

A GUIDE FOR INCLUSIVE TEACHING

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“Teaching inclusively means embracing student diversity in all forms — race, ethnicity, gender, disability, socioeconomic background, ideology, even personality traits like introversion — as an asset. It means designing and teaching courses in ways that foster talent in all students, but especially those who come from groups traditionally underrepresented in higher education.”

(Sathy & Hogan, 2019).

Why this Guide?

This guide is part of the Faculty of Education’s ongoing initiatives to bolster equity, diversity and inclusion in classrooms and academic settings.

In higher education: fostering equity, diversity, and inclusion in teaching requires a dedication to establishing a learning environment that is non-discriminatory, accessible, and inviting to every student, irrespective of their background, identity, or circumstances. This commitment involves implementing practices and strategies that foster equal opportunities, incorporate diverse perspectives, and ensure the academic flourishing of each student.

While EDIAA in the classroom is essential for all students, its significance is particularly pronounced for individuals belonging to social groups that have historically and systemically faced underrepresentation, marginalization, or oppression. Many students face barriers to learning due to restricted access to educational resources and opportunities. Furthermore, their unique life experiences are often susceptible to stereotypes or oversight within academic settings, presenting challenges in cultivating a sense of belonging for these individuals.

Target Users

This guide is appropriate for faculty and instructors familiar with inclusive teaching, and those beginning their journey to create an inclusive learning environment. The information and recommendations for inclusive teaching outlined in this guide range from quick and easy fixes to deep commitments. They are flexible and instructors can implement them holistically or individually, depending on what works best for their disciplines and students.



Queen's Commitment to Equity, Diversity, and Inclusion in the Classroom

Queen's University is “committed to providing an educational experience that will build upon the principles of fairness and inclusiveness” – as the hallmark of its Educational Equity Policy. Queen's Learning Outcomes Framework confirms that anti-racism, diversity, and inclusion are intrinsic and vital parts of the vision and mission of the institution. Every member of the campus community at Queen's is anticipated to play a role in advancing educational equity. However, distinct administrative entities and individual leaders within the University bear unique responsibilities and are held accountable for specific facets of educational equity. At Queen's, inclusion in the classroom is promoted through service offices and departments such as:

1. **Queen's Student Accessibility Services** (QSAS) works with students with disabilities to develop comprehensive accommodation plans that help ensure full access to education.
2. **Start-UP Transition Support Service** for students with disabilities provides first-year students who are registered with QSAS the opportunity to receive individualized support on any aspect of their transition to university.
3. The **Centre for Teaching and Learning** (CTL) supports Queen's faculty and staff in creating inclusive classroom environments.
4. The **Academic Considerations for Students in Extenuating Circumstances Policy** ensures academic considerations are provided to students who experience challenging personal circumstances, including, but not limited to, bereavement, serious injury, or family crisis.

The Faculty of Education “strive[s] to create gathering places where there is room for all to learn, grow, and contribute by building inclusive communities centred on innovative teaching, learning, and research.” Our undergraduate and graduate programs are designed and implemented with accessibility, equity, diversity, inclusion, Indigeneity and decolonization in theory and pedagogy in clear, visible, and integrated ways.

Definitions of Key Concepts



ACCESSIBILITY

Accessibility is the "ability to access" the functionality of a system or entity and gain related benefits. In other words, it is the degree to which a product, service, or environment is accessible by as many people as possible. *Accessible design* ensures direct (unassisted) access and indirect access through assistive technology (e.g., computer screen readers). *Universal design* ensures everyone can access, understand, and use an environment to the greatest extent possible.[1]



DECOLONIZATION

Decolonization is a process that consists of challenging and dismantling colonial ideas, values, and practices embedded in society to bring to light that Indigenous ways of knowing, being, and doing are of equal value and sophistication to Western ways. Decolonization aims to shift the way Indigenous people view themselves and the way non-Indigenous people view Indigenous people.[2]



DIVERSITY

Diversity is meant to convey the existence of difference. It is about recognizing, respecting, and welcoming everyone's backgrounds, identities, and experiences. Promoting diversity celebrates people's differences and uniqueness.



