Inclusion Strategies Inventory

Introduction

This resource provides an inventory of 135 strategies to help you make your course more inclusive! The strategies are first divided into three categories, each representing a specific timeframe related to the course:

- **The course design phase** (before the start of term)
- **The delivery phase** (during the term)
- **The feedback and adjustments phase** (after the term)

Within each category, the strategies are then grouped by themes to make your search easier. Here is an interactive table of content to help you find specific types of strategies:

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Best teaching practices open the door to inclusion

A best practice in teaching can also be an inclusive teaching strategy!
Many of the strategies you will find in the inventory echo best practices in teaching. They will support under-represented students in your courses and provide an enhanced learning experience for all learners.
The scope of the strategies is universal, diverse, and most importantly, inclusive.

Happy exploring!

Part 1: Course Design (before the term)

1.1 Preparing the course syllabus (8)

- Add a passage in the course syllabus stating that you pledge to make the course inclusive and that you encourage students to come and talk to you about their needs, preferences, and accommodations.
- Check the availability and cost of equipment, books, and textbooks required in your course, and check whether digital or more inexpensive options are available (e.g. older editions, lease, library loan, discounts, bursaries, grants).
  - If so, include this information in your course syllabus and inform students during the first class.
- Check the religious holiday calendar before setting your assessment dates, and keep in mind that some students observe religious rites (e.g. fasting for Ramadan).
- Clearly state expectations and how the course will proceed in the course syllabus, and make sure they align well with the course content.
- Design SMART learning objectives, incorporate them into your course syllabus, and explain them to your students so they understand the goal of an exercise, a lesson, or an activity and know what to aim for.
  - SMART (Specific, Measurable, Attainable, Relevant and Time-bound)
- Include a disclaimer in the course syllabus if some of the subject matter or material presented includes aspects that some might find offensive.
- Include the pronouns you use (she/he/they) in your course syllabus and in your email signature.
- Use positive and empathetic wording in your course syllabus. Avoid negative and repressive wording.
  - Example: Instead of writing “No work handed in late will be accepted,” you could put “All assignments must be submitted by the date indicated. If you think you might be unable to hand in an assignment by the deadline, please notify me as soon as possible.”

1.2 Preparing the course content (8)

- Incorporate international and intercultural perspectives into the curriculum and program of study (e.g. content, pedagogical approach, learning outcomes) to train professionals and citizens of the world.
- Diversify and decolonize the corpus of study to include perspectives, voices, and points of view of women, racialized persons, immigrants, LGBTQ+ community members, and so on (e.g. theoretical readings, fiction, opinions, newspaper articles), and provide background for readings.
Tip: Include articles from other disciplines, countries, or small publishing houses, and select articles from periodicals other than those mainly associated with your field of studies.

- Consider offering **experiential learning opportunities** so that students can apply what they have learned and gain knowledge through environmental-and-community-related projects.

- Realize how your own **cultural background** (multicultural, Canadian, western, etc.) and your experiences can influence your teaching. Ask yourself the following questions with regard to:
  - **Content:** Why am I presenting this text or this author?
  - **Interaction:** Do my expectations of in-class participation mirror the education I received in this culture or environment? Will those expectations be clear to everyone? (If not, provide clarification at the start of the term.)
  - **Format:** Why am I presenting the information in the course this way (e.g. PowerPoint, text, talk)? Will everyone be receptive to this format? Should I reconsider my choice or use a variety of formats?
  - **Past experience:** Is it necessary to have followed a certain path, to have lived certain experiences or to have witnessed certain models in order to grasp the proposed activity or key messages?

- Consider using a **variety of strategies** during class, including problem solving, discussions, exercises, presentations, critical reflection, and portfolios.

- When planning, anticipate the points or steps that could give rise to questions, and try to nip them in the bud by including additional explanations. Allow more time for activities if necessary.

- Find **additional resources** your students can use during the term.
  - **Examples:** Glossaries, dictionaries, additional exercises, activity websites, etc.

