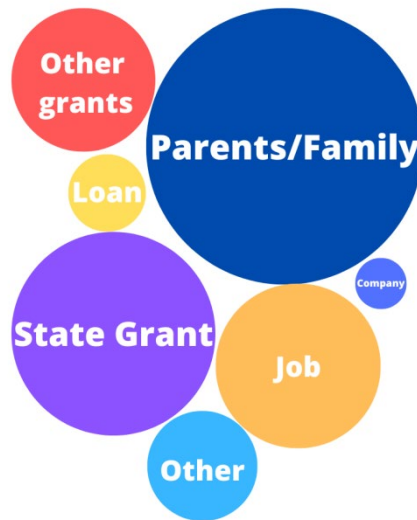


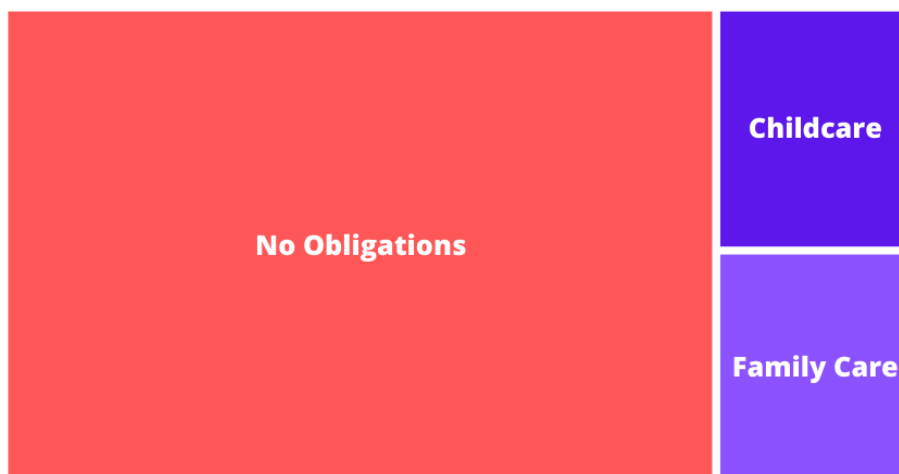
Figure 6. Sources of Funding

38% (n=356) considered that their current financial situation was comfortable; an equal number responded that their situation could be better but that they were coping; 5.9% (n=55) said that they had financial problems; 2.1% (n=20) feared having to abandon their studies for financial reasons and 1.5% (n=14) did not want to answer the question.

Care responsibilities

7.2% (n=67) respondents reported having children and/or taking responsibility for their partner's children; 6.1% (n=57) took responsibility for caring for or supervising care for a family member and 72.8% (n=681) reported no such obligations (Figure 7).

Figure 7. Care at their expenses



Of the participants who had children under their responsibility, 23.9% (n=16) reported providing childcare during the day; 19.4% (n=13) said that a family member provided childcare during the day; 1.5% (n=1) said they had professional help at home to care for

their children; 46.3% (n=31) child-care was done through an institution and 19.4% (n=13) organized it in other ways.

Of the participants who assumed the care of a relative, 33.3% (n=19) did it during the day; 35.1% (n=20) were helped by other relatives during the day; 8.8% (n=5) had professionals at home who supported them in the care; 14% (n=8) did it through an institution and 22.8% (n=13) organized it by other means.

Difficulties in studies and disability

3.8% (n=36) of respondents had sensory and communication disability; 1% (n=9) reported intellectual disability; 6.4% (n=60) had mental health impairment; 4.1% (n=38) had physical disability and chronic illness; 2.7% (n=25) reported other disabilities and 70.1% (n=656) had no disability.

3% (n=28) of the participants stated that their allergies hindered their studies; 1.1% (n=10) had impairment of the musculoskeletal system; 0.9% (n=8) had impairment of acoustic perception; 4.3% (n=40) reported problems in their studies due to their impaired visual perception; 1.1% (n=10) had speech difficulties; 2% (n=19) reported reading and/or writing difficulties (dyslexia, dyscalculia); 14% (n=131) had frequent headaches and/or migraines; 25.6% (n=240) reported feeling exhausted or depressed; 22.8% (n=213) reported burnout syndrome; 31.7% (n=297) had exam anxiety; 23.5% (n=220) reported other types of anxiety that hindered them from doing their studies; 19.4% (n=182) had lack of concentration and attention; 1.3% (n=12) had autism; 3.4% (n=32) had chronic pain; 3.7% (n=35) reported other physical impairment; and 30.3% (n=284) had no problems hindering their studies.

Table 2 shows how participants with disabilities assess their studies. It is worth noting that 52.9% (n=63) feel very or quite limited in their studies because of their disability; 28.2% (n=33) feel uncomfortable at university because of their disability; 39.8% (n=47) feel very or quite uncomprehended by other people towards their disability; 35.9% (n=42) find it very or quite difficult to socialize; 35.1% (n=41) of the participants feel that their teachers react to their disability with a lot or quite a lot of understanding and 39% (n=46) do not consider their disability to be a disadvantage.

Table 2. Feelings of the participants with a disability or physical impairment

		certainly yes	rather yes	rather no	certainly no	don`tknow
I feel restricted in my studies	%	17,6%	35,3%	30,3%	15,1%	1,7%
by my impairments.	n	21	42	36	18	2
With my impairment I feel	%	11,1%	17,1%	27,4%	38,5%	6,0%
uncomfortable at the	n	13	20	32	45	7
university.						
Because of my impairment, I	%	12,7%	27,1%	25,4%	31,4%	3,4%
feel misunderstood by others.	n	15	32	30	37	4
	%	15,4%	20,5%	22,2%	40,2%	1,7%

Because of my impairment I find it difficult to make social contacts in my studies.	n	18	24	26	47	2
My teachers react to my situation with understanding.	%	10,3%	24,8%	17,9%	14,5%	32,5%
	n	12	29	21	17	38
I do not experience my impairment as a disadvantage in my studies.	%	11,0%	19,5%	25,4%	39,0%	5,1%
	n	13	23	30	46	6

It is worth noting that 42% (n=323) of the students stated that they could not find anyone at the university to turn to when they had a concern; In contrast 65.9% (n=476) felt that the way their degree course was structured allowed them to make a lot or a fair amount of contact with other students; 70.3% (n=508) of the participants stated that it was fairly or very easy for them to be actively involved in their studies; 59.2% (n=427) said they were satisfied with the way contact with teachers was organized; but 43.3% (n=312) of the participants said they did not receive enough feedback from teachers; finally, 59.4% (n=428) felt that feedback from their teachers helped them a lot or quite a lot in their studies (Table 3).

Table 3. Students Support

		Certainly yes	Rather yes	Rather no	Certainly no	Don`tknow
When I have a concern, I always find someone from the university that I can turn to.	%	13,6%	31,3%	25,1%	16,9%	13,2%
	n	98	226	181	122	95
The way my degree program is structured I can build up contacts with fellow students.	%	30,2%	35,7%	21,7%	7,3%	5,0%
	n	218	258	157	53	36
I feel comfortable participating actively in my studies.	%	28,1%	42,2%	21,1%	5,7%	2,9%
	n	203	305	152	41	21
I am satisfied with the way contact with my teachers is organized.	%	20,4%	38,8%	25,8%	9,6%	5,4%
	n	147	280	186	69	39
I receive sufficient feedback from my teachers.	%	17,3%	35,2%	30,7%	12,6%	4,2%
	n	125	254	221	91	30
The feedback I get from my teachers helps my studies.	%	20,0%	39,4%	24,7%	8,6%	7,4%
	n	144	284	178	62	53

Analyzing these statements in terms of the university to which they belong, highly significant differences were found in all items (tables 4 and 5). In this sense, the participants who rated these items best were those from the Mykolas-Romeris

University. In contrast, the participants who rated these statements worst were those from the University of Salamanca.

Tabla 4. Students Support by University

			University		
			Vienna	Salamanca	MykolasRomeris
When I have a concern, I always find someone from the university that I can turn to.	certainly yes	%	13,1%	11,8%	15,3%
		n	20	31	47
	rather yes	%	36,6%	25,6%	33,6%
		n	56	67	103
	rather no	%	24,2%	34,4%	17,6%
		n	37	90	54
	certainly no	%	16,3%	18,3%	16,0%
		n	25	48	49
The way my degree program is structured I can build up contacts with fellow students.	don`tknow	%	9,8%	9,9%	17,6%
		n	15	26	54
	certainly yes	%	20,3%	24,8%	39,7%
		n	31	65	122
	rather yes	%	42,5%	30,2%	37,1%
		n	65	79	114
	rather no	%	21,6%	32,8%	12,4%
		n	33	86	38
I feel comfortable participating actively in my studies.	certainly no	%	11,8%	6,5%	5,9%
		n	18	17	18
	don`tknow	%	3,9%	5,7%	4,9%
		n	6	15	15
	certainly yes	%	29,4%	18,3%	35,8%
		n	45	48	110
	rather yes	%	41,2%	40,5%	44,3%
		n	63	106	136
I am satisfied with the way contact with my teachers is organized.	rather no	%	18,3%	33,2%	12,1%
		n	28	87	37
	certainly no	%	8,5%	4,2%	5,5%
		n	13	11	17
	don`tknow	%	2,6%	3,8%	2,3%
		n	4	10	7
	certainly yes	%	17,0%	8,8%	32,0%
		n	26	23	98
I am satisfied with the way contact with my teachers is organized.	rather yes	%	45,1%	28,2%	44,8%
		n	69	74	137
	rather no	%	21,6%	48,1%	8,8%
		n	33	126	27
	certainly no	%	9,8%	10,7%	8,5%

		n	15	28	26
	don'tknow	%	6,5%	4,2%	5,9%
		n	10	11	18
I receive sufficient feedback from my teachers.	certainly yes	%	12,4%	6,1%	29,4%
		n	19	16	90
	rather yes	%	31,4%	29,4%	42,2%
		n	48	77	129
	rather no	%	30,7%	50,4%	13,7%
		n	47	132	42
	certainly no	%	16,3%	11,8%	11,4%
		n	25	31	35
	don'tknow	%	9,2%	2,3%	3,3%
		n	14	6	10
The feedback I get from my teachers helps my studies.	certainly yes	%	13,7%	9,2%	32,4%
		n	21	24	99
	rather yes	%	41,8%	34,4%	42,5%
		n	64	90	130
	rather no	%	20,9%	41,6%	12,1%
		n	32	109	37
	certainly no	%	9,8%	10,7%	6,2%
		n	15	28	19
	don'tknow	%	13,7%	4,2%	6,9%
		n	21	11	21

Table 5. Statistical significance of student support according to University

		University
When I have a concern, I always find someone from the university that I can turn to.	Chi-cuadrado	30,289
	gl	8
	Sig.	<,001*
The way my degree program is structured I can build up contacts with fellow students.	Chi-cuadrado	54,255
	gl	8
	Sig.	<,001*
I feel comfortable participating actively in my studies.	Chi-cuadrado	51,189
	gl	8
	Sig.	<,001*
I am satisfied with the way contact with my teachers is organized.	Chi-cuadrado	138,030
	gl	8
	Sig.	,000*
The feedback I get from my teachers helps my studies.	Chi-cuadrado	111,104
	gl	8

	Sig.	,000*
The feedback I get from my teachers helps my studies.	Chi-cuadrado	111,1048
	Sig.	,000*

Support provided by the university

41.7% (n=300) of the participants said that they did not use support in the organization and guidance of their studies; 30.9% (n=222) said that they used support services for financing their studies and found them effective; 55.3% (n=396) of the sample said that they did not use career guidance services; 61.3% (n=441) did not use the support service for finding accommodation; 60.9% (n=436) said they did not use the support service for reconciling family and studies; 60.5% (n=435) of the sample did not use support services with part-time studies; 57.8% (n=415) said they did not use psychological support services; and 61.9% (n=446) did not use support services for physical health problems (Table 6).

