Introduction to Equity, Diversity and Inclusion in Teaching & Learning

INTRODUCTION TO EQUITY, DIVERSITY AND INCLUSION IN TEACHING & LEARNING

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CONTENTS

Part IV. Inclusion

Part V. Module Closing

PART I

INTRODUCTION TO EQUITY, DIVERSITY AND INCLUSION IN TEACHING AND LEARNING

1.

MODULE INFORMATION

Created by: Manitoba Flexible Learning HUB

Duration: about 30 minutes (estimated reading time from Module Introduction to Congratulations; visiting hyperlinked resources not included in the time estimation)

Modality: asynchronous, self-study

Created for post-secondary teachers in Manitoba, this training aims to enhance the understanding of equity, diversity, and inclusion (EDI) in the post-secondary teaching context and provide strategies and teaching techniques for advancing EDI in teaching and learning.

This training was developed by the [Manitoba Flexible Learning HUB](#) upon request from the Flexible Learning Advisory Group representing six post-secondary institutions in Manitoba – Assiniboine Community College, Brandon University, University College of the North, Red River College, University of Winnipeg, and University of Manitoba.

2.

TRADITIONAL TERRITORIES ACKNOWLEDGEMENT

Campus Manitoba's administrative office is located on Treaty 2 territory, with offices in Treaty 1 territory, the shared traditional lands of Anishinaabeg, Cree, Oji-Cree, Assiniboine, Dakota and Dene Peoples, and the homeland of the Métis Nation. Let this acknowledgement be an opening for us to learn more about the land we live on and envision a way to challenge racism, inequality and colonialism.

READ MORE

3.

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About the module

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4.

MODULE INTRODUCTION

This module was created for post-secondary teachers in Manitoba. It aims to enhance the understanding of equity, diversity, and inclusion (EDI) in the post-secondary teaching context and provide strategies and teaching techniques for advancing EDI in teaching and learning.

This is an approximately 30-minute, asynchronous, self-paced learning experience. Additional resources have been provided and linked to throughout the module for those users who wish to take their learning further. There is no instructor facilitation or group discussions.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.openedmb.ca/introediteachinglearning/?p=36

Download Laura Forsythe's welcome video transcript PDF

Learning Objectives

By the end of this module, you should be able to:

- Define what equity, diversity, and inclusion means to you.
- Articulate why incorporating equity, diversity, and inclusion into teaching and learning is important for the success of your learners.
- Apply teaching strategies and techniques that promote equity, diversity, and inclusion in teaching and learning.

In the next step, you will consider equity in your teaching.

PART II
EQUITY

5.

HAVE YOU SEEN THIS EQUALITY VERSUS EQUITY CARTOON?
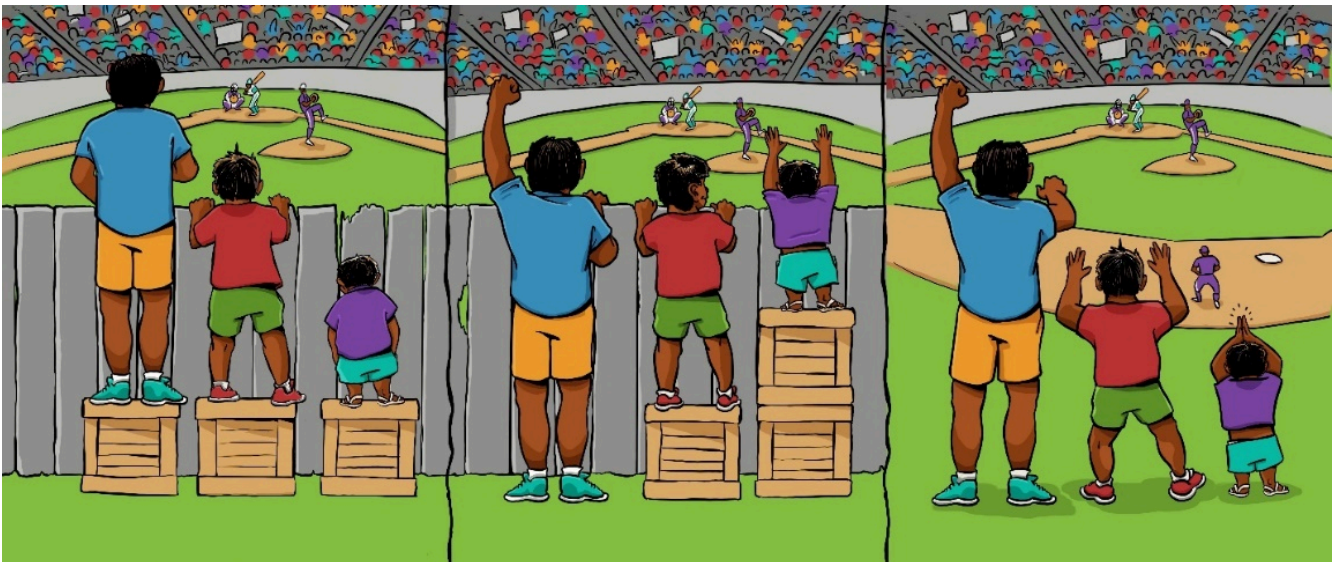
Equality vs. equity cartoon

Image attribution: [Interaction Institute for Social Change | Angus Maguire](#)

Here we have three situations.