- Make sure to balance the **student workload** (e.g. readings, assignments, assessments, projects, etc.) to avoid overloads that are detrimental to learning and well-being.
  - **Note:** Generally, one course credit equals 45 hours of work. A three-credit course represents approximately 135 hours of work, considering in-person or online attendance (e.g. lectures, labs), personal and practical assignments, test preparation, etc.
  - To help you calculate hours of work, use the **Student Workload Estimator** tool.

### 1.3 Preparing the course structure (4)

- **The more structured your course is, the better it will be!** Why?
  - Besides providing guidance for persons who come from different cultural or academic backgrounds, who have learning difficulties, or are dealing with anxiety or other insecurities, **structure** will benefit the entire class by clarifying expectations, objectives, and other details.
  - **Examples:** Think of your course syllabus, calendar, activities, instructions, routine, documents, etc.

- **Be flexible** in designing your course to facilitate learning for all learners later in the term:
  - Be mindful of the fact that you could fall behind in presenting the subject matter.
  - You may also have to modify assessments to meet academic accommodations or situational requirements (e.g. online exam due to COVID-19).

- **Plan a midterm feedback session** to identify challenging or confusing course content.

- Be inclusive by varying the times you are available during office hours or by offering to schedule appointments on demand to account for different student schedules.
1.4 Preparing student interactions (5)

- When checking the class list before the start of term, **do not categorize people** based on their language or origin, and do not make judgments about their abilities.\(^{19}\)

- **Survey your students** before the course to find out about what helps them learn, their prior knowledge and experience, their pronoun preference, and anything else you think might be useful in your context.\(^{11}\)

- Invite students to contact you if they need **academic accommodations**. Remember that students’ needs in that respect may be different at the graduate level than at the undergraduate students.

- To help orient students and foster a sense of belonging, ask your department or faculty about **services**, groups, associations, and clubs for the **student community**.

- Discuss with your colleagues and your department. **Coordinate your efforts** to make academic courses and programs more inclusive.\(^{14}\)

1.5 Preparing learning activities and course facilitation (7)

- When creating PowerPoints or other presentations, opt for **simple, clean design** elements. Avoid excessive animation or slides overloaded with text and images.

- Ensure that course materials show **diversity**. Vary gender, culture, race, areas of interest, ages, names, etc., when giving examples of people in your teaching and in your documents (e.g. written scenarios, images, photos, etc.).\(^{20}\)

- Check that all course materials (e.g. case studies, readings, information sheets) are **free of offensive language and bias** regarding ethnicity, age, sexual orientation, etc.
  - **Tip**: Ask a colleague or teaching assistant to review the course material.

- **Prepare a few icebreaker activities** (e.g. students take turns introducing themselves) so people can get acquainted at the beginning of term. Some suggestions:
  - **Activity on respect**: Have the group explain what respect means. The goal is not to come up with an exact definition, but rather to lay the foundation for respect in the class as well as to initiate and maintain constructive discussions on equity and social justice.
  - **Activity on identity**: Have the students introduce themselves by giving their full name and explaining the story behind it (who gave them that name). Does it have particular significance? Do you know the ethnic origin of your name? Do you have a nickname? If so, how did you obtain it? By what name do you prefer to be called?\(^{10}\)

- Prepare your classes so that **content is spread out** over several lessons and include practical activities to avoid cognitive overload and promote integration of learning.

- Create or use course material (e.g. content, activities, tests, etc.) that facilitates learning by **relating it to real life** as well as students’ personal experiences or field of study.
  - **Examples**: Think of scenarios or examples that stem from real life, applications of theoretical concepts, reflections on a work term or on exercises, inclusion of different life perspectives, resources from actual organizations, opinion letters, logbook, etc.\(^{17}\)

- Consider including activities that will encourage students to **reflect on what they have learned** and to set goals for the year or for specific exercises and tests. Self-reflective activities promote inclusion by considering each person’s reality:
  - For **projects**, have the class create a **timeline** and action plan with goals to be met by certain dates.
  - Suggest that work groups identify the **responsibilities** of each member.
  - Have students anticipate **challenges**.\(^{18}\)
1.6 Preparing assessments (12)

- **Vary assignments** to create stimulating challenges for students and, **diversify assessment methods** to multiple the ways in which learning can be demonstrated (e.g. written, oral, group work).