Table 6. University support services

		Used and efficient	Used and inefficient	Not used	Don't know
Support with study organization and orientation	%	26,0%	12,0%	41,7%	20,3%
	n	187	86	300	146
Support with financing your studies	%	30,9%	9,6%	43,0%	16,4%
	n	222	69	309	118
Support from the career service	%	11,3%	8,7%	55,3%	24,7%
	n	81	62	396	177
Support in finding accommodation	%	13,3%	2,9%	61,3%	22,5%
	n	96	21	441	162
Support in reconciling family and studies	%	7,0%	5,7%	60,9%	26,4%
	n	50	41	436	189
Support with part-time studies	%	12,2%	4,7%	60,5%	22,5%
	n	88	34	435	162
Support with psychological health problems	%	12,3%	8,2%	57,8%	21,7%
	n	88	59	415	156
Support with physical health problems	%	5,5%	4,7%	61,9%	27,9%
	n	40	34	446	201
Support with other problems	%	3,5%	2,5%	49,4%	44,7%
	n	17	12	241	218

Taking into account the University of Origin of the participants, it can be seen that in the three universities most of the participants either do not use them or do not know about them. In the case of the Mykolas-Romeris University, the supports most reported to be used and also considered efficient are those of study organization and orientation, accommodation and financing of studies. In the case of the University of Vienna, the use and usefulness of the study organization and guidance service stands out (Table 7).

Table 7. Services Support by University

			University		
			Vienna	Salamanca	MykolasRomer is
Support with physical health problems	used and efficient	%	0,7%	1,5%	11,4%
		n	1	4	35
	used and inefficient	%	3,9%	4,2%	5,6%
		n	6	11	17
	notused	%	71,2%	85,1%	37,3%
		n	109	223	114
don`tknow	%	24,2%	9,2%	45,8%	
	n	37	24	140	
Support with psychological health problems	used and efficient	%	7,9%	7,3%	18,7%
		n	12	19	57
	used and inefficient	%	7,2%	8,0%	8,9%
		n	11	21	27
	notused	%	65,1%	78,9%	36,1%
		n	99	206	110
don`tknow	%	19,7%	5,7%	36,4%	
	n	30	15	111	
Support with part-time studies	used and efficient	%	3,3%	2,7%	24,9%
		n	5	7	76
	used and inefficient	%	6,6%	4,2%	4,3%
		n	10	11	13
	notused	%	68,4%	82,4%	37,7%
		n	104	216	115
don`tknow	%	21,7%	10,7%	33,1%	
	n	33	28	101	
Support with study organization and orientation	used and efficient	%	38,6%	10,7%	32,8%
		n	59	28	100
	used and inefficient	%	14,4%	12,3%	10,5%
		n	22	32	32
	notused	%	37,3%	66,7%	22,6%
		n	57	174	69
don`tknow	%	9,8%	10,3%	34,1%	
	n	15	27	104	
Support with financing your studies	used and efficient	%	10,5%	22,5%	48,4%
		n	16	59	147
	used and inefficient	%	9,2%	11,1%	8,6%
		n	14	29	26
	notused	%	55,9%	55,7%	25,7%
		n	85	146	78

	don`tknow	%	24,3%	10,7%	17,4%
		n	37	28	53
Support from the career service	used and efficient	%	3,3%	8,0%	18,2%
		n	5	21	55
	used and inefficient	%	6,5%	12,3%	6,6%
		n	10	32	20
	notused	%	68,0%	70,9%	35,4%
		n	104	185	107
Support in finding accommodation	don`tknow	%	22,2%	8,8%	39,7%
		n	34	23	120
	used and efficient	%	0,7%	3,1%	28,4%
		n	1	8	87
	used and inefficient	%	0,7%	3,1%	3,9%
		n	1	8	12
	notused	%	77,1%	84,7%	33,3%
		n	118	221	102
Support in reconciling family and studies	don`tknow	%	21,6%	9,2%	34,3%
		n	33	24	105
	used and efficient	%	1,3%	0,8%	15,2%
		n	2	2	46
	used and inefficient	%	6,5%	3,8%	7,0%
		n	10	10	21
	notused	%	66,0%	82,8%	39,4%
		n	101	216	119
Support with study organization and orientation	don`tknow	%	26,1%	12,6%	38,4%
		n	40	33	116
	used and efficient	%	38,6%	10,7%	32,8%
		n	59	28	100
	used and inefficient	%	14,4%	12,3%	10,5%
		n	22	32	32
	notused	%	37,3%	66,7%	22,6%
		n	57	174	69
Support with physical health problems	don`tknow	%	9,8%	10,3%	34,1%
		n	15	27	104
	used and efficient	%	0,7%	1,5%	11,4%
		n	1	4	35
	used and inefficient	%	3,9%	4,2%	5,6%
		n	6	11	17
	notused	%	71,2%	85,1%	37,3%
		n	109	223	114
	don`tknow	%	24,2%	9,2%	45,8%
		n	37	24	140

Discrimination

8.2% (n=77) stated that they had personally faced some kind of discrimination during their studies at the University; 12.7% (n=119) acknowledged that they had observed discrimination in their environment but had not faced it themselves; 41.3% (n=387) responded that they had never faced such a situation; 1.5% (n=14) of the participants did not want to answer the question; 13% (n=122) were not sure if they had faced any kind of discrimination and 23.2% (n=217) did not answer the question.

In terms of the causes of discrimination, 20.8% (n=16) of the participants who personally faced discrimination during their studies stated that it was because of their age; 14.3% (n=11) because of their body; 27.3% (n=21) because of their ethnicity; 23.4% (n=18) experienced discrimination because of their gender identity; 14.3% (n=11) because of their mental health; 31.2% (n=24) because of their nationality; 26% (n=20) because of their origin; 9.1% (n=7) on religious grounds; 11.7% (n=9) experienced discriminatory treatment because of their sexual orientation; 15.6% (n=12) because of their skin colour; 14.3% (n=11) because of their socio-economic status; 9.1% (n=7) because of their ideology and 10.4% (n=8) because of other causes; 31.2% (n=24). 5.2% (n=4) did not want to answer this question (Figure 8).



Figure 8. Causes of Discrimination

Most experiences of discrimination happened during a class 70.1% (n=54); and outside the class 50.6% (n=39) and 16.9% (n=13) was online.

Most discrimination was experienced with teachers 57.1% (n=44); 59.7% (n=46) with other students; 24.7% (n=19) with administration staff and 5.2% (n=4) with technical staff.

The most frequent form of discrimination was insults (40.3%, n=31) followed by receiving poor service in university services (37.7%, n=29); hate speech (35.1%, n=27). To a lesser extent sexual harassment and mobbing/bullying (15.6%, n=12); bullying (7.8%, n=6); discrimination in hiring (5.2%, n=4) and finally physical violence and sexual violence (2.6%, n=2) were reported.

40.8% students who experienced discrimination received support immediately from other students and 49% through other channels. 61.4% asked for support from others and received it; 63.6% asked for support from others but received it partially and 57.1% asked for support from others but did not receive it. It should be noted that when participants asked for support and received it, it came mostly from other students (27.3%); in the case of asking for support and receiving it partially, the source of the support is similar, either from other classmates or from a university service. In the case of having asked for support and not having received it, a higher proportion had asked for it from lecturers and university services than from fellow students (Table 8).

Table 8. Request for Support

		By fellow		By a university	
		students	By the teacher	institution	Other
I immediately received support.	%	40,8%	6,1%	4,1%	49,0%
	n	20	3	2	24
I asked for support and received it.	%	27,3%	4,5%	6,8%	61,4%
	n	12	2	3	27
I asked for support and received it only partially.	%	15,9%	2,3%	18,2%	63,6%
	n	7	1	8	28
I asked for support and did not receive any.	%	8,2%	18,4%	16,3%	57,1%
	n	4	9	8	28
I did not ask for support.	%	21,7%	21,7%	15,0%	41,7%
	n	13	13	9	25

Witnessed discrimination

Of the participants who reported witnessing discriminatory treatment; 42.9% (n=51) observed hate speech; 39.5% (n=47) insults; 12.6% (n=15) sexual harassment; 18.5% (n=22) bullying; 3.4% (n=4) harassment; 0.8% (n=1) physical violence; 2.5% (n=3) sexual violence; 23.5% (n=28) reported observing others receiving poor service in university services and 16.8% (n=20) observed discrimination in university services; 2.5% (n=3) sexual violence; 23.5% (n=28) reported observing that others received poor service in university services and 16.8% (n=20) observed discrimination when renting accommodation.

Figure 9 shows the differences between participants who have experienced or observed discrimination by type.

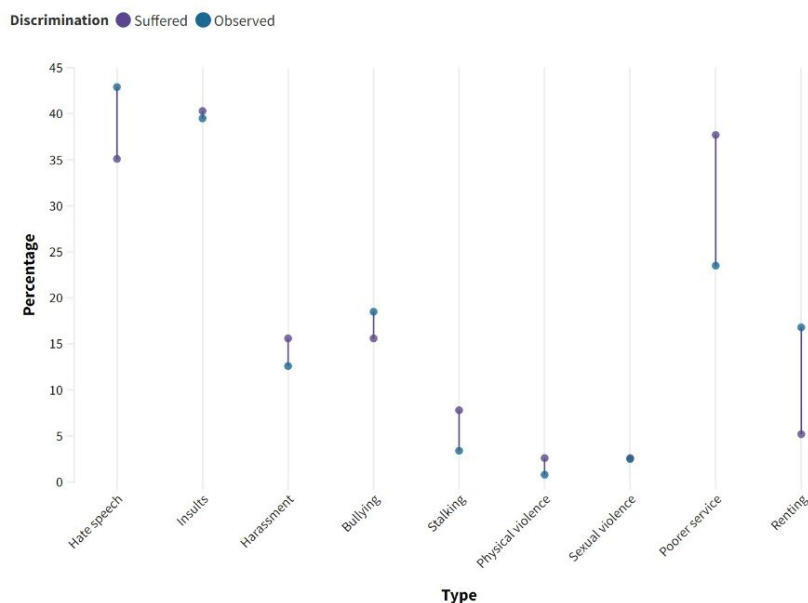


Figure 9. Type of Discrimination Observed or Suffered

Discriminatory treatment was mostly observed during class 50.4% (n=60); 65.5% (n=78) was outside the class and 23.5% (n=28) was online.

36.1% (n=43) observed discrimination with a teacher; 74.8% (n=89) with other students; 10.1% (n=12) with administration staff and 2.5% (n=3) with technical staff.