EQUITY

Equity involves the creation of opportunities for historically, persistently, or systemically marginalized populations to have equal access to education and growth opportunities for closing achievement gaps. Individuals should be treated fairly and given the same opportunities.

Equity differs from equality in a subtle but important way. While equality assumes that all people should be treated the same, equity considers a person's unique circumstances, adjusting treatment accordingly so that the final result is equal.

[1] Harvard University. Glossary of Diversity, Inclusion and Belonging (DIB) terms. https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

[2] Guide on Equity, Diversity and Inclusion terminology. Decolonization. <https://www.noslanguages-ourlanguages.gc.ca/en/publications/equite-diversite-inclusion-equity-diversity-inclusion-eng>

Definitions of Key Concepts



EQUITY-SEEKING GROUPS

Equity-seeking groups refer to groups which have historically faced (and still face) barriers to full participation in society and include (but are not limited to) Indigenous peoples, Racialized groups, people with disabilities, women, and individuals who are part of the 2S/LGBTQ+ community.



INCLUSION

Inclusion is an active, intentional, and continuous process to address inequities in power and privilege while building a respectful community that ensures welcoming spaces and opportunities to flourish for all. Everyone is encouraged to retain their uniqueness; they aren't singled out for being different and have a sense of belonging and being valued.



INDIGENEITY

Indigeneity “refers to the re-doing or reaffirming of education to include Indigenous ways of knowing, thinking, feeling, and being.” [3] It involves “the creation of programs, spaces and opportunities that are indigenous in the core of their being. It must be led by Indigenous people and communities” [4][5]



MICROAGGRESSION

Microaggressions: everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or harmful messages to target persons based solely upon their marginalized group membership.[6]



UNCONSCIOUS BIAS

Unconscious bias can stem from stereotypes that we make about certain groups of people based on factors like race, ethnicity, social status, and religion, among others, formed outside our conscious awareness.

There are two types of biases: *conscious biases* and *unconscious or implicit biases*. We can spot conscious biases easily, but spotting unconscious biases isn't easy.

[3] Office of Indigenous Initiatives, <https://www.queensu.ca/indigenous/decolonizing-and-indigenizing>.

[4] Definition by Dr. Lindsay Morcom. Associate Dean in the Faculty of Education

[5]Office of Indigenous Initiatives, <https://www.queensu.ca/indigenous/decolonizing-and-indigenizing>.

[6] Sue DW, Capodilupo CM, Torino GC, Bucceri JM, Holder AM, Nadal KL, Esquilin M. Racial microaggressions in everyday life: implications for clinical practice. Am Psychol. 2007 May-Jun;62(4):271-86. doi: 10.1037/0003-066X.62.4.271. PMID: 17516773.

Create an Inclusive Learning Climate

How do we create an inclusive classroom? Utilizing the framework for inclusive teaching from [Columbia University](#), this guide offers a set of recommendations for achieving inclusivity and belongingness in courses and classrooms in the Faculty of Education.

Recommendation 1: Diversify Your Course Content

Diversify the Curriculum

Diversify your curriculum to include a variety of voices, cultures, and perspectives. Use inclusive teaching materials and resources that reflect the diversity of your classroom and society. Research suggests students, especially those from underserved or equity-deserving groups, benefit from seeing their identities represented in course content and materials.

The media and literature that are available to the public often only tell one story, which causes people to generalize and make assumptions about groups of people. By including diverse authors and images on a syllabus, students connect to the material and class discussions. Some will see their success represented and others will see that success can be shared among many people.

In diversifying your curriculum, consider the course materials, textbooks, articles, guest speakers and other resources you will be using, and ask yourself:

- Do I use examples and text throughout the course that represent my students?
- Are there activities that might be more inclusive of diverse students (identity and style)?
- Did I include diverse names in examples and on exams?

- Is there diversity in the authors of materials?
- Are there voices or perspectives that are missing?
- If there are missing perspectives, why is that, and how can I address it?
- Why do I select the content I do? Is there other content I can include that would incorporate more diversity?
- Does my syllabus recognize the contributions of equity-seeking people in the field/discipline?
- How is my course's approach to inclusion, disability, or the Indigenous land that the university sits on reflected in my syllabus?