- Promote **autonomy and strategic thinking** by giving different options (open/closed) for assignments. These options help to reach all learners in the classroom.
  - **Examples:** Choice of topic and choice of format (e.g. podcast, text, oral presentation, video).

- **Clearly state your expectations** for the assignments to be completed:
  - Include them in the course syllabus.
  - Prepare assessment rubrics for assignments.
  - Explain them by using different communication methods. For example: Written text, explanations in class or video notes in the course virtual space (e.g. Brightspace, Canvas or Moodle).

- Review the **language used** in your documents (e.g. notes, PowerPoint presentations) and in your assessments to ensure it is clear, easy to understand, and non-technical.
  - **Questions to ask yourself:** Is the language used in the test suited to the students’ level? Will they understand the information that is not directly related to the coursework?

- Prepare **examples and counterexamples** for exercises and assignments to be completed during the term. These not only illustrate the concepts being taught, but also convey them in a different way, which greatly enhances learning.
  - **Tip:** Present assignments from previous years if you have taught the course before.

- Design assignments so they do not unduly penalize students who would want to branch out or take risks by choosing an unusual or specific topic.

- **Allow enough time** for assignments. Estimate the time required and add a “buffer” for contingency purposes.
  - **Tip:** Use the Student Course Workload Estimator to assist you with your estimate.

- Consider preparing **assessment rubrics** for course assignments. This not only facilitates marking, but also provides a framework that will clarify expectations and objectives.

- Space evaluations in a way that allows you to provide **substantial feedback** between assessments. Feedback is a winning strategy for encouraging student progress.

- Familiarize yourself with different grading formats (e.g. hardcopy, electronic copy, online surveys (e.g. via Brightspace, Canvas or Moodle)) so students may submit digital or hard copies for assignments.

- Have students **submit assignments in stages** or in chunks, and allocate marks accordingly.
  - **Examples:** Submit outline or topic, submit bibliography, submit first part of research report, submit second part.

- Consider the possibility of allowing students to hand in **preliminary versions of assignments** for assessment (by you, your teaching assistant, or student peers) so they can receive feedback before final submission.
1.7 Preparing the virtual course space (7)

- Structure your course in Brightspace in a consistent manner and aim for a simple and predictable layout of information. The simpler the navigation, the more likely everyone in the class will find their footing in the virtual space. To do this:
  o Use modules to organize your course, and give them descriptive names (e.g. “Module 1—Microbes” and not simply “Module 1”).
  o Structure course documents and webpages using header and title options so that everything is clearly identifiable within the site.
  o Make sure to give each link, document, or file a unique name that makes the content immediately clear (e.g. “Instructions—Final Dissertation,” “Detective Fiction Course Video”).

- Create a welcome or home page in your virtual course space (e.g. Brightspace, Canvas or Moodle) to introduce the course and guide the students.

- Make sure to upload all the course essentials to the virtual course space, including the course syllabus, presentations, tools used during the course, exercises, multimedia material, and documentation, so students can follow along online and explore these materials further.

- Use the Accessibility Checker in the virtual course space and the “Check Accessibility” feature in Word and PowerPoint when creating content and documents.

- Create a Frequently Asked Questions page from questions that were frequently asked in the past and make it available to your students on the virtual course space. This can help guide students who may not be familiar with the space, and the structure of the course, as well as mend gaps in knowledge.

- Check that any digital material you use, for example in the virtual course space, is readily accessible and useable.
  o Tip: Solicit feedback from users (e.g. teaching assistants, colleagues, students) and test user-friendliness.

- Set up a question and discussion space to facilitate peer collaboration in the virtual course space.
Part 2: Course delivery (during the term)

2.1 Before distributing course material to students (5)

- Carefully choose the images, messages, and opinions you intend to use in class, and take the time to ponder what they convey:
  - Do the images convey stereotypes (e.g., photo of a Black athlete or an Asian person working for a high-tech company)?
  - Are the messages tinged with prejudice (e.g., a person who doesn’t have a post-secondary education is automatically poor)?
  - Are the questions you ask your class to solicit opinions unbiased?