37.8% (n=45) of the participants who observed discriminatory treatment stated that they did not intervene immediately but offered support to the victim afterwards; 31.1% (n=37) stated that they did not intervene; 20.2% (n=24) intervened immediately by reproaching the discriminatory attitude; 15.1% (n=18) intervened immediately by showing support to the victim and 9.2% (n=11) did not intervene but informed someone in charge afterwards.

Table 9 shows the participation of the respondents in discriminatory behaviour, highlighting that the case where most participation was observed was among students (6.6%) followed by teachers (4.3%).

Table 9. Engaging in discrimination conduct

		Yes	No	I don't know
Students	%	6,6%	83,8%	9,6%
	n	44	560	64
Teaching staff	%	4,3%	90,0%	5,8%
	n	28	592	38
Administrative staff/technical staff	%	2,1%	93,2%	4,7%
	n	14	613	31
Towards other staff members (cleaning staff, canteen, porter, etc.)	%	1,2%	94,4%	4,4%
	n	8	623	29

Others	%	1,1%	92,3%	6,6%
	n	6	519	37

Figure 10 shows the reasons why respondents have difficulties in socializing with other students. Mental health stands out with 10.6% and age with 9.1%.

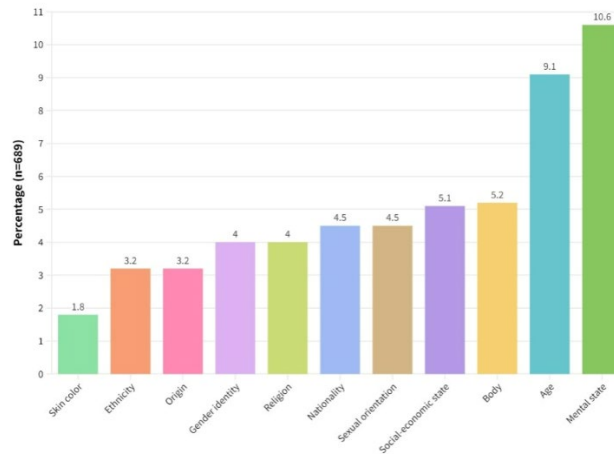


Figure 10. Causes of difficulties in socialisation

Needs for improvement to support diversity

21.5% (n=142) of the participants state that there is a great need for improving support structures concerning mental disability; 16.5% (n=109) believe that there is a great need for improvement in work-life balance; 16.4% (n=108) believe that there is a big need for improvement in physical disability; 16.4% (n=108) think that there is a very big need for improvement in physical disability; 22.6% (n=149) highlight big needs for improvement in mental disability and 22.6% (n=149) in physical disability, and 20.9% (n=138) highlight big needs for improvement in gender identity (Table 10).

Table 10. Improvement in diversity

		Verybig	big	small	verysmall	don`tknow
Age	%	4,7%	11,7%	20,6%	37,7%	25,3%
	n	31	77	136	249	167
Ethnicity	%	12,3%	19,8%	17,0%	25,9%	25,0%
	n	81	131	112	171	165
GenderIdentity	%	12,3%	20,9%	16,7%	24,9%	25,2%
	n	81	138	110	164	166
Mental Impairment	%	21,5%	22,6%	11,2%	15,9%	28,8%
	n	142	149	74	105	190
Nationality	%	11,0%	17,6%	17,9%	27,6%	25,9%
	n	72	115	117	180	169
PhysicalImpairment	%	16,4%	22,6%	12,0%	21,4%	27,7%
	n	108	149	79	141	183

Religion	%	6,5%	9,7%	19,1%	33,1%	31,5%
	n	43	64	126	218	207
Sexual Orientation	%	12,7%	13,9%	18,9%	26,0%	28,4%
	n	84	92	125	172	188
Skin color	%	15,2%	13,9%	14,4%	28,5%	28,0%
	n	100	92	95	188	185
Reconciliation of study and work life (class)	%	16,5%	16,5%	15,2%	24,2%	27,6%
	n	109	109	100	160	182
Reconciliation of study and family life (parenthood)	%	13,3%	15,7%	13,7%	21,5%	35,7%
	n	87	103	90	141	234

Differences in discrimination

The responses of the participants in the sample to situations of discrimination were analysed according to their university of origin (highly significant differences were found), according to gender (highly significant); migrants and people with migratory background (highly significant differences) and LGTBI (non-significant). By university, it should be noted that the percentage of participants who has experienced discrimination is highest at the University of Vienna, and in the case of not having experienced it personally but having observed it, the University of Salamanca has the highest percentage.

Depending on whether the student is a migrant or not, 19.9% of migrants have experienced it personally, compared to 7.2% of non-migrants who have experienced it personally.

Analysing the differences by gender, it can be seen that those who suffer the highest percentage of discrimination are those of non-binary sex with 38.9% and these are also those who observe the most discriminatory acts with 22.2% (Tables 11, 12, 13, 14, 15).

Table 11. Discrimination by university

		University		
		Vienna	Salamanca	MykolasRom eris
Yes, personally.	%	22,9%	5,7%	8,9%
	n	35	15	27
No, not personally, but observed in my environment.	%	14,4%	19,8%	14,8%
	n	22	52	45
No, never.	%	43,8%	56,5%	56,6%
	n	67	148	172
I do not want to answer this question.	%	0,7%	2,3%	2,3%
	n	1	6	7

I am not sure.	%	18,3%	15,6%	17,4%
	n	28	41	53

Table 12. Discrimination by migration

		No migrant	Migrant
Yes, personally.	%	7,2%	19,9%
	n	38	36
No, not personally, but observed in my environment.	%	17,5%	14,4%
	n	92	26
No, never.	%	55,6%	49,7%
	n	292	90
I do not want to answer this question.	%	2,1%	1,7%
	n	11	3
I am not sure.	%	17,5%	14,4%
	n	92	26

Table 13. Discrimination by gender

		female	male	non-binary
Yes, personally.	%	10,2%	7,4%	38,9%
	n	56	10	7
No, not personally, but observed in my environment.	%	16,7%	16,3%	22,2%
	n	92	22	4
No, never.	%	53,5%	63,0%	22,2%
	n	294	85	4
I do not want to answer this question.	%	2,4%	0,0%	0,0%
	n	13	0	0
I am not sure.	%	17,3%	13,3%	16,7%
	n	95	18	3

Table 14. Discrimination of the LGTBI Community

		LGTBI	Heterosexual
Yes, personally.	%	14,0%	9,5%
	n	30	42
No, not personally, but observed in my environment.	%	19,5%	15,7%
	n	42	69
No, never.	%	48,4%	56,6%
	n	104	249
I do not want to answer this question.	%	1,9%	1,8%
	n	4	8
I am not sure.	%	16,3%	16,4%
	n	35	72

Table 15. Statistical significance of differences in discrimination according to university, migration, gender and LGTBI.

		University	Migration	Sex	LGTBI
Discrimination	Chi-cuadrado	36,665	23,155	25,559	5,631
	gl	8	4	8	4
	Sig.	<,001	<,001	,001	,228

Discrimination by university:

- *Personally Suffered*

The main causes of discrimination for the University of Vienna were ethnicity (40%), gender identity (40%), nationality (31.4%) and origin (31.4%); for the University of Salamanca it was body (21.4%) and nationality (21.4%) and for the Mykolas-Romeris University it was nationality (37%) and origin (29.6%).

In terms of the place where discrimination was experienced, the most frequent places of discrimination at the University of Vienna were during a lecture (82.9%) and outside the lecture (45.7%). Same for the University of Salamanca (during a lecture 64.3%, outside the lecture 57.1%) and for the Mykolas-Romeris University (during a lecture 59.3%, outside the lecture 55.6%). It should be noted that around 20% of the participants at the University of Vienna and Mykolas Romeris University who experience discrimination do so online.

On the other hand, at the University of Vienna, it is mostly teachers (80%) and other students (62.9%) who carry out the discriminatory act. At the University of Salamanca it is mainly other students (50%) and teachers (35.7%) and at the Mykolas-Romeris University other students (63%) and teachers (40.7%).

In terms of the form of discrimination, at the University of Vienna the most common forms are insults (48.6%) and receiving poor service (42.9%); at the University of Salamanca the highest percentage is hate speech (35.7%) and at the Mykolas Romeris University the most common forms are hate speech (48.1%) and receiving poor service (40.7%) (Table 16).

Table 16. Discrimination suffered personally according to university

Cause	University					
	Vienna		Salamanca		Mykolas Romeris	
	%	n	%	n	%	n
Myage	28,6%	10	14,3%	2	14,8%	4
Mybody	8,6%	3	21,4%	3	18,5%	5
Myethnicity	40,0%	14	14,3%	2	18,5%	5
Mygenderidentity	40,0%	14	14,3%	2	7,4%	2
Myideology	11,4%	4	0,0%	0	11,1%	3
My mental state	14,3%	5	7,1%	1	18,5%	5
Mynationality	31,4%	11	21,4%	3	37,0%	10
Myorigin	31,4%	11	7,1%	1	29,6%	8
Myreligion	8,6%	3	7,1%	1	11,1%	3

My sexual orientation	14,3%	5	14,3%	2	7,4%	2
My skin color	17,1%	6	14,3%	2	14,8%	4
My social / economicstate	17,1%	6	7,1%	1	14,8%	4
Where						
During a course	82,9%	29	64,3%	9	59,3%	16
Outside a course	45,7%	16	57,1%	8	55,6%	15
Online	20,0%	7	7,1%	1	18,5%	5
Who						
With a teacher	80,0%	28	35,7%	5	40,7%	11
With other students	62,9%	22	50,0%	7	63,0%	17
With administrative staff	28,6%	10	14,3%	2	25,9%	7
With technical staff	5,7%	2	0,0%	0	7,4%	2
Type of discrimination						
Hate speech (online/offline)	25,7%	9	35,7%	5	48,1%	13
Insults	48,6%	17	28,6%	4	37,0%	10
Harassment	20,0%	7	0,0%	0	18,5%	5
Mobbing / bullying	20,0%	7	0,0%	0	18,5%	5
Stalking	8,6%	3	0,0%	0	11,1%	3
Physical violence	0,0%	0	7,1%	1	3,7%	1
Sexual violence	2,9%	1	0,0%	0	3,7%	1
Receiving poorer service in university institutions	42,9%	15	21,4%	3	40,7%	11
Discrimination when renting a student room	0,0%	0	0,0%	0	14,8%	4
Other	11,4%	4	14,3%	2	14,8%	4

- *Observed Discrimination*

Turning now to observed discrimination, the type of discrimination most frequently observed at the University of Vienna is insults (50%); to a lesser extent poor services (40.9%) and hate speech (31.8%). At the University of Salamanca and the Mykolas Romeris, hate speech (45.1% and 47.7% respectively) and insults (37.3% and 38.6% respectively) predominate.

At the University of Vienna 68.2% of the participants say that they have observed discrimination during a lecture; 59.1% outside of class. 76.5% of the discriminations were observed outside of class at the University of Salamanca and 59.1% outside of class at the Mykolas Romeris University and 56.8% during a lecture at the Mykolas Romeris University. With regard to who carried out the discriminatory act, in the case of the University of Vienna in 72.7% of the cases it was the teachers and in 68.2% of the cases it was observed with other students, in both the University of Salamanca and the Mykolas-Romeris University the observed acts were carried out by other students.