Consider the scenarios, activities, and examples you are using to demonstrate concepts:

- Do these scenarios show people in "stereotypical" ways? E.g., Are leaders mostly men? Are couples always heterosexual? Are nurses always women? Do these examples reinforce stereotypes about certain groups, such as religions or cultures?
- Are people from underrepresented and equity-deserving groups included, especially in positions of power or prestige?

Importantly, incorporate diverse authors and perspectives:

- Include literature, articles, and texts written by authors from different backgrounds, cultures, and regions.
- Choose materials that provide diverse viewpoints on historical events, scientific discoveries, and social issues.
- Make the diversity of your examples visible to students. Incorporate pictures or authors or creators of materials on your syllabus, course schedule or lectures.

Recommendation 2: “Warm Up” Your Syllabus

An inclusive classroom begins with an inclusive syllabus. The syllabus is the initial interaction between instructors and students, acting as the first introduction to you and your course. How information is conveyed is frequently interpreted as a mirror reflecting your values, teaching approach, and personality as an educator. A “warm” syllabus fosters belonging and ensures students’ success (Harnish, R. J., & Bridges, K. R. (2011); Nusbaum et al., 2021). Your syllabus serves as the initial chance to convey an impression of your course to students. Beyond outlining course policies and objectives, a thoughtfully crafted syllabus can showcase your teaching approach, values, and dedication to supporting each student in your class.

As students with diverse backgrounds and varying support needs enter your class, it's crucial to convey from the beginning that you are committed to their success. By focusing your syllabus on equity and inclusivity, you contribute to the overall success of students in your courses. A syllabus that prioritizes inclusivity employs language, policies, principles, and even the structure itself to ensure equal access and opportunities for all students. Please consult your course outline on what else to include in your syllabus.

The following suggestions aim to assist you in creating a more inclusive syllabus for your students.

Warm Welcoming Tone

Research shows that a syllabus written in a warm and friendly style can positively impact student engagement, promote inclusivity, and contribute to improved learning outcomes.[7] Writing your syllabus with a warm and inviting tone plays a pivotal role in influencing the initial impressions students form about you and your course. According to Slattery and Carlson (2005), “[w]arm syllabi explain expectations in a clear and friendly fashion, encourage and motivate students, and anticipate positive student outcomes, rather than merely attempting to prevent problems” (p. 159).

[7] Harnish and Bridges 2011

A 2021 [study](#) from Oregon University found that course syllabi written in a warm, friendly tone are more likely to encourage students to reach out when they are struggling or need help. In the article [Effects of syllabus tone](#), the authors describe how a syllabus written in a friendly – rather than unfriendly – tone can evoke perceptions of the instructor being more warm, approachable, and motivated to teach the course. This approach is preferred over deficit language, which focuses on what students lack or cannot do rather than emphasize their strengths and potential. Deficit or punitive language creates a negative and disempowering tone, potentially impacting students' confidence and motivation.

Below are some examples of deficit/punitive language and alternatives:

Deficit Language: Students who fail to submit assignments on time will face severe consequences.

Alternative: Timely submission of assignments is crucial for your success in this course. I encourage you to manage your time effectively, and I am here to support you with any challenges you may face.

Here are other examples of ways to use a warm, welcoming tone to foster positive motivation and promote inclusivity.

Cold Tone	Warm Tone
"Come prepared to actively participate in this course. This is the best way to engage you in learning"	"I hope you actively participate in this course . . . because I have found it is the best way to engage you in learning."
"Students are required to attend all course sessions."	"We highly encourage students to attend all live lectures, but we will also be posting recordings to onQ for students who cannot attend."
"Late work will be penalized by 50%."	"Late work is still eligible for 50% partial credit"

Cold Tone	Warm Tone
"Students must comply with the policies and practices outlined in this syllabus. Failure to do so will result in grade consequences for the student."[8]	"These course values were designed to help you reach our shared learning goals. They will also help lead our discussions; we will talk more about communication guidelines during our first meeting."[9]
"You are allowed to..."	"You are welcome to..."
"I only accept..."	"I encourage you to..."