- Facilitate notetaking in a variety of ways:
  - Organize course notes using a classification system (consistent order, numbers, colours, captions, symbols, etc.).
  - Add visual elements to synthesize information (graphics, diagrams, images).
  - Provide course materials, exercises, and notes in advance.
  - Provide partial PowerPoint presentations or course notes to be completed in class.
  - Incorporate memory strategies (key phrases, memory joggers) into your teaching and course notes.
  - Prepare lesson outlines or plans and provide them at the beginning of each class to help students follow along and organize their notes. Bullet points, a summary, or a table of contents will suffice.

- Create checklists to guide students in the course (e.g. procedure for handing in assignments, steps to follow, activities to be completed during the week).

- Review your material (particularly PowerPoint slides) to ensure information is clear, layout is consistent, and language is understandable (no superfluous jargon).

- Make sure that documents provided to students are accessible and inclusive:
  - Aim for a simple presentation (a simple font, a minimum font size of 20 points and a contrasting background) when creating PowerPoint presentations (or equivalent).
  - Use the Accessibility Checker in the virtual course space (e.g. Brightspace, Canvas or Moodle) and the “Check Accessibility” feature in Word and PowerPoint when you create or edit documents.
  - Add alternative text to describe each image, video, animation, and chart in a PowerPoint presentation, a Word or PDF document, webpages, or course virtual space.
  - Choose Word documents and accessible PDFs, or put two versions of the same document online.

2.2 Before teaching the class (4)

- Draft objectives for each course and communicate them to your class to help everyone understand the goals of a given exercise, lesson, or activity.

- Think of what you would like to say at the beginning and end of your classes in order to establish a routine.
  - Tip: Begin with an informal chat to create a sense of belonging in the class and, conclude by summing up the main points and stating what must be done for the next class. In addition to reducing confusion, this strategy gets everyone in the class on track.
• **Facilitate notetaking** in different ways at different times:
  o Regularly refer to the course calendar and syllabus.
  o Emphasize important terms and concepts.
  o Organize course notes on the blackboard or on screen in a consistent manner, use colours, a legend, symbols, etc.
  o Use charts, diagrams, and images to summarize information.

• If you directly address topics and issues related to **race, cultural differences, sexual orientation, or gender** in your classes, be ready to present the topics.\
  o **Tip:** Check out these sites and strategies:
    ▪ [Teaching Race: Pedagogy and Practice](#)
    ▪ [Teaching Beyond the Gender Binary in the University Classroom](#)

**2.3 Before interacting with students (6)**

• When checking the class list before the start of term, **do not categorize people** based on their language or origin, and do not make judgments about their abilities.

• Create a **welcoming atmosphere** (in person or online) for everyone by encouraging communication, support, and mutual assistance.

• When speaking, always **face your students** to maintain **eye contact** with them. Turn your webcam on when teaching online. Use a microphone in class when possible. These communication strategies encourage all students to engage, and especially those who are deaf or hard of hearing.

• Remember that being open to **diversity** and being **inclusive** entails more than symbolic actions and choices (tokenism). Your **approach** must be **sincere** and enable everyone to feel welcomed, heard and understood.

• Check **universal accessibility** of the building, classroom, equipment, and materials used in the course.

• To fully support students, inquire about **places on campus** where they can work in groups, study, or access **services**, software, or other **technology**.

**2.4 When teaching the first class (6)**

• During the first class, read and explain your **course syllabus statement** on **inclusion, accessibility, and diversity**, and ask your students to contact you if academic accommodations are needed.