Analyzing now the reaction of those who have observed discriminatory acts, it can be observed that at the University of Vienna 40.9% of the participants do not intervene; 31.8% of the participants intervene by reproaching the discriminatory attitudes and 27.3% do not intervene immediately, but offer support to the victim afterwards. At the University of Salamanca, 39.2% of the participants do not intervene immediately but offer support to the victim afterwards, and in the case of the Mykolas Romeris University, this reaction is also the majority with 43.2% (Table 17).

Table 17. Discrimination observed by university

	Vienna		Salamanca		MykolasRomeris	
	%	n	%	n	%	n
Type of discrimination						
hate speech (online/offline)	31,8%	7	45,1%	23	47,7%	21
insults	50,0%	11	37,3%	19	38,6%	17
harassment	13,6%	3	17,6%	9	6,8%	3
bullying	9,1%	2	17,6%	9	25,0%	11
stalking	0,0%	0	3,9%	2	4,5%	2
physical violence	0,0%	0	0,0%	0	2,3%	1
sexual violence	0,0%	0	2,0%	1	4,5%	2
receiving poorer service in university institutions	40,9%	9	25,5%	13	13,6%	6
discrimination when renting a student room	4,5%	1	21,6%	11	18,2%	8
other	27,3%	6	21,6%	11	18,2%	8
Where						
during a course	68,2%	15	39,2%	20	56,8%	25
outside a course	59,1%	13	76,5%	39	59,1%	26
online	27,3%	6	23,5%	12	22,7%	10
I don't want to answer this question	0,0%	0	5,9%	3	6,8%	3
Who						
with a teacher	72,7%	16	29,4%	15	27,3%	12
with other students	68,2%	15	78,4%	40	77,3%	34
with administrative staff	22,7%	5	7,8%	4	6,8%	3
with technical staff	4,5%	1	2,0%	1	2,3%	1
Reaction						
I intervened in showing support for the victim.	4,5%	1	19,6%	10	15,9%	7
I intervened to point out the discriminatory attitude.	31,8%	7	23,5%	12	11,4%	5
I did not intervene immediately but offered support for the victim later on.	27,3%	6	39,2%	20	43,2%	19
I did not intervene immediately but I informed a responsible person afterwards.	4,5%	1	11,8%	6	9,1%	4
I did not intervene.	40,9%	9	33,3%	17	25,0%	11
I don't want to answer this question.	18,2%	4	15,7%	8	11,4%	5

- *Diversity Needs Attention*

Analyzing now the responses related to the need for university action on diversity according to the university of origin, highly significant differences were observed in the following aspects: age, ethnicity, gender identity, mental disability, nationality, physical disability, religion, sexual orientation, skin colour, work/study balance and work/study/family life balance. The pattern observed in all of them is the same: at Mykolas-Romeris University, the majority of participants report a very low need for improvement in all aspects, in contrast to the other two universities, whose participants generally report high or very high needs for action. As an example of this, at the University of Salamanca, 50% of the participants report high or very high needs for action on mental and physical disabilities (Table 18).

Table 18. Need for attention to diversity according to university

		University of					
		University of Vienna		Salamanca		Mykolas Romeris University	
		%	n	%	n	%	n
Age	Verybig	8,1%	11	3,3%	8	4,2%	12
	big	16,2%	22	17,2%	41	4,9%	14
	small	28,7%	39	28,9%	69	9,8%	28
	verysmall	19,9%	27	28,5%	68	54,0%	154
	don`tknow	27,2%	37	22,2%	53	27,0%	77
Ethnicity	Verybig	20,6%	28	13,8%	33	7,0%	20
	big	18,4%	25	32,9%	79	9,5%	27
	small	22,1%	30	21,7%	52	10,6%	30
	verysmall	13,2%	18	11,3%	27	44,4%	126
	don`tknow	25,7%	35	20,4%	49	28,5%	81
GenderIdentity	Verybig	13,2%	18	17,6%	42	7,4%	21
	big	23,5%	32	31,8%	76	10,6%	30
	small	28,7%	39	18,0%	43	9,9%	28
	verysmall	13,2%	18	14,2%	34	39,4%	112
	don`tknow	21,3%	29	18,4%	44	32,7%	93
Mental Impairment	Verybig	30,1%	41	33,1%	79	7,7%	22
	big	26,5%	36	31,8%	76	13,0%	37
	small	14,0%	19	8,4%	20	12,3%	35
	verysmall	8,1%	11	6,3%	15	27,7%	79
	don`tknow	21,3%	29	20,5%	49	39,3%	112
Nationality	Verybig	13,5%	18	13,0%	31	8,2%	23
	big	19,5%	26	25,1%	60	10,3%	29
	small	23,3%	31	25,9%	62	8,5%	24
	verysmall	18,0%	24	16,3%	39	41,6%	117
	don`tknow	25,6%	34	19,7%	47	31,3%	88
PhysicalImpairment	Verybig	19,9%	27	25,8%	62	6,7%	19
	big	30,9%	42	33,8%	81	9,2%	26
	small	14,7%	20	12,5%	30	10,2%	29
	verysmall	7,4%	10	8,8%	21	38,7%	110
	don`tknow	27,2%	37	19,2%	46	35,2%	100
Religion	Verybig	7,4%	10	6,7%	16	6,0%	17
	big	11,9%	16	13,4%	32	5,6%	16
	small	21,5%	29	31,4%	75	7,7%	22
	verysmall	22,2%	30	23,4%	56	46,5%	132
	don`tknow	37,0%	50	25,1%	60	34,2%	97
Sexual Orientation	Verybig	13,2%	18	17,1%	41	8,8%	25
	big	14,7%	20	19,6%	47	8,8%	25
	small	25,7%	35	24,6%	59	10,9%	31
	verysmall	19,1%	26	17,1%	41	36,8%	105
	don`tknow	27,2%	37	21,7%	52	34,7%	99
Skin color	Verybig	23,5%	32	17,1%	41	9,5%	27
	big	12,5%	17	20,8%	50	8,8%	25
	small	20,6%	28	23,3%	56	3,9%	11
	verysmall	15,4%	21	17,1%	41	44,4%	126
	don`tknow	27,9%	38	21,7%	52	33,5%	95
	Verybig	33,1%	45	18,8%	45	6,7%	19

Reconciliation of study and work life (class)	big	26,5%	36	21,7%	52	7,4%	21
	small	14,0%	19	22,5%	54	9,5%	27
	verysmall	7,4%	10	13,8%	33	41,2%	117
	don`tknow	19,1%	26	23,3%	56	35,2%	100
Reconciliation of study and family life (parenthood)	Verybig	23,0%	31	16,5%	39	6,0%	17
	big	23,7%	32	20,7%	49	7,8%	22
	small	14,8%	20	19,4%	46	8,5%	24
	verysmall	5,9%	8	13,1%	31	36,0%	102
	don`tknow	32,6%	44	30,4%	72	41,7%	118

Discrimination disaggregated by gender

- *Personally Suffered (Table 19)*

Among the participants who report having suffered some experience of discrimination, nationality (32.1%) stands out among self-identified female persons; among self-identified male persons, ethnicity (55.6%) and origin (44.4%); and among non-binary people, gender identity (100%) and sexual orientation (42.9%).

The place where they experience bullying is during class for 75% of women; and outside class for 51.8%. Men experience discrimination outside class (77.8%) and in non-binary students during class (85.7%).

In the case of women it is mostly other students (62.5%) and teachers (58.9%), who carry out the discriminatory act. In the case of men it is other students in the majority of cases (55.6%) and in the case of non-binary students it is teachers in 100% of the cases.

Women suffer mainly from insults (42.9%), poor service (39.3%) and hate speech (37.5%). Men experience hate speech (44.4%) and poor service is the most reported form in non-binary (57.1%).

Table 19. Discrimination suffered personally according to sex

Cause	Sex					
	Female		Male		Non-binary	
	%	n	%	n	%	n
Myage	21,4%	12	22,2%	2	14,3%	1
Mybody	12,5%	7	11,1%	1	28,6%	2
Myethnicity	19,6%	11	55,6%	5	28,6%	2
Mygenderidentity	17,9%	10	0,0%	0	100,0%	7
Myideology	10,7%	6	0,0%	0	14,3%	1
My mental state	14,3%	8	0,0%	0	28,6%	2
Mynationality	32,1%	18	33,3%	3	14,3%	1
Myorigin	23,2%	13	44,4%	4	14,3%	1
Myreligion	7,1%	4	22,2%	2	14,3%	1
My sexual orientation	7,1%	4	22,2%	2	42,9%	3
My skin color	12,5%	7	33,3%	3	14,3%	1
My social / economicstate	16,1%	9	0,0%	0	14,3%	1

Other	12,5%	7	0,0%	0	14,3%	1
Where						
During a course	75,0%	42	33,3%	3	85,7%	6
Outside a course	51,8%	29	77,8%	7	28,6%	2
Online	17,9%	10	0,0%	0	28,6%	2
Who						
With a teacher	58,9%	33	22,2%	2	100,0%	7
With other students	62,5%	35	55,6%	5	42,9%	3
With administrative staff	28,6%	16	11,1%	1	14,3%	1
With technical staff	3,6%	2	11,1%	1	14,3%	1
Type of discrimination						
Hate speech (online/offline)	37,5%	21	44,4%	4	14,3%	1
Insults	42,9%	24	22,2%	2	28,6%	2
Harassment	14,3%	8	11,1%	1	28,6%	2
Mobbing / bullying	12,5%	7	33,3%	3	14,3%	1
Stalking	5,4%	3	11,1%	1	14,3%	1
Physical violence	0,0%	0	11,1%	1	14,3%	1
Sexual violence	1,8%	1	0,0%	0	14,3%	1
Receiving poorer service in university institutions	39,3%	22	11,1%	1	57,1%	4
Discrimination when renting a student room	3,6%	2	11,1%	1	14,3%	1

- *Observed Discrimination (Table 20)*

With regard to the discrimination observed depending on whether the participant is from a migrant or non-migrant community, it can be seen that the type of discrimination most frequently observed among people with migratory background is hate speech, with 50%, to a lesser extent, insults, with 34.6%, and discrimination when renting a property, with 34.6%; among non migrants, these types of discrimination are also observed, specifically insults, with 42.2%, and hate speech, with 41.1%.

Turning now to where discrimination is observed in the case of migrants, 80.8% of the participants report having observed it outside the classroom and 50% have observed it inside a classroom. Among non-migrants, 62.2% reported having observed it outside the classroom and 51.1% also observed it during a class. With regard to who carried out the discriminatory act in the case of migrants, 76.9% reported having observed other students doing the discriminatory act and 46.2% also reported having observed it coming from a teacher. In the case of non-migrants, 75.6% said they had observed it from other students. As for the reaction they had upon observing the discrimination, 38.5% of migrants say they did not intervene immediately, but offered support to the victim afterwards, and in the group of non-migrants, the percentage is very similar in this case with 38.9%.