Use personal pronouns

A simple but powerful shift is to use personal pronouns (e.g., I, you, us, we...) instead of the traditional "the students," "the course," or "they."

Other EDI elements to consider include the following:

- How do I handle cultural or religious observances? Do I encourage my students to honour them? Do I penalize students for non-attendance on these days?
- What happens if an assignment or test falls on a major faith date? Do I develop alternative assessments for affected students?
- How do I deal with differences of opinion?
- Do I encourage students to cultivate their own perspectives by reading, discussing or contemplating?
- Do I create a safe space for students in my classroom?
- Do I have explicit guidelines for participating in classroom discussions? We need to be explicit about engaging in a respectful academic discussion.
- How do I address mental health concerns?
- How do I frame my office hours?

[8] Indiana University Bloomington: Centre for Innovative Teaching and Learning. "Inclusive and Equitable Syllabi." https://citl.indiana.edu/teaching-resources/diversity-inclusion/inclusive-syllabus/index.html?_gl=1*x5ehc9*_ga*NzkwODY5MzE2LjE2OTk1NTMxMDI.*_ga_61CH0D2DQW*MTY5OTU1MzEwMi4xLjAuMTY5OTU1MzEwMi42MC4wLjA.&_ga=2.112245508.1831313799.1699553102-790869316.1699553102

[9] Ibid

Recommendation 3: Infuse Diversity and Inclusion into Your Classroom

Inclusive Language

Communicate to students that you appreciate and respect the diversity of their backgrounds and identities. Encourage them to share their perspectives in class, whether through a dedicated diversity statement or integrated throughout the syllabus in various ways.

Below are some strategies you can utilize in your classroom and course syllabus:

Include a statement on equity and diversity

An equity/diversity statement is a great way to indicate your commitment to maintaining an equitable and accessible learning environment. Things to consider when writing a diversity statement:

- Acknowledge diversity issues within your discipline and consider how they may affect students of different backgrounds and how you can challenge these issues
- Consider how you will ensure everyone's voice is heard in your classroom.
- Consider how you will handle sensitive discussions around diversity topics in the class.
- How will you demonstrate your commitment to diversity in your course?
- Commit to creating a safe(r) space in the classroom (see Queen's University [code of conduct](#)).

You could incorporate one or more of the following Queen's policies into your course syllabus or write your own:

a. *"Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples."*

b. “Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.”

c. “Equity in an educational institution is achieved when all members of our society have fair and equal opportunity to participate in and enjoy the benefits of an education, including the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as leaders and citizens in society. Diversity and Equity Policy at Queen’s.”



Recognize traditional territories with a Land Acknowledgement Statement

You are encouraged to create and include an Acknowledgement of Territory that recognizes your relationship with the land and First Peoples and their active commitment to decolonization and reconciliation. This acknowledgement can be embedded in your course outline or read at the beginning of the first class of a term.

You can also consult the Canadian Association of University Teachers (CAUT) [Guide to Acknowledging First Peoples & Traditional Territory](#) or include one of the following Queen's University [Land Acknowledgement](#) statements:

a. *"To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe (Ah- nish-in-ah-bay) and Haudenosaunee (Ho-den-o-show-nee) territory. We are grateful to be able to live, learn and play on these lands."*

b. *"I am grateful to live as an uninvited guest upon the traditional territories of the Haudenosaunee Confederacy and the Anishinabek Nation."*

c. *"To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today."*

d. *"It is my understanding that this territory is included in the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great Lakes. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community, as well as First Peoples from other Nations across Turtle Island, present here today."*

Include an Accessibility Statement

Include an accessibility statement that recognizes learner variability and expresses flexibility for students with or without a disability. Please see below an Accessibility Statement that you can use in your course syllabus.

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. (Your document/event/service, etc.) is available in an accessible format or with appropriate communication support upon request.