• **Use inclusive language:**
  o At the beginning of the course, ask the students individually what **pronouns** (she/her/he/him/they/them) and first names they prefer. In large classes, you could do this by taking a survey or use Brightspace (e.g., discussion forum, first formative assignment). If you are teaching online (Zoom or MS Teams), ask each student to say their full name and the pronouns they prefer.
  o If you use the wrong pronoun for someone, apologize and continue the class. Make sure to **correct students** who use **incorrect pronouns** when referring to their peers during the class.
  o Make an effort to pronounce names properly (ask for the correct pronunciation if you are unsure). Even if you have difficulty pronouncing someone’s name, keep trying. It’s important, and your effort will be noticed.
  o **Vary the use of pronouns and genders** in your examples so that everyone feels represented.
  o Do not use **language that could offend** a specific group (ethnic group, gender, etc.).
• Keep abreast of language trends and evolution. Use appropriate vocabulary when referring to members of society (e.g. Black, Indigenous, People of colour; non-binary person, person with a disability, etc.).

• Present expectations and course norms explicitly during the first class. Repeat them at key intervals.
  o Examples of norms:
    ▪ During discussions, begin remarks with “I.”
    ▪ Discussion topics can be controversial. You don’t have to agree with everyone. All opinions are valid, but you have to listen to others and justify your reasoning.

• Plan icebreaker activities at the beginning of term and do check-ins during the term:
  o Activity on respect: Have the group explain what respect means. The goal is not to come up with an exact definition, but rather to lay the foundation for respect in the class as well as to initiate and maintain constructive discussions on equity and social justice.
  o Activity on identity: Have the students introduce themselves by giving their full name and explaining the story behind it.
    ▪ Examples de questions: Who gave them that name? Does it have particular significance? Do you know the ethnic origin of your name? Do you have a nickname? If so, how did you obtain it? By what name do you prefer to be called?

• To promote inclusion and learning, give personal examples to initiate the discussion and show that you are aware of power dynamics.
  o Example of a possible approach: “As a White professor having grown up in Ontario, my upbringing was based on... This meant that for a while, I was teaching... Eventually, I realized that... Now, I... Feel free to give me feedback if you notice...”

• Inquire about your students’ areas of study, prior knowledge, past experiences, and interests to establish a connection with them and, draw on that information when giving examples in class (e.g. activities, content, choices offered, and varied examples).

2.5 For a good course flow when teaching (11)

• Make sure to put each day’s class and lesson in context, and to summarize and recap during the class.
• Come to class (in person or online) ahead of time and be available after class for discussion purposes.
• Ask students questions as you teach and present new information to help them absorb the subject matter and to immediately clarify any misunderstood points.
• Include several cultural models in your teaching. The western approach to teaching often begins with theory or the raw subject matter—the most abstract part—before moving on to practical examples and applications. Consider varying your strategies and approaches in the classroom:
  o Begin by giving examples, case studies, or practical cases, and have the students deduce the theory, subject matter, or procedure from them.
  o Have students create their own examples or scenarios to illustrate or put the theory in context.
  o Solicit experiences, impressions of readings, examples, and questions. Take a moment to reflect before presenting commonalities and extracting the main ideas.
• Focus on teaching sequences that promote active learning and vary learning activities (e.g., problem solving, case studies, discussions, practical exercises, critical reflection, lectures/student presentations).
  o Example of a teaching sequence: Begin with a mini lecture (maximum 20 minutes) → switch to an individual reflection or problem-solving activity → have students discuss in groups → discuss answers → go back over subject by reviewing highlights and adding any missing information → end with a quick survey to check everyone has understood.
• **In addition:** Solicit experiences, impression from readings, examples, and questions. Then step back to present the common context and extract the big ideas.⁴⁰

- **For group assignments or activities, set aside time** in class so the teams can get acquainted, discuss, and plan their work.⁴²

- **During work periods, labs, or group activities, specify the approximate amount of time required** to complete each task.
  - **Example:** 10 minutes to read the case study, 10 minutes to answer each question, 10 minutes to discuss in groups, etc.⁴²

- **Allow time for informal chats during class,** with and without you. To make everyone feel included, it is important to cultivate personal contact with your students:
  - Tell them about you and your life or professional experiences.
  - Share personal examples and stories.
  - Send personal messages to students who did a good job, stood out, etc.
  - Address difficult situations at the most appropriate time (impact of COVID-19, interview periods, etc.) in order to recognize the issues impacting learning, to be considerate and to offer support, where appropriate.⁴⁶

- **Give students short cognitive breaks** during class to clear their minds.