Table 20. Discrimination observed according to migration

	No migrant		Migrant	
	%	n	%	n
Type of discrimination				
hate speech (online/offline)	41,1%	37	50,0%	13
insults	42,2%	38	34,6%	9

harassment	10,0%	9	19,2%	5
bullying	18,9%	17	15,4%	4
stalking	2,2%	2	7,7%	2
physical violence	0,0%	0	3,8%	1
sexual violence	2,2%	2	3,8%	1
receiving poorer service in university institutions	24,4%	22	19,2%	5
discrimination when renting a student room	12,2%	11	34,6%	9
other	21,1%	19	19,2%	5
Where				
during a course	51,1%	46	50,0%	13
outside a course	62,2%	56	80,8%	21
online	20,0%	18	34,6%	9
I don't want to answer this question	6,7%	6	0,0%	0
Who				
with a teacher	33,3%	30	46,2%	12
with other students	75,6%	68	76,9%	20
with administrative staff	6,7%	6	23,1%	6
with technical staff	1,1%	1	7,7%	2
Reaction				
I intervened in showing support for the victim.	15,6%	14	15,4%	4
I intervened to point out the discriminatory attitude.	18,9%	17	26,9%	7
I did not intervene immediately but offered support for the victim later on.	38,9%	35	38,5%	10
I did not intervene immediately but I informed a responsible person afterwards.	11,1%	10	3,8%	1
I did not intervene.	33,3%	30	23,1%	6
I don't want to answer this question.	14,4%	13	15,4%	4

- *Diversity Needs Attention*

Table 21 shows the opinion according to the gender of the participants. It can be seen that more than 50% of the non-binary gender participants feel more need for action in aspects related to ethnicity, gender identity, mental and physical disability and reconciliation of studies and working life. In the case of the female and male groups the responses are similar, with no very high need for action.

Table 21. Need for attention to diversity according to gender

		Female		Male		Non-binary	
		%	n	%	n	%	n
Age	Verybig	5,0%	25	3,1%	4	6,3%	1
	big	11,3%	57	11,7%	15	18,8%	3
	small	19,9%	100	22,7%	29	31,3%	5
	verysmall	38,6%	194	37,5%	48	18,8%	3
	don'tknow	25,2%	127	25,0%	32	25,0%	4
Ethnicity	Verybig	11,9%	60	9,4%	12	37,5%	6
	big	21,7%	109	14,1%	18	18,8%	3
	small	15,9%	80	21,9%	28	12,5%	2
	verysmall	26,2%	132	26,6%	34	12,5%	2
	don'tknow	24,3%	122	28,1%	36	18,8%	3

GenderIdentity	Verybig	12,4%	62	7,8%	10	43,8%	7
	big	20,1%	101	23,4%	30	18,8%	3
	small	17,9%	90	12,5%	16	12,5%	2
	verysmall	24,3%	122	30,5%	39	18,8%	3
	don`tknow	25,3%	127	25,8%	33	6,3%	1
Mental Impairment	Verybig	20,9%	105	20,3%	26	43,8%	7
	big	21,9%	110	24,2%	31	31,3%	5
	small	11,3%	57	9,4%	12	18,8%	3
	verysmall	15,9%	80	18,8%	24	0,0%	0
	don`tknow	30,0%	151	27,3%	35	6,3%	1
Nationality	Verybig	10,3%	51	11,0%	14	25,0%	4
	big	18,5%	92	15,7%	20	12,5%	2
	small	17,7%	88	18,1%	23	31,3%	5
	verysmall	28,2%	140	29,9%	38	0,0%	0
	don`tknow	25,4%	126	25,2%	32	31,3%	5
PhysicalImpairment	Verybig	15,7%	79	15,6%	20	37,5%	6
	big	22,5%	113	21,9%	28	37,5%	6
	small	11,7%	59	14,1%	18	6,3%	1
	verysmall	22,1%	111	21,9%	28	0,0%	0
	don`tknow	28,0%	141	26,6%	34	18,8%	3
Religion	Verybig	6,0%	30	7,8%	10	12,5%	2
	big	10,8%	54	5,5%	7	6,3%	1
	small	20,0%	100	14,8%	19	31,3%	5
	verysmall	32,3%	162	40,6%	52	12,5%	2
	don`tknow	30,9%	155	31,3%	40	37,5%	6
Sexual Orientation	Verybig	11,9%	60	12,5%	16	37,5%	6
	big	14,9%	75	10,2%	13	12,5%	2
	small	19,8%	100	13,3%	17	31,3%	5
	verysmall	24,8%	125	34,4%	44	6,3%	1
	don`tknow	28,6%	144	29,7%	38	12,5%	2
Skin color	Verybig	14,5%	73	13,3%	17	50,0%	8
	big	14,9%	75	12,5%	16	0,0%	0
	small	14,5%	73	14,1%	18	12,5%	2
	verysmall	28,0%	141	32,8%	42	18,8%	3
	don`tknow	28,0%	141	27,3%	35	18,8%	3
Reconciliation of study and work life (class)	Verybig	15,1%	76	20,3%	26	37,5%	6
	big	16,1%	81	14,8%	19	25,0%	4
	small	16,7%	84	8,6%	11	18,8%	3
	verysmall	24,1%	121	28,9%	37	6,3%	1
	don`tknow	28,0%	141	27,3%	35	12,5%	2
Reconciliation of study and family life (parenthood)	Verybig	12,0%	60	16,5%	21	31,3%	5
	big	16,6%	83	10,2%	13	18,8%	3
	small	14,2%	71	13,4%	17	0,0%	0
	verysmall	22,4%	112	21,3%	27	12,5%	2
	don`tknow	34,7%	173	38,6%	49	37,5%	6

Migration Discrimination:

- *Personally Suffered (Table 22)*

Among migrant participants, the main causes are nationality (44.4%), ethnicity (33.3%), skin colour (27.8%) and gender identity (27.8%). Among non-migrants, age stands out (27%).

Discrimination occurs mainly in class (61.1% migrants and 78.4% non-migrants) and outside class (52.8% for migrants and 48.6% for non-migrants).

Discrimination in the case of migrants is mostly carried out by other students (52.8%) and teachers (41.7%). In the case of non-migrants it is also other students (67.6%) and teachers (70.3%).

In both groups the most frequent forms of discrimination are insults (44.4% migrants and 37.8% non-migrants); poor services (36.1% migrants and 37.8% non-migrants) and hate speech (33.3% migrants and 37.8% non-migrants).

Table 22. Discrimination suffered personally according to migration status

Cause	Migration			
	No migrant		Migrant	
	%	n	%	n
Myage	27,0%	10	13,9%	5
Mybody	16,2%	6	13,9%	5
Myethnicity	18,9%	7	33,3%	12
Mygenderidentity	18,9%	7	27,8%	10
Myideology	16,2%	6	2,8%	1
My mental state	18,9%	7	8,3%	3
Mynationality	16,2%	6	44,4%	16
Myorigin	18,9%	7	30,6%	11
Myreligion	10,8%	4	5,6%	2
My sexual orientation	2,7%	1	22,2%	8
My skin color	5,4%	2	27,8%	10
My social / economicstate	18,9%	7	5,6%	2
Other	10,8%	4	8,3%	3
Where				
During a course	78,4%	29	61,1%	22
Outside a course	48,6%	18	52,8%	19
Online	18,9%	7	13,9%	5
Who				
With a teacher	70,3%	26	41,7%	15
With other students	67,6%	25	52,8%	19
With administrative staff	24,3%	9	22,2%	8
With technical staff	5,4%	2	5,6%	2
Type of discrimination				
Hate speech (online/offline)	37,8%	14	33,3%	12
Insults	37,8%	14	44,4%	16
Harassment	16,2%	6	16,7%	6
Mobbing / bullying	16,2%	6	16,7%	6
Stalking	10,8%	4	5,6%	2
Physical violence	0,0%	0	5,6%	2
Sexual violence	2,7%	1	2,8%	1
Receiving poorer service in university institutions	37,8%	14	36,1%	13
Discrimination when renting a student room	0,0%	0	8,3%	3

- Observed Discrimination (table 23)

Turning now to an analysis of the discriminatory behavior observed by sex, it can be seen that in the group of girls, the most frequently observed type of discrimination is insults (41.8%) and hate speech (40.7%). In the group of boys, the type of discrimination most frequently observed corresponds to hate speech with 47.6%. In the case of the non-binary gender, hate speech occurs in 75% of the cases and insults in 50%.

Regarding the place where discrimination is observed, 62.6% of the girls report having observed it outside the classroom and 52.7% during a class. In the case of boys, 76.2% of them reported having observed the discriminatory act outside the classroom, while in the case of non-binary boys, 100% of them reported having observed discriminatory acts outside the classroom and 75% of them during a class. As for who carries out the discriminatory act, the girls' group reports that 72.5% of the cases are other students, in the case of boys it is also other students with 85.7% of affirmative answers and in the non-binary group, 100% of the cases report that it is other students who carry out the discrimination. Turning now to the reactions of those who observe the discrimination, it can be seen that in the group of girls 41.8% of them say that they do not intervene immediately, but offer their help to the victim afterwards and 31.9% say that they do not intervene; in the case of non-binary students, 50% say that they intervene by reproaching the discriminatory attitude and 50% also say that they do not intervene. In the group of boys, there is no majority trend.

Table 23. Discrimination observed by sex

	female		male		non-binary	
	%	n	%	n	%	n
Type of discrimination						
hate speech (online/offline)	40,7%	37	47,6%	10	75,0%	3
insults	41,8%	38	33,3%	7	50,0%	2
harassment	8,8%	8	23,8%	5	25,0%	1
bullying	17,6%	16	19,0%	4	25,0%	1
stalking	3,3%	3	0,0%	0	25,0%	1
physical violence	1,1%	1	0,0%	0	0,0%	0
sexual violence	0,0%	0	9,5%	2	25,0%	1
receiving poorer service in university institutions	23,1%	21	23,8%	5	25,0%	1
discrimination when renting a student room	14,3%	13	28,6%	6	25,0%	1
other	20,9%	19	19,0%	4	25,0%	1
Where						
during a course	52,7%	48	38,1%	8	75,0%	3
outside a course	62,6%	57	76,2%	16	100,0%	4
online	23,1%	21	19,0%	4	50,0%	2
I don't want to answer this question	6,6%	6	0,0%	0	0,0%	0
Who						
with a teacher	36,3%	33	28,6%	6	75,0%	3
with other students	72,5%	66	85,7%	18	100,0%	4
with administrative staff	7,7%	7	19,0%	4	25,0%	1
with technical staff	2,2%	2	4,8%	1	0,0%	0
Reaction						
I intervened in showing support for the victim.	11,0%	10	33,3%	7	25,0%	1
I intervened to point out the discriminatory attitude.	16,5%	15	33,3%	7	50,0%	2
I did not intervene immediately but offered support for the victim later on.	41,8%	38	28,6%	6	25,0%	1

I did not intervene immediately but I informed a responsible person afterwards.	8,8%	8	14,3%	3	0,0%	0
I did not intervene.	31,9%	29	23,8%	5	50,0%	2
I don't want to answer this question.	12,1%	11	23,8%	5	25,0%	1

- *Needs of Attention to diversity*

Analyzing whether there is a difference between reporting needs for action according to whether the participant is a migrant or not, highly significant differences were observed in all aspects except mental disability and reconciliation of studies and family life, where the differences were significant (Table 24). In general, migrants see higher needs in terms of ethnicity, gender identity, nationality, physical disability, sexual orientation, skin colour and work-life balance.