You could also support this with a statement of your own. Here are some examples:

Example 1: *This classroom is committed to fostering an inclusive and respectful learning environment. We value diversity and welcome the perspectives and experiences of all students. Please be considerate of one another and engage in discussions with respect and an open mind.*

Example 2: *If you require accommodations due to a disability, please visit Queen's Student Accessibility Services (QSAS) or contact them via email at wellness.services@queensu.ca to ensure you receive the necessary support. We are committed to making this course accessible to all students.*

Instructors are also encouraged to add the University's Disability Accommodation Statement to their course syllabi. The statement is as follows:

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit Accessibility Services (QSAS) at the Student Wellness website.

You could also include a Statement on Mental Health and Well-being, such as the one below:

"Your well-being is important. If you are experiencing challenges that affect your ability to succeed in this course, please reach out to Mental Health Services. We are here to help you access the resources you need."

Include Information on Religious Accommodations

Scheduling tests and mandatory activities while considering religious days and observances can enhance the inclusivity of the classroom environment. In creating your syllabus, include a section on religious accommodation to acknowledge and address the diverse religious beliefs of students. This can outline the process for requesting accommodations and express your commitment to fostering an inclusive learning environment that respects religious diversity. Information on Religious Accommodation and religious observances can be found in the Faculty of Education's Teacher Candidate Handbook and the Queen's University Student Affairs website. Indigenous ceremonies also fall under these accommodations, though they may not appear in the University's multi-faith calendar as their scheduling is determined by respective communities.

Provide Queen's University Campus and Community Resources

Your syllabus can reference Queen's University Campus and Community Resources that support students. Other Community Resources that can be included are:



Human Rights and Equity Office (HREO)



Four Directions Indigenous Student Centre



Centre for Teaching and Learning



Student Academic Success Services (SASS)



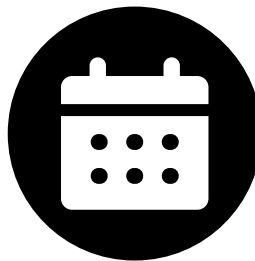
Student Experience Office (SEO)



Queen's University International Centre



Student Health Services



Counselling Services



Sexual Violence Prevention and Response Services

Recommendation 4: Design All Course Elements for Accessibility

Accessible Course Design

Accessibility in your course means that “all learners have equal access to learning, with particular attention to students with physical and cognitive disabilities.”[10] All learners should be able to participate, engage and enjoy the multitude of academic opportunities, experiences, and spaces that Queen’s University offers. This involves designing and choosing educational materials, technologies, and spaces that encourage access and limit the barriers a student might encounter in your course. It also promotes a climate of access and inclusion and considers the diverse needs of all students.

Disability Language

Promoting inclusivity and combating ableism in the classroom involves embracing diverse languages and practices. Here are some disability language strategies to foster an inclusive educational environment:

- Use person-first language
- Avoid labels and stereotypes
- Do not use Euphemisms
- Disability is not an illness or problem
- Use proper language in oral and informal speech[11]

Recommended Language

Recommended Language	Language to Avoid
person with disability, person with [type of impairment], persons with disabilities, people with disabilities (only in Easy Read documents, informal text and oral speech)	disabled person, handicapped, person with special needs, handicapable, atypical, person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability

[10] Queen’s University: Centre for Teaching and Learning: “Accessibility”

<https://www.queensu.ca/ctl/resources/accessibility>

[11] <https://www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf>

Recommended Language	Language to Avoid
person without disability, the rest of the population	normal, healthy, able-bodied, typical, whole, of sound body/mind
have [disability/impairment/condition]	suffer from, afflicted by, stricken by, troubled with
Person with an intellectual disability, person with an intellectual impairment	retarded, simple, slow, afflicted, brain damaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped
person with a psychosocial disability	insane, crazy, maniac, psycho, hypersensitive, lunatic, demented, panicked, agitated, mentally deranged, mentally ill
Deaf person, person who is deaf, person with a hearing disability person with a hearing impairment person with hearing loss hard-of-hearing person deafblind person	the deaf, hearing impaired, deaf and dumb, deaf and mute
blind person, person who is blind, person with a vision/visual disability, person with a vision/visual impairment, person with low vision, deafblind person	the blind, partially-sighted
person with a physical disability, person with a physical impairment	crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp
wheelchair user, person who uses a wheelchair, person with a mobility disability, person with a mobility impairment, person using a mobility device	confined/restricted to a wheelchair wheelchair-bound