- **Issue regular reminders** (e.g. tasks to be performed, resources or clarifications) using a variety of methods (e.g. in the virtual course space, in class, by email).

- **Near the end of class, or after it,** have the students answer a **quick question on the material covered** (or write a short summary) to assess learning informally, to check how well they understand the concepts, check attendance (if necessary) and establish a starting point for the next class.⁴³

### 2.6 When presenting the course content (10)

- **Vary** gender, culture, race, areas of interest, ages, names, etc., when giving **examples of people** to the class and in your documents (e.g. written scenarios, images, photos, etc.), making sure to include the historical, situational, or cultural background required to understand the example, question, or scenario presented.⁴⁰

- **Use a variety of formats and approaches** to reach everyone regardless of learning preferences, background and to connect with your students.⁴¹
  - **Examples:** Use stories, metaphors, definitions, statistics, question periods, PowerPoint presentations, hardcopy, blackboard, etc.

- **Focus on knowledge transfer and generalization** by providing specific examples that are tied to the job market, job searches, research, and life in society.

- **Use many examples and counterexamples** to illustrate course concepts and theories. As much as possible, use **real-life examples** and ensure they are easy to understand.

- **When projecting pictures or graphs,** or when using the blackboard in class or on screen, take time to **verbally describe what is being shown.**

- **Define less familiar terms** and explain new concepts. You could also provide a glossary explaining how you, or a given discipline, use specific terms so everyone understands and can follow along.

- **Be honest about what you know** about a culture, ethnic group, tradition, sexual orientation, race, experience, or problem, and remind yourself that you are not an expert in everything.⁴⁴
• Before beginning a discussion on a sensitive or controversial topic, prepare yourself and the class:
  o Remind everyone to be respectful.
  o Anticipate feelings of discomfort that may arise during discussions or at the sight of certain images, etc.
  o Remember that it is normal for people to have differences of opinion and that such discussions can create tensions.
  o Stress that only ideas—and not people—should be criticized.
  o As a role model, remember that it is very important to listen. Your role is not to “sterilize” discussions, but rather to welcome the different perspectives shared by students.36

• Use inclusive language:
  o Vary the use of pronouns and genders in your examples so that everyone feels represented.
  o Do not use language that could offend a specific group (ethnic group, gender, etc.).
  o Stay on top of language evolution and use appropriate vocabulary when referring to members of society (e.g. Black, Indigenous, People of colour; non-binary person, person with a disability, etc.).30

• If the language used in the work being studied could be considered offensive, be sure not to reproduce the stigma in the classroom. Instead, have the students reflect by asking questions about the relevance and study of the texts, videos, or sources in question.
  o Example: You could ask students whether it is relevant to be studying texts or sources that use such language (e.g. racist, sexist) or if we should excuse misogyny, homophobia, racism, etc. in texts from other time periods. By having such a discussion, you will be able to broach hot-button topics without reproducing or focussing on their offensive or backward nature.38

2.7 When inviting students to participate (10)

• Be clear and explicit about the code of conduct expected during the course and about how students are to interact in the classroom and online.
  o General code of conduct: Do students have to raise their hand, or can they speak whenever they want? Should questions be asked in a certain way? Should students have a computer, smart device, or books in class?
  o Netiquette: Should questions be entered in the chat box (Zoom/MS Teams)? Should webcams be turned on during online classes? Should microphones be muted?

• Make sure to interact regularly with the students in your course, and to facilitate interactions with guests involved in your courses.

• Plan different ways for students to participate and allow them to take part in activities anonymously.26
  o Examples: Live questions/answers (remotely or in person), chat, online forums and discussions, ad hoc activities, peer discussions.