Table 24. Need for attention to diversity according to migration

		No migrant		Migrant	
		%	n	%	n
Age	Verybig	4,0%	19	6,4%	11
	big	11,5%	55	12,7%	22
	small	18,2%	87	27,2%	47
	verysmall	42,7%	204	24,9%	43
	don'tknow	23,6%	113	28,9%	50
Ethnicity	Verybig	7,8%	37	24,1%	42
	big	20,5%	98	19,0%	33
	small	17,4%	83	16,7%	29
	verysmall	30,4%	145	12,6%	22
	don'tknow	23,9%	114	27,6%	48
GenderIdentity	Verybig	10,1%	48	16,7%	29
	big	19,5%	93	25,9%	45
	small	17,9%	85	14,4%	25
	verysmall	28,6%	136	14,9%	26
	don'tknow	23,9%	114	28,2%	49
Mental Impairment	Verybig	18,4%	88	28,7%	50
	big	22,6%	108	23,0%	40
	small	12,2%	58	9,2%	16
	verysmall	17,6%	84	10,9%	19
	don'tknow	29,1%	139	28,2%	49
Nationality	Verybig	7,4%	35	20,2%	35
	big	16,3%	77	22,0%	38
	small	18,3%	86	17,9%	31
	verysmall	32,5%	153	13,3%	23
	don'tknow	25,5%	120	26,6%	46
PhysicalImpairment	Verybig	14,7%	70	20,7%	36
	big	21,0%	100	27,0%	47

	small	12,8%	61	10,3%	18
	verysmall	24,7%	118	11,5%	20
	don`tknow	26,8%	128	30,5%	53
Religion	Verybig	4,6%	22	11,5%	20
	big	7,8%	37	14,9%	26
	small	20,0%	95	17,2%	30
	verysmall	36,6%	174	23,6%	41
	don`tknow	30,9%	147	32,8%	57
Sexual Orientation	Verybig	10,0%	48	19,0%	33
	big	14,2%	68	13,2%	23
	small	19,5%	93	18,4%	32
	verysmall	29,3%	140	17,2%	30
	don`tknow	27,0%	129	32,2%	56
Skin color	Verybig	10,3%	49	27,6%	48
	big	13,6%	65	15,5%	27
	small	15,3%	73	12,6%	22
	verysmall	32,9%	157	16,1%	28
	don`tknow	27,9%	133	28,2%	49
Reconciliation of study and work life (class)	Verybig	13,2%	63	25,9%	45
	big	15,7%	75	19,0%	33
	small	16,4%	78	12,1%	21
	verysmall	27,5%	131	14,9%	26
	don`tknow	27,3%	130	28,2%	49
Reconciliation of study and family life (parenthood)	Verybig	11,0%	52	19,7%	34
	big	15,4%	73	16,8%	29
	small	14,2%	67	12,1%	21
	verysmall	23,9%	113	15,0%	26
	don`tknow	35,5%	168	36,4%	63

LGTBI Discrimination

- *Personally Suffered (table 25)*

The majority of participants belonging to the LGBTI collective report that the cause of discrimination is gender identity (41.4%). To a lesser extent, they also state nationality (31%), body (27.6%) and sexual orientation (27.6%) as the cause. In the heterosexual group, no major cause stands out.

In both groups, discrimination occurs during a lesson (LGTBI 69% and heterosexual 73.8%).

It is the teachers who most frequently discriminate against LGBTI students (62.1%) and other students in the case of heterosexuals (66.7%).

The most frequent forms of discrimination against LGBTI students are poor service (37.9%); hate speech (34.5%) and insults (31%). In the heterosexual community, insults are the most common (40.5%); hate speech (38.1%) and poor service (35.7%).

Table 25. Discrimination suffered personally according to LGBTI groups

	LGTBI	
	LGTBI	Heterosexual

	%	n	%	n
Cause				
Myage	13,8%	4	26,2%	11
Mybody	27,6%	8	7,1%	3
Myethnicity	20,7%	6	28,6%	12
Mygenderidentity	41,4%	12	9,5%	4
Myideology	6,9%	2	11,9%	5
My mental state	6,9%	2	16,7%	7
Mynationality	31,0%	9	28,6%	12
Myorigin	20,7%	6	26,2%	11
Myreligion	3,4%	1	11,9%	5
My sexual orientatio	27,6%	8	2,4%	1
My skin color	24,1%	7	9,5%	4
My social / economicstate	6,9%	2	14,3%	6
Other	13,8%	4	7,1%	3
Where				
During a course	69,0%	20	73,8%	31
Outside a course	48,3%	14	50,0%	21
Online	17,2%	5	14,3%	6
Who				
With a teacher	62,1%	18	54,8%	23
With other students	44,8%	13	66,7%	28
With administrative staff	31,0%	9	21,4%	9
With technical staff	3,4%	1	7,1%	3
Type of discrimination				
Hate speech (online/offline)	34,5%	10	38,1%	16
Insults	31,0%	9	40,5%	17
Harassment	24,1%	7	9,5%	4
Mobbing / bullying	6,9%	2	19,0%	8
Stalking	3,4%	1	9,5%	4
Physical violence	3,4%	1	2,4%	1
Sexual violence	3,4%	1	2,4%	1
Receiving poorer service in university institutions	37,9%	11	35,7%	15
Discrimination when renting a student room	6,9%	2	4,8%	2

- *Observed Discrimination (table 26)*

In the case of the LGBTBI group, the main type of discrimination observed was hate speech in 57.1% of cases, followed by insults in 35.7% of cases. In the case of the heterosexual group, the main type of discrimination observed was insults (43.3%), followed by hate speech (37.3%). The LGBTBI group also reports having observed discrimination in 76.2% of the cases outside a class and in 50% of the cases during a class. Heterosexuals reported that discrimination was observed in 58.2% of cases outside of class and in 52.2% of cases during a class. On the other hand, with regard to who carried out the observed discrimination, the LGBTBI group stated that in 78.6% of cases it was other students who carried out the discrimination. In the heterosexual group, this situation is similar, with 74.6% of the cases stating that the discrimination was also carried out by other students. Finally, with regard to the reaction they had on observing the discrimination, the LGBTBI group in 35.7% of the cases stated that they did not intervene immediately but did offer help to the victim later on, in 28.6% of the cases this group also stated that they acted by reproaching the discriminatory attitude and in

26.2% they did not intervene. In the case of heterosexuals, in 43.3% of the cases, the participants stated that they did not intervene immediately but did offer help to the victim later, and in 32.8% they stated that they did not intervene.

Table 26. Discrimination observed according to LGBTI groups

	LGTBI		Heterosexual	
	%	n	%	n
Type of discrimination				
hatespeech (online/offline)	57,1%	24	37,3%	25
insults	35,7%	15	43,3%	29
harassment	19,0%	8	9,0%	6
bullying	19,0%	8	20,9%	14
stalking	4,8%	2	3,0%	2
physical violence	0,0%	0	1,5%	1
sexual violence	2,4%	1	1,5%	1
receiving poorer service in university institutions	23,8%	10	23,9%	16
discrimination when renting a student room	26,2%	11	11,9%	8
other	23,8%	10	17,9%	12
Where				
during a course	50,0%	21	52,2%	35
outside a course	76,2%	32	58,2%	39
online	33,3%	14	19,4%	13
I don't want to answer this question	4,8%	2	6,0%	4
Who				
with a teacher	42,9%	18	32,8%	22
with other students	78,6%	33	74,6%	50
with administrative staff	7,1%	3	11,9%	8
with technical staff	0,0%	0	3,0%	2
Reaction				
I intervened in showing support for the victim.	23,8%	10	11,9%	8
I intervened to point out the discriminatory attitude.	28,6%	12	13,4%	9
I did not intervene immediately but offered support for the victim later on.	35,7%	15	43,3%	29
I did not intervene immediately but I informed a responsible person afterwards.	9,5%	4	9,0%	6
I did not intervene.	26,2%	11	32,8%	22
I don't want to answer this question.	9,5%	4	14,9%	10

- *Needs of Attention to Diversity*

Highly significant differences were observed in ethnicity, gender identity, mental and physical disability, nationality, sexual orientation and work-life balance. Significant differences were found in reconciling studies with personal and family life (Table 27). As a general pattern, the LGBTI collective reports more need for action in the aspects mentioned above.

Table 27. The need for attention to diversity according to the LGBTI community

		LGTBI		Heterosexual	
		%	n	%	n
Age	Very big	4,1%	8	4,4%	18

	big	14,7%	29	9,8%	40
	small	22,8%	45	20,5%	84
	verysmall	32,0%	63	40,8%	167
	don`tknow	26,4%	52	24,4%	100
Ethnicity	Verybig	13,6%	27	11,2%	46
	big	27,3%	54	16,1%	66
	small	16,2%	32	17,8%	73
	verysmall	17,2%	34	30,1%	123
	don`tknow	25,8%	51	24,7%	101
GenderIdentity	Verybig	17,8%	35	10,0%	41
	big	25,4%	50	18,3%	75
	small	17,3%	34	16,4%	67
	verysmall	16,2%	32	29,6%	121
	don`tknow	23,4%	46	25,7%	105
Mental Impairment	Verybig	28,3%	56	17,6%	72
	big	27,8%	55	20,1%	82
	small	9,6%	19	12,5%	51
	verysmall	12,6%	25	16,9%	69
	don`tknow	21,7%	43	32,8%	134
Nationality	Verybig	12,1%	24	9,9%	40
	big	25,3%	50	13,6%	55
	small	17,7%	35	18,6%	75
	verysmall	19,7%	39	31,8%	128
	don`tknow	25,3%	50	26,1%	105
PhysicalImpairment	Verybig	20,2%	40	13,4%	55
	big	29,3%	58	19,6%	80
	small	12,6%	25	12,5%	51
	verysmall	13,6%	27	24,4%	100
	don`tknow	24,2%	48	30,1%	123
Religion	Verybig	7,1%	14	6,6%	27
	big	11,7%	23	8,8%	36
	small	21,8%	43	17,9%	73
	verysmall	28,4%	56	35,3%	144
	don`tknow	31,0%	61	31,4%	128
Sexual Orientation	Verybig	17,7%	35	10,5%	43
	big	17,7%	35	11,5%	47
	small	22,2%	44	18,6%	76
	verysmall	17,7%	35	29,6%	121
	don`tknow	24,7%	49	29,8%	122
Skin color	Verybig	19,2%	38	13,4%	55
	big	16,7%	33	12,2%	50
	small	15,2%	30	14,4%	59
	verysmall	21,7%	43	31,5%	129
	don`tknow	27,3%	54	28,4%	116
Reconciliation of study and work life (class)	Verybig	21,2%	42	14,2%	58
	big	18,7%	37	14,9%	61
	small	19,2%	38	14,2%	58
	verysmall	15,7%	31	28,1%	115
	don`tknow	25,3%	50	28,6%	117
	Verybig	17,2%	34	11,4%	46
	big	18,7%	37	13,6%	55

Reconciliation of study and family life (parenthood)	small	15,7%	31	14,1%	57
	verysmall	16,2%	32	24,3%	98
	don`tknow	32,3%	64	36,6%	148

University of Salamanca

STUDENTS

Context of interview. The interaction dynamics of this group was quite fluid and developed in a relaxed manner, giving the opportunity to detect quite a few elements about diversity, discrimination and points to improve within the university community of USAL.