Recommended Language	Language to Avoid
person of short stature, little person person with achondroplasia (only if the person has this condition)	midget, dwarf, stunted
person with Down syndrome, person with trisomy-21	mongoloid, special person, Down
person with albinism	Albino
person affected by leprosy	leper, leprosy patient
person who uses a communication device, person who uses an alternative method of communication	non-verbal, can't talk
accessible parking, parking reserved for persons with disabilities, accessible bathroom	disabled/handicapped parking, handicapped bathroom

Source: United Nations. 2021 Disability-Inclusive Language Guide

Apply Principles of Universal Design for Learning (UDL)

Queen’s University promotes the use of Universal Design for Learning (UDL), “a framework for designing courses that remove barriers to learning wherever possible, and that moves beyond physical concerns to consider all aspects of the learning environment.”[12] A syllabus that reflects universal design for learning (UDL) allows students to see how you intend to create a flexible learning environment that provides students with multiple paths for engagement, learning, and success. Employing universal design principles can also lead to increased student interest and engagement with the materials and better learning outcomes.

Queen’s [Accessibility Hub](#) has information for educators that you can use to assist in the design of your syllabus. The site features numerous ‘how-to’ guides for making instructor communications with students more accessible whether in documents, slide presentations, videos, emails, or other formats.

[12] Ibid

To recognize the diversity of student's abilities and to create accessible learning experiences, instructors are encouraged to adapt the following three UDL principles: provide multiple means of representation (**the WHAT of learning**); provide various means of actions and expressions (**the HOW of learning**) and provide multiple means of engagement (**the WHY of Learning**) (see also CAST: [The UDL Guidelines](#))

Below are some simple and powerful ways to support accessibility in the classroom based on the three UDL principles:[13]

Multiple Means of Representation (WHAT)	Multiple Means of Action and Expression (HOW)	Multiple means of engagement (WHY)
<ul style="list-style-type: none"> • Providing information on key concepts in multiple mediums (e.g., text and video; podcast and reading) • Captioning videos • Making sure your <u>PDFs are accessible</u> using <u>Snapverter</u> or <u>Ally</u> or provide an accessible option • Providing <u>Word docs</u> instead of PDFs where possible • Ensuring that your <u>onQ page is accessible</u> • Planning ahead to make sure content is available in the necessary <u>accessible formats</u>. 	<ul style="list-style-type: none"> • Active learning/ participate and write about the experience • A research paper/lab report/analysis • A narrative piece, positionality reflection, or poem • Discussion in class, over email, onQ discussion forums, or meeting in person • A podcast or video • Concept maps or infographics 	<ul style="list-style-type: none"> • Active learning techniques • Reading and reflecting • Guided group work • Small group or breakout group work • Think, Pair, Share • Teaching each other • Creating things (dioramas, maps, etc.) • Discussions (in person, through forums) • Chunked lectures

[13] Adapted from Queen's University Centre for Learning: Accessibility.
<https://www.queensu.ca/ctl/resources/accessibility#UDL-Basics>

<ul style="list-style-type: none"> • Including <u>Alt-Text</u> for all graphs and images • Assigning books that have an audiobook option available • Including graphics alongside text explanations • Providing transcripts of lectures • Using <u>accessible slides</u> for lectures/tutorials/seminars and giving access to slides ahead of time 	<ul style="list-style-type: none"> • Annotated bibliographies • An alternate syllabus or reading list for the course • Written, open-book, asynchronous, unproctored final exams • In-person or virtual oral exams • A student-led/chosen art project of another medium • Other kinds of either <u>formative or summative assessments</u> 	
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Queen's University's UDL anti-checklist outlines these three principles and simple, actionable steps you can implement in your classroom.

Other strategies to utilize:

- Place details about accommodation requests near the beginning of the syllabus to emphasize your commitment to supporting students in their success throughout the course.
- Incorporate flexibility into course policies, especially concerning attendance and late submissions. Reflect on the objectives of these policies and explore various avenues through which students can achieve them. For instance, can students access course content through alternative means if they cannot attend live classes?[14]
- Give students multiple ways to contact you—office phone, emails, office hours, discussion board on onQ.