• Acknowledge and validate, or correct and redirect, all questions and comments during class, even if they are inappropriate, inaccurate, or irrelevant.33

• Repeat student comments and questions before answering them or giving the floor to others. Summarize answers and subsequent comments.
  o This will allow you to validate your understanding of the answers and comments made; to properly frame the conversation; and to bring out emerging themes and connections between these themes.
  o Also, you will be facilitating the understanding of people who may be sitting at the back of the room, following the course from a distance, or who have hearing or information-processing limitations, for example.
• Use polls and reactions during remote classes to survey students, interact with them, identify their areas of interest, check that things are okay, etc.

• Do not try to fill every silence. Instead, pause from time to time and give students a chance to think and respond, whether the class is online or in person. Such moments of silence give people time to think, catch their breath, and organize their notes.31

• Show a genuine interest in the students’ culture, language, and experiences. By asking questions and taking an interest in others, you will avoid stereotypes, prejudices, and hasty judgments.37

• Intervene if someone attacks or harasses someone else:
  o Examples of harassment: intimidating looks; comments about appearance; vulgar gestures; provocative sounds; whistling; racist, xenophobic, homophobic, sexist, transphobic and age-related slurs.
  o Refer to the resource « Bystander Intervention Skills for guidance on what to do.
  o If it is not safe to intervene, call Protection Services (613-562-5411) if you are on campus. Remove the person from the meeting if you are teaching remotely.

• Show your students how to conduct themselves respectfully in class by setting an example yourself.
  o Tip: You needn’t hold a workshop on civics. You are teaching by example when you are polite and respectful, when setting out the rules or procedure for an activity, when discussing behaviours expected in class, when explaining aspects of group work, when you give different perspectives on a topic, or when you teach.14

2.8 When facilitating learning activities and managing teamwork (6)

• Remind students that we all learn together.25

• Encourage collaboration, teamwork, sharing circles, networking, and sense of community during classes, labs, and work periods.29

• Encourage students to work with different partners to enrich and diversify discussion.29

• For discussions, make sure to create a collaborative discussion with space for everyone. Do not let a few students monopolize the conversation.
  o Tip: Keep a list of raised hands and call on students to ask their questions/make their comments in the order hands are raised.

• Make sure that all viewpoints are heard, considered, and valued in the class.

• Intervene if someone attacks or harasses someone else:
  o Examples of harassment: intimidating looks; comments about appearance; vulgar gestures; provocative sounds; whistling; racist, xenophobic, homophobic, sexist, transphobic and age-related slurs.
  o Refer to the resource « Bystander Intervention Skills for guidance on what to do.
  o If it is not safe to intervene, call Protection Services (613-562-5411) if you are on campus. Remove the person from the meeting if you are teaching online.

2.9 When assessing student work (8)

• For each summative and formative activity, state your expectations clearly and provide the instructions or information students need to succeed.

• Show students how to assess and critique their own work and efforts so they can better understand the meaning of work and learn to persevere.22
• Present the **answer key** for exams and class exercises to guide learning.22

• **Avoid stereotypes**: Provide students with the support they need based on their outcomes and requests, rather than on preconceived notions about ethnic, linguistic, social, or other groups.
  o **Example**: don’t judge the quality of an examination paper based on the name of the person (e.g. name associated with a particular ethnic group, foreign-sounding name, French name or English name) who submitted it.19

• Do not hesitate to provide **feedback prior to final submission** of a project.

• Note student **accomplishments**.
  o **Example**: Congratulate them in class by highlighting their strengths and their accomplishments during a discussion period or an activity, for example.

• Allow assignments to be submitted in **paper or electronic format**.

• **Be flexible in scheduling** assignment and exam dates.
  o **Example**: Consider difficulties or complications that could rise owing to holidays or religious observances, traumatic events (shootings, killings, protests), COVID-19 ramifications, external disturbances, etc.

2.10 After class and after delivering your course (9)

• **Adjust** your teaching based on student concerns or feedback communicated during class.

• Provide feedback on assessments and course activities. Highlight strengths and progress, such as in your markings and communications.

• If a **sensitive topic or uncomfortable discussion** arose during class, take the time to reflect on it afterward and think of what you could have done differently to **defuse the situation** or ease tensions.