The discussion with the students lasted 1 hour and 20 minutes of recording. It was an interaction in which there was a very clear and honest expression of their experiences and impressions about discrimination in classrooms and among their own classmates.

Profile of students: The USAL student focus group was composed of 8 students: 5 females, one gender fluid (non-binary) person, and two males.

Participants ranged in age from 19 to 22 years old. The majors of all participants were framed within the social sciences.

2 females were law students, 1 female business student, 1 female social work student, 1 non-binary person in social work, 1 male in social work, 1 male in criminology, 1 female with two majors: Global Studies and social work.

Discrimination experienced: Definitely the differential and diverse starting point conditions the discourses in any interaction dynamics. One of the elements of inclusion for this focus group was that among the participants there should be 'diversity'. To this end, we considered including students from different backgrounds, social conditions, gender identities, ethnic and racial differences, as well as with functional diversity (ableism). However, we were not able to integrate this last feature and it is an element to consider when we have the results of the analysis.

In general, the focus group included students mainly from the social sciences because they are the most active in terms of their participation in organizations that fight against discrimination and also because they are a more direct channel of contact for the researchers participating in this project. This is another bias to be taken into account in the analysis since there was a lack of representation of technical and science degrees. It should be considered in favor that, according to the results of our surveys, the concerns and treatment of discrimination and diversity are concentrated in the areas of Social Sciences, but our proposals definitely go in the direction of including the entire university community.

The group discussed various experiences of discrimination suffered by the students, highlighting some ethnic discrimination, others of a more xenophobic nature, gender and sexual identity.

General finding: The students raised very interesting debates about the lack of visibility of the gypsy community in the classroom. They also stressed that discrimination is a widespread problem, but that there is a certain profile of teachers (especially older, male

and white) who tend to engage in discriminatory and sexist practices in the classroom. In addition, among the issues to be highlighted is the proposal to include in the course syllabus, regardless of the disciplines, issues on diversity and discrimination, since they consider that there is much ignorance on the subject or that the majority of both teachers and students often act in a discriminatory way without knowing it.

Proposal/solution: Create a short podcast where different people are invited to briefly describe what they understand by discrimination and how they feel when they are discriminated against. Something like a 'living glossary on discrimination'. Think about the use of social networks such as Tik Tok.

TEACHERS

Context of focus group: It took place at the headquarters of the Human Rights Research Center (Diversitas). It lasted one hour because the invited professors requested that it be brief given their multiple activities.

On the other hand, the inclusion criteria included a profile of teachers working on issues of discrimination and diversity, and this made up a group whose significant weight fell on the areas of Social Sciences. In the results of the survey, it became evident that those who work and participate the most in the treatment of diversity and discrimination issues are the Social Sciences faculty.

Profile of teachers: The focus group was composed of seven teachers belonging to the field of social sciences (communication, sociology, psychology and anthropology) who deal with aspects related to inclusion in the classroom and diversity management. Different age ranges, both genders (3 women and 4 men) and national origins (2 of Latin American origin) were represented.

General findings: Convergence points The main point of convergence, and the one on which most of the debate focused, was the need for intervention in the area of mental health. Among the measures mentioned by the speakers that found the greatest acceptance in the group (with a general assent from the rest of the participants), the following stand out:

- Physical campaigns about mental health (Speaker 4).
- The lack of curricular valuation of the capacity for mothering and empathy (introduced at first by Speaker 7 and supported mainly by Speaker 4).
- Discrimination among teachers due to mental health problems and lack of assistance to teachers for mental health reasons (contributed by Speaker 5). In general, the whole group agrees with this lack of assistance to teachers, with the exception of Speaker 6, who considers that there is the possibility of discussing problems with the rest of the classmates without discrimination. They do agree on the lack of institutional assistance.

Secondly, they agree that sensitivity and diversity management measures in the classroom depend to a large extent on the academic branch. The social sciences and humanities degrees encounter fewer problems for its management, both because of a more trained faculty and a student body that is more sensitive and aware of this reality

(Speaker 2 notes this especially in the Master's Degree in Education, in which students from the different degrees of the USAL coexist).

Another of the problems highlighted by the participants is the great burden assumed by faculty and students and, mainly, the lack of institutional coordination. As a solution to achieve greater coordination and training, they converge on the need for the creation of support networks (idea introduced by Speaker 8 and especially supported by Speaker 4 and Speaker 7) or the work in learning communities (introduced by Speaker 1).

As a fourth point, all agree that in class groups there are more men than women, as well as a general discrimination against people with disabilities and even foreign students (such as Erasmus students) when forming groups. This is why Speaker 2 comments on their method of forming groups taking into account all types of diversity, the allocation of the intervention by the teacher and other measures of positive discrimination.

Likewise, they detected racial discrimination, with concrete examples related to the language of origin (mainly supported by Speaker 7 and Speaker 4, who represent in the focus group the group of teachers of Latin American origin).

Sixth, the group agrees that age discrimination within the teaching staff exists, by older teachers towards younger ones and vice versa, highlighting the need for respect towards those who have more experience. In addition, a greater lack of diversity management is detected in the case of older teachers.

Points of divergence: At first, all noted that there is a great diversity in the classrooms (in Psychology, Fine Arts, etc.). On this point, Speaker 6 disagrees with her peers, as she believes that, depending on the grade level, groups tend to be more diverse or more normative (she gives the example of Global Studies).

Another problem identified by some of the participants is the lack of teacher training. However, Speaker 4, with the agreement of several of the participants, disagreed on this point, believing that it is more a problem of workloads, which prevent teachers from accessing training that is offered by the institution.

Regarding the effectiveness of institutional measures that are already being implemented (such as the changes introduced by the LOSU that require the introduction of diversity management measures in the degree plans, or other measures related to positions), there is no general agreement and the discussion was not deepened.

Proposal/solution: The main proposal is the coordination of the areas that work on inclusion in the university.

To make the teachers aware of the need to work on diversities and the different processes of discrimination that exist in the institution, always in line with what is proposed by the SDGs

ADMINISTRATIVE STAFF

Context of focus group: The focus group took place in a classroom of the Social Affairs Service. Seven members of the Administrative and Services Staff (PAS in Spanish) were present, 3 men and 4 women between 30 and 58 years of age.

Profile of staff. Most of the staff who were part of this group work in the inclusion, diversity and intergenerational inclusion unit. Most have backgrounds in social education, social work and communication issues.

Discrimination experienced. Although they did not speak explicitly about their experiences of discrimination at the university, they did agree that in certain faculties of the University of Salamanca classism is observed by some professors.

General findings: The USAL administration staff discussed different aspects of diversity and discrimination at the university. Fundamentally, they delved into the problems that exist in attending to and including people with different abilities and a discussion arose about the classism that still exists in some faculties of the university. However, they pointed out in their speech that this was fundamentally a generational issue and that although there are still many things to be solved, the university is aware of most of the discriminations.

On this last topic, a debate was also generated on the positive and negative dimensions of discrimination, since part of the administration staff considered that 'positive discrimination' can be a useful tool to reduce inequalities. The vast majority of them agreed that, however, society changes very quickly and although there are many instruments and protocols to address diversity and avoid discrimination, not all people in these situations are always attended to at the university.

The administration staff in the focus group regularly attends to many cases and tasks for the inclusion of people with functional diversity and mental health. In this last section, there was unanimous agreement in pointing out that most of the faculty lack training to deal with these cases. They emphasized that cases on sexual and gender identity diversity are perhaps the areas with the greatest advances in the university, but that, given that we are a reflection of the type of society in which we live, little work is done on ethnic, racial and religious diversity.

Proposal/solution: They propose that universal designs should be made, even in the way of designing physical spaces for coexistence. They consider that simple things such as signs (signage) in the bathrooms, where non-binary people can be integrated or improve classes with visually impaired students, for example, that teachers add larger subtitles. And the general agreement is the issue of comprehensive training in the subject for both faculty and PAS.

Mykolas Romeris University

STUDENTS

Context of interview. Only 3 Lithuanian students came to focus group. Nevertheless, we decided to do it. Then later we did a second focus group with 8 international students. At the very beginning a researcher presented the preliminary findings from students' questionnaire (during the focus group with international students it was not audio recorded). Two researchers were moderating the focus groups, one of them was taking the minutes. The climate in the groups was positive, students spoke openly and personally, although some of them engaged more actively than others. Duration of the audio recording is 61 min (with international students) and 68 min with Lithuanian students. Lithuanian students were recruited by sending a public invitation by e-mail. International students were recruited by their teacher who is a researcher in HELCI project.

Profile of students. Lithuanian students: first year bachelor students of social sciences; one of them experienced discrimination; all female and knew each other; international students: 6 second year bachelor students of social sciences and 2 first year master students of social sciences; 2 male and 6 female and knew each other; one researcher was their teacher. Four of the students experienced discrimination.

Discrimination experienced. Lithuanian students: no discrimination; witnessed violations based on gender, nationality, and sexual orientation; international students from Germany, Slovakia, Italy, Belarus and the Netherlands: witnessed sexist, nationalistic, or homophobic speech, experienced discrimination at home universities based on gender and nationality.

General findings: All students noticed an international community of our university and mentioned diversity as a positive experience. Lithuanian students told it is hard to delineate discrimination from freedom of speech or unethical behavior. In general students had difficulties to define what discrimination means to them. Although they have some particular ideas about it they were sometimes not sure, whether certain behaviour counts as discrimination or is "just unethical". This was particularly discussed for certain comments and so called micro-aggressions. They classified discrimination as direct (true discrimination) and indirect discrimination (unethical or insensitive behavior). None experienced discrimination at Mykolas Romeris University. Just one Erasmus student felt she was treated non-equally by administrative staff, based on her appearance (i.e, brightly dyed hair). One Lithuanian student noticed a more favourable approach to female students by the teachers. All students witnessed sexist, nationalistic, or homophobic speech (teacher to student but mostly student to student). International students experienced discrimination at home universities based on gender and nationality (teacher to student). International students are specially sensitive to nationality issues. Some students think that special treatment of refugees is not fair and there are cases when they abuse their rights. This theme was particularly developed in the focus group with international students, they experienced that Ukrainian students

have some special treatment. In MKR students get financial support and some other students are not happy about that.

Proposals/solutions: Lithuanian students mentioned that they do not know how to help a victim or they do not have resources. They suggest a regular monitoring to assess the well-being of the students and expect psychological support. To promote diversity, integrated education and cultural events would be very relevant. They insist on individual approach to the special circumstances of students and understanding. International students mentioned prevention (e. g., promotion of diversity) and adequate reaction to cases of discrimination, e. g., special contact persons and procedure, publicity, communication, liability of the abuser and legal advice for the victim.