[14] Indiana University: Centre for Innovative Teaching and Learning
https://citl.indiana.edu/teaching-resources/diversity-inclusion/inclusive-syllabus/index.html?_gl=1*xl167w*_ga*OTM0MDQ4OTc5LjE3MduzMzI2MzE.*_ga_61CH0D2DQW*MTcwNTMzMjYzMC4xLjAuMTcwNTMzMjYzMC42MC4wLjA.&_ga=2.113447823.927732175.1705332631-934048979.1705332631

Recommendation 5: Be Aware of Your Own Biases

To reflect on one's teaching, instructors should ask themselves the following questions:

- ? What are my identities, and how do others/my students perceive me?
- ? What are my implicit (or explicit) biases?
- ? Do I propagate, neutralize, or challenge stereotypes in my class?
- ? How do I manage difficult conversations in the classroom?[15]
- ? How might the ways I set up classroom spaces and activities foster inclusion or exclusion?



[15] HREO offers a training course on Navigating Difficult Conversations. This course is open to all staff and faculty members. <https://www.queensu.ca/equity/public/ndc/>

The Centre for Teaching and Learning also offers pedagogical resources on handling difficult conversations in the classroom. <https://www.queensu.ca/ctl/resources/i-ediaa/managing-difficult-conversations>

Actively work towards inclusivity

Promoting equity, diversity, and inclusion (EDI) in the classroom is essential for creating a welcoming and supportive learning environment where all students can thrive. Here are practical strategies and actions you can take to foster EDI in your classroom:

Get to Know Your Students

Take the time to learn about your students' backgrounds, experiences, and cultures.

Encourage open dialogue where students can share aspects of their identity, values, and perspectives.

Culturally Responsive Teaching

Incorporate students' cultural backgrounds and experiences into your teaching. Use examples, stories, and content that resonate with diverse student populations.

Address Bias and Stereotypes

Be aware of how your unconscious bias may impact your view of – or interactions with – students.

Challenge stereotypes and biases that may arise in classroom discussions or materials.

Look for ways to limit or remove the opportunity for unconscious bias to impact you, especially when making important decisions about students, such as recommending them for placements or scholarships or evaluating their work. Other ways to limit or remove unconscious bias are to use grading and assessment techniques and create well-defined rubrics to ensure grading is more 'objective.'

Flexible Teaching Methods

Offer multiple ways for students to engage with and demonstrate their understanding of the material. Provide options for group work, individual assignments, and various learning styles.

Create Safe Spaces

Establish ground rules for respectful and inclusive discussions. Address any incidents of bullying, discrimination, or bias promptly and decisively.

Intervene if you observe or become aware of inappropriate actions or behaviours. As an instructor, you should take reasonable steps to prevent or terminate comments or behaviour that are harassing or discriminatory. Seek assistance from the EDID Committee or the Human Rights and Equity Office if you need to learn how to respond.

Provide correction when you witness microaggressions as silence will be seen as condoning the behaviour. Examples of microaggressions may include telling a non-white student they speak “good English” or commenting that a person with a disability is “inspiring” just for completing a regular everyday task.

Empower Students’ Voice

Encourage students to express their opinions, ask questions, and engage in critical discussions. Incorporate student feedback into your teaching methods and curriculum.

Celebrate Diversity

Recognize and celebrate cultural holidays, events, and heritage months. Showcase student work and projects that reflect diversity and inclusion.

Professional Development

Engage in ongoing professional development on equity, diversity, and inclusion. Attend workshops, conferences, and seminars to enhance your knowledge and skills.

Collaborate with Colleagues

Collaborate with fellow educators to share best practices and resources related to EDI.

Foster a culture of support and shared learning within your school or district.

Advocate for Equity

Advocate for policies and practices that promote equity and inclusion within your school or district. Be a voice for positive change.

Remember that promoting EDI in the classroom is an ongoing journey and it requires continuous self-reflection and adaptation. By creating an inclusive and equitable learning environment, teachers can help students develop academically, socially, and emotionally while preparing them to thrive in a diverse and interconnected world.



Resources

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