• For clarity, make sure that **hyperlinks** in your documents are identified by a word or text that describes the resource.
  o Recommended wording: TLSS website
  o Wording to avoid: https://saea.uottawa.ca/site/en/ or Click here

• Make sure your recordings (audio, video) have **subtitles** or **transcriptions**.

• If you made **important announcements** in class, you should also communicate the information by email or on the course virtual space (e.g. Brightspace, Canvas ou Moodle).

• Ask students if your **instructions** concerning an assignment or exercise were clear and consider how you could **clarify** them if need be.34

• Be mindful of everyone in your class. If necessary, **check in with students** who appear to be having difficulty by:
  o Referring them to the appropriate **services** and **resources**.
  o Reminding them of **when you are available**, offering more times if need be.
  o Scheduling a **meeting** to provide feedback and suggestions as support.
  o Planning a review or **catch-up session**.

• If a student revealed personal information about a disability or learning difficulty, **do not disclose** it to others.
  o Talk to the student, either by email or privately, about **academic accommodations** that will be requested and implemented, and about **support strategies**, tools, and communication methods you plan to use with them to facilitate course accessibility and support their learning.
Part 3: Feedback and adjustments
(after the term)

3.1 Reviewing and updating the course (5)

- Check the material used during the course (e.g. notes, presentations, videos, podcasts, etc.) and determine what could be improved in terms of accessibility and inclusion (e.g. transcripts, multiple versions of documents/files, etc.) before teaching the course again.
- Assess the accessibility and effectiveness of your virtual course space (e.g. Brightspace, Canvas or Moodle). Note how you could minimize browsing steps (number of clicks), information searches, and page scrolling the next time you teach the course.
- Plan for time to review your course to diversify the resources used (e.g., videos, podcasts, readings). Remember that providing material in different formats for a given activity is beneficial to all students in for the entire class.
- Create a Frequently Asked Questions page from questions asked often during the course or on a given topic.
- Explore new resources (e.g. websites, readings, information sheets) and new services (e.g. on campus, in the region, or online) with the aim of proposing them to students the next time you teach the course.

3.2 Reflecting on the course and possible improvements (3)

- Review your course evaluations and survey your students to find out what they think about the format of the course and its various aspects (e.g., material, structure, activities).
- Make a list of sessions, activities and assessments that went well, and of those that could be revisited or modified.
- For the sake of continuous improvement, think of any unconscious biases you may have or express.

3.3 Updating course material (2)

- Check links in your course syllabus and in your virtual course space (e.g.: Brightspace, Canvas or Moodle) to ensure that they are working properly and lead to the correct webpages.
- Review content and documents provided to students to correct any errors or typos you may have missed, and review what could be further simplified to enhance student understanding.
Inventory end notes:

1 See: Bureau international, 2021.
4 See: Burgstahler, 2015; Styres, 2017; Tobin et Behling, 2018, p. 25.
6 See: Burgstahler, 2015, p.36; Chatelain, 2018.
7 See: Barre et coll., 2020.
8 See: Fitzgerald, 2020
9 See: Tobin et Behling, 2018, p. 105
12 See: Open UBC, 2021.
13 See: Burgstahler, 2020b, p. 4.
15 See: Sathy et Hogan, 2019.
23 See: Oxner et Bandy, 2020; Centre for Teaching, 2021.
24 See: Fox, 2018; Fitzgerald, 2020.
27 See: Johnston et Doyle, 2011; Burgstahler, 2020b, p. 4.
28 See: Krasnoff, 2016, p. 4.
31 See: Johnston et Doyle, 2011; Ontario’s Universities Accessible Campus, 2022.
32 See: Johnston et Doyle, 2011.
34 See: Krasnoff, 2016.
35 See: Adams et Bell, 2016; Fox, 2018.
36 See: Fox, 2018; Boston University, Center for Teaching & Learning. (s. d.). Discussion-Based Teaching & Learning: Teaching Guide.
37 See: Fox, 2018; Oxner et Bandy, 2020.
38 See: Fox, 2018.
40 See: Chávez & Longerbeam, 2016.

For the complete references, please consult the reference list on page 5 of the Inclusive Pedagogies website (either in web or PDF format).