TEACHERS

Context of interview. At the very beginning a researcher presented the preliminary findings from students' questionnaire (it was not audio recorded). Two researchers were moderating the focus group, one of them was taking the minutes. The climate in the group was positive, teachers spoke openly and personally, although some of them engaged more actively than others. All the participants were present in the classroom, except one teacher who joined online. Duration of the audio recording is 57 min. Teachers were recruited by sending public and private invitations by e-mail.

Profile of teachers. 3 lecturers (social sciences) and 2 associate professors (social science and humanities); all female; not all of them knew each other previously.

Discrimination experienced. Experienced no discrimination; witnessed non-equal treatment by other students based on physical disability and nationality.

General findings: There was a discussion among the teachers regarding the definition of discrimination. One of them thinks that grading students is some kind of segregation, others opposed to that. Teachers think that the university community is even more diverse than Lithuania's society in general. Although teachers do not know students very well (e. g., their sexual orientation, political or religious beliefs), they try to ensure diversity and inclusion in their routine activities (i.e., methods of teaching, content, etc.). Teachers experienced no discrimination at the university but witnessed non-equal treatment based on physical disability (student to student). They also noticed that students get into groups on nationality grounds, i.e., students from same country or region (Africa, Europe, etc.). Academic staff raised some problematic aspects: e. g., that equal treatment should not prevail special needs of students; - equal treatment can often create inequality, it is important to assess the individual needs of students, (the administration is involved too) and often students abuse their right to report a violation. Teachers expressed their worries due to the context of the war in Ukraine, e.g., they are not sure how to approach Russian students or how to react to anti-Russian comments by students. Teachers declared to be responsible ensuring equal treatment but students are so sensitive to various issues, so you never know who will take offence and why.

Proposals/solutions: Teachers want to be provided with necessary relevant information to know their students (e. g., if a student has special needs). Dealing with diversity issues is an additional workload, therefore, teachers want extra payment or an assistant, who deals with students specifically, teachers are not well educated in LGBT issues, we don't know what problems they face, so they have to do research on that – for example an international class requires additional efforts. E.g. with Ukrainian and Russian students together in class, or a course on the war in Ukraine, with many Russian Students, so they have to adjust the content. Or a student with special needs, then they have to adjust. Contact persons for students and assistants for teachers would be very helpful. Teachers are not sure if the diversity strategies they employ are adequate. We have a teachers' job evaluation questionnaire at our university where students provide their feedback. Teachers suggested to amend it as far it concerns discrimination experienced, i.e., students should describe a specific situation but not just say yes or no.

ADMINISTRATIVE STAFF

Context of interview. At the very beginning a researcher introduced the preliminary findings from students' questionnaire. Two researchers were moderating the focus group, one of them was taking the minutes. The climate in the group was positive, teachers spoke openly and personally, although some of them engaged more actively than others. Duration of the audio recording is 56 min. The staff was recruited by sending public invitations by e-mail.

Profile of staff. 2 heads of the unit, 2 managers, 1 advisor; all female and knew each other. All have contact with students in their daily work.

Discrimination experienced. Experienced sexual harassment; witnessed non-equal treatment providing working tools and ensuring work-life balance.

General findings: Administrative staff discussed the definition of discrimination and agreed that it is not easy to recognize discrimination. All people pointed the specifics of the university: i.e, it is open and international. However, they relate the risk of being discriminated with international students. Two employees experienced sexual harassment (co-worker to co-worker) at the university, others - sexist comments by older male professors years ago. One of them witnessed non-equal treatment providing working tools and ensuring work-life balance. We have a special law on protection against harassment and stalking, but legal procedures are opened just in sporadic cases. However, unethical behavior that does not reach the level of discrimination is more common than discrimination.

Proposals/solutions: Employees lack information regarding a contact person to report discrimination and get support. To their view, non-discrimination can be ensured by prevention, promotion, communication, training, and research.

University of Vienna

STUDENTS

Context of interview. The interview took place in a room at the university. There was a researcher conducting the discussion and a second researcher taking notes. The students were recruited at the faculty of social science, through flyers, the presentation of the project in different classes and other teachers promoting the participation in their courses. The discussion took 1:58 h.

Profile of students. There were five students taking part in the focus group. Two students from cultural and social anthropology, one in the master and one in the bachelor. Both self-identified as white and male. There were two students from political science, both in the master, both self-identified as female, one with a second degree in natural science and one with migration-history. One student was from teachers' education in the master and self-identified as binary and with physical impairments. All students aged between 28 and 33.

Discrimination experienced. The two male students did not experience any kind of discrimination themselves but had witnessed discrimination and unequal treatment and were very sensitive to these topics, because they had both been active in the student union and had therefore a lot of contact with other students. One female student had experienced sexism, especially in her second field of studies that was a natural science degree. The other one did not express any experiences. The student from teachers' education had experienced many different forms of discrimination but particularly because of her physical impairments. She also has contact with other students with physical impairments and was therefore very sensitive to these issues.

General findings: Students perceive diversity as something that is talked much about by the university, but in general the social science lack diversity. In terms of students, in terms of teachers and in terms of teaching content. According to them, this leads to very homogeneous perspectives. They see it as interesting when other perspectives "come in" may this be through age differences but also through other lived experiences. Diversity for them does not mean necessarily more international students coming in but rather acknowledging and supporting the diversity that already exists in the Austrian society and to better support people with migration history or people from the working class to be able to study. They see the primary problem in the educational system that is very segregating in Austria. Another finding is that students criticize the general interaction between teachers and students, often students are treated unfriendly and little consideration is given to their situation. They explain this on the one hand with the different hierarchies between the teachers and on the other hand also as a generation conflict, in which some older or conservative teachers do not want to understand that the students' needs have changed. The students see that the university as an institution has already done some work, but they identify individuals in various places who do not want to do this diversity work or even block it. Furthermore, the students criticise the fact that there is no low-threshold possibility to deal with conflicts or to complain about discrimination. However, they recognise that the university has already created

structures, at least in part, that take certain forms of discrimination into account. This applies above all to sexism and equality between men and women. In addition, they repeatedly mention individuals or groups who specifically work for more diversity and justice as positive examples.

Proposals/solutions: The students have many suggestions, on the one hand they would like to see teaching coordinated more holistically with more attention to diversity. In addition, they would like more co-decision-making, for example in the form of town hall meetings at the institutes. The solutions must definitely be low-threshold. There should also be a low-threshold contact point for people who are affected by discrimination. Furthermore, the students would like better financial support, also with regard to students from poorer or working-class families. In general, the university should focus more on the needs of the students. Many have the feeling that it's rather the other way round, that the university conveys the feeling that you should see if you fit in, otherwise we can not do anything for you.

TEACHERS

Context of interview. The interview took place in a room at the institute. Two researchers were moderating the focus group, one of them was taking the minutes. The project was shortly presented. The ambiance was good and teachers spoke openly about their experiences. Teachers were recruited through direct e-mail contact. We tried to recruit teachers with different positions (permanent – non-permanent) and from different fields (humanities, social science, natural science, law, religious studies). One teacher came 15 minutes late. The conversation took 1:31 h.

Profile of teachers. 1 external lecturer (humanities), 1 lecturer (political science), 1 lecturer (teachers education), 1 lecturer (law), 1 assistant professor (religious studies), 1 full professor (natural science); all female; not all of them knew each other previously. All of them are teaching courses with diversity content and are thus very aware of the topic and challenges.

Discrimination experienced. The teachers did not specifically experience discrimination however the younger one reported that sometimes there are older male students that do not take them seriously or try to explain how things work. The professor from the natural science also spoke about resistance at the institute to her subjects (gender and natural science, gender and didactics in natural science), even though she was hired precisely for that purpose.

General findings: The teachers also perceive the lack of diversity of the students, although they also explicitly try to interest different people in their courses with the topics they teach and the way they teach. All teachers have a relative freedom in the topics they want to teach and in the design of their syllabus. If there are no different students, then it quickly becomes a conversation about and that often creates funny dynamics. Religious studies offer a different perspective because there are a lot of students from African countries. So, there is already a lot of diversity there, even if not everything is so pronounced and defined, the coexistence seems to be more normal, just

because different people exist there. Teachers also attribute the lack of diversity to the Austrian school system. However, this also creates a vicious circle, because if diversity is also lacking in studies and the teaching content is not as diverse or does not take up this diversity in terms of content, then prospective teachers, for example, are also not prepared to deal with diversity in schools. In law the topic of social class is very present, because many things are presupposed in terms of language but also in terms of education. Diversity and the sensitivity to diversity issues is not enough represented as a topic that encompasses all disciplines and all courses. However, teachers in the focus groups specifically try to accommodate these topics in their courses and also in the way they are teaching but they also have the liberty to do so. They are all very critical about the term diversity and would prefer to speak about power relations and inequality. They also see a problem in the way curricula are built and that these topics are not represented enough, that there is not enough attention put to the diversity of teaching material and literature.

Proposals/solutions: Teachers would like more compulsory education for teachers that specifically train how to deal with diversity. There is no compulsory education for the moment for teachers that start teaching at the university. There should also be more attention put to the curricula and the content that is taught, so if diversity, discrimination, gender is a cross-sectional matter, this must also be institutionalized saying that so and so many courses need to deal with this topic. Teachers also want a low-threshold contact point for teacher and students to deal with discrimination if that happens in the course. For now, they don't know where to turn to.

ADMINISTRATIVE STAFF

Context of interview. The FG took place in a teacher's office. There were 5 administrative workers from the faculty of social science from different institutes. The project was presented shortly and then the discussion started.

Profile of staff. All administrative staff had regular contact with students. One particularly with doctoral students. They were all female and worked at the university between 16 and 3 years.

Discrimination experienced. The administrative staff has not experienced discrimination themselves, since Corona they noticed that students have become ruder and less polite. They more often write e-mails and there is less direct contact.

General findings: Administrative staff discusses, what means for them diversity. They all say that they don't care in their daily work how people are dressed or how they present themselves as long as they are polite. They do not make any difference in treatment except people are very unfriendly, they say that they do the necessary things but not more. If there are sensitive situations where they are not sure how to react, they feel strongly supported by the administrative head. But these situations mostly refer to sickness or students that do not come to exams, etc. Not so much about discrimination. However, they sometimes talk with teachers and they tell them that they don't know

how to speak to certain students or how to address them correctly, so they have noticed that there is teachers sometimes have difficulties to deal with the diversity. In their own office they experience the changes at the university for example because language use has changed, now regular institute meetings take place in English because there are a few new teachers that only speak English, or that the university takes more care when organizing events in terms of buffets and so on. In the doctoral program the administrative staff has experienced that diversity is becoming a bit less because more and more PhD students are younger and it is more geared towards research-careers, so older people or working people are less and less present. Especially for international students it is sometimes difficult to get the papers on time and so on, this is why they often lack behind of time and then they are not eligible anymore for certain prizes and fundings. This is something that is identified as a problem. Administrative staff agree that the university has difficulties to acknowledge that there is racial discrimination, which they think would be necessary to take action.

Proposals/solutions: For the administrative staff, they wish some more continuing training related to diversity. And they would wish to be more included into decisions that are made concerning the administration and better communication between the heads of the university and the administration. They see also the need for the university of catching up on the topics of racism and discrimination and a more open approach by the university.