The situation on the left depicts equality when we give all learners the same support, represented by the boxes in the image. Some do not need them, some benefit, and for others, it is not enough. This image shows that not all learners can see what is happening due to a barrier, which is represented by the fence.

The middle situation demonstrates equity's intention regarding additional support, which some learners need at differing levels. One of the learners did not need additional support, one required some, and the third required more support. In this situation, we see that all learners can now see what is happening.

The situation on the right depicts what can occur when we remove barriers in our classrooms. There is no longer a need for additional support as we have removed the piece preventing all learners from seeing. What this situation speaks to is the need to prepare teaching and design courses that are accessible to all by design, not by accommodation, which is represented in this image by supports at differing levels.

6.

DEFINITION OF EQUITY

The learning environment is differentiated according to learners' needs. Image by [mohamed Hassan [new tab]](#) from [Pixabay](#)

So, What does equity mean?

As we saw in the previous image, equity in the classroom means that all learners can access education. Additional supports or removing barriers may be necessary to achieve this goal, depending on the learner's needs. The one-size-fits-all approach to equality will not serve all learners. Actualizing equity in your classes will require getting to know your students and their needs to get the most out of your time together.

7.

CONTEXT AND USAGE

In our post-secondary institution's context, to close historical educational attainment gaps, we must create opportunities for historically marginalized and currently systemically excluded students, staff, instructors, and faculty, ensuring they have equal access to programming. To actualize this, we must acknowledge that not all of our learners have the same experiences, and we must remove barriers to their success. Revisit your course syllabus or outline. Are there opportunities for addressing equity issues?

1. Do you outline your extension policy? For example, is it possible for students experiencing issues completing the assignment on time to arrange a new deadline to accommodate their struggles?
2. In your syllabus, have you listed your institution's support for learning supports and well-being?
3. Have you invited your institution's support systems into your course lecture to allow students to meet the supports in-person or online?

8.

HOW DO WE MAKE ASSESSMENT MORE EQUITABLE?

Assessment refers to all formative and summative assignments, quizzes, discussions, group projects, etc. that students complete to achieve the learning objectives in your course.

There are many ways in which we can make our assessments more equitable, starting with ensuring the course structure is clear, that students are aware of the relevance and practical application of the learning, that more hands-on activities and less rote memorization are used, and the assessment emphasizes skill-building and problem-solving. Other examples include:

Transparent descriptions and evaluation criteria

Provide detailed descriptions of assessment items, including the purpose, how-to instructions, evaluation criteria, and examples. This will increase your teaching transparency and show that you care about students' success. Consider this Transparent Assignment Template as an example of how to describe the assessment items.

Co-creating expectations

Involve students in co-creating evaluation expectations and suggesting questions for exams.

Submission format flexibility

Offer choice and flexibility of submission format that might align better with students' interests, needs, and skills, and increase their agency. Can the assignment be submitted in the form of a video, podcast, sketch-noting illustration, think-aloud map, or poem? UDL and Assessment is a great resource to explore this topic further.

Multiple attempts

Give options to resubmit work. Could students have two attempts to complete an assignment? They receive your or peers' thoughtful [feedback for learning](#) on their first attempt, revise their work, and resubmit to obtain the final grade with additional feedback on their progress and additional areas of improvement.

Due date flexibility

Enable flexibility in submission dates. How important is it to you that all students submit the assignment by midnight on Sunday? Can there be a grace period which they can leverage just in case life happens or they need more time to do the final tweaks? Could students propose their own submission deadlines? Could you offer 'do it another day' as does Maha Bali in her [compassionate design approach](#) informed by Muslim fasting?

Reflecting on learning

Incorporate the [practice of reflecting on learning](#) in your assessment scheme. This will help students develop self-awareness about what they know and don't yet know, as well as use that knowledge to help direct their future learning. It also helps make students' learning visible to you. Just make sure to offer flexibility in the format of expression through written text, audio, or video, while at the same time providing detailed instructions and guiding questions for those who need them. Watch this video for an example of the what-so what-now what model of reflecting on learning:

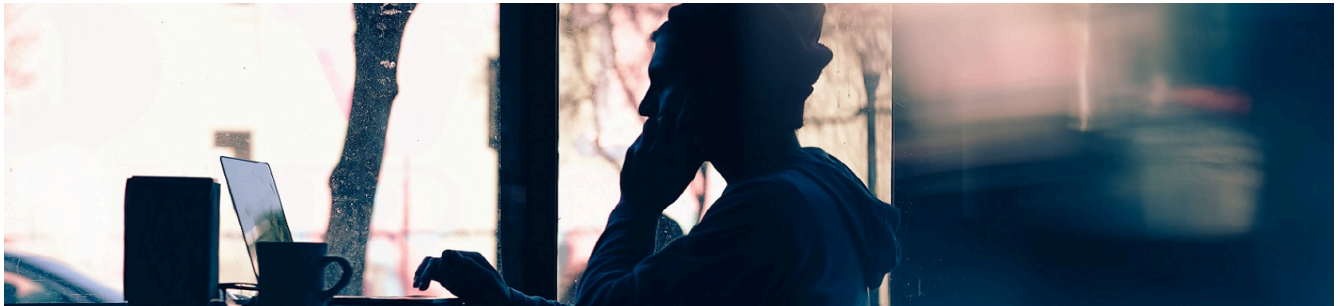> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.openedmb.ca/introediteachinglearning/?p=42#oembed-1*

[Download the transcript of the What, So What, Now What Model video](#)

9.

YOUR REFLECTION ON EQUITY

"We don't learn from experience...we learn from reflecting on experience" (John Dewey). Image [new tab] by Hannah Wei from Unsplash

Just as we want students to reflect on their learning, this is an important practice for educators to engage in as well. It is only through examining what we are doing in our teaching that we can use that knowledge to improve our teaching in the future.

The exercise below is an example of this practice in action. Introspective pauses like this give you time to contemplate what you have just learned and how you can use it to inform your teaching practice.

> **Pause and think:** How would you define equity in a teaching and learning context? What are you already doing that would be considered equitable? Based on this lesson, what is one new practice you can implement into your course next term? Take 2 minutes to type some percolating thoughts.

If you would like to keep a copy of your thoughts, remember to write in text somewhere, you can keep it before moving on to the next page.

In fact, keeping a copy of your reflections has a variety of benefits including:

- Being evidence of your desire to learn.
- Making your learning and growth as an educator visible.
- Including them in your teaching dossier when applying for a new position.
- Including them in the dossier you submit for tenure and/or promotion.

In the next step, you will consider diversity in your teaching.

PART III
DIVERSITY

10.

DEFINITION OF DIVERSITY

"My wish: more acceptance for diversity in human lives, attitudes, and behaviours". Caption and image [new tab] under CC-BY by Rosmarie Voegtli [new tab] from Flickr [new tab].

What is diversity?

Diversity can be defined by the differences in the lived experiences and perspectives of people that may include:

- age
- ancestry
- appearance
- body size
- ethnicity
- family status
- gender identity or expression
- language
- marital status
- mental health
- neurodiversity
- physical disability
- place of origin
- political belief
- race

- religion
- sex
- sexual orientation
- social class

Pause and think for a moment: What is the most diverse environment you have ever encountered? What is the least? What made it so? What factors contributed to it?

11.

WHY DIVERSITY MATTERS?

"When schools take inclusive and responsive approaches to diversity, students are more likely to see their identity represented in classroom materials or other students. When diversity is not a priority and these students don't feel included, they're more likely to not participate and feel inferior to their peers." (Kampen, 2020)

Beyond Kampen's quote above, diversity matters because each individual in our classroom matters, and we need to value everyone. Since our student cohorts are diverse, we need to care about fostering their diversity so that all students feel they belong. Our courses should create a sense of belonging for all of our students, not because of policy or this module but because they matter as human beings.

12.

MYTHS ABOUT DIVERSITY

Three myths about diversity

The University of Alberta Faculty of Education has created an extremely useful document that addresses 11 myths and misconceptions about diversity in the classroom. I have picked three myths for us to review here. As you review them, consider if you have ever witnessed any of them?

- **Myth/Misconception 1:** "My students are all White. I don't really need to teach about diversity here."
    - **Response:** In fact, it's in places that are not as visibly diverse that students need explicit teaching about diversity, as they may not have experiences that will counter their assumptions about people they perceive as different from them. It is important to remember the 'diverse' is not just about race, or worse, not just about adding people of colour to a group of white people. Therefore, it is important to uncover students' (mis)conceptions about diversity and plan learning experiences that directly (and repeatedly) confront these misconceptions. Sharing literature about and from different ethnic groups is a good way to do this.

- **Myth/Misconception 3:** "I don't know anything about different cultures. I think only people of that culture should teach about it."
    - **Response:** It's good that you are cautious, but we can't wait for the teaching profession to become more diverse before we teach about diversity. It is all of our responsibility to do so and it's in the curriculum we are required to teach. Your local multicultural associations and Indigenous organizations (such as Indigenous Friendship Centres) are excellent resources for learning about other cultures. Most of these organizations are very happy to do a class visit. Other resources can be the local library and various non-profit organizations that deal with issues of diversity (such as poverty) and how they intersect with issues of ethnicity. You can also consult our [list of resources](#) for information about what and how to teach. One strategy to keep in mind is to look for and use articles, videos, interviews, films, etc. created by members of the marginalized communities (e.g. use films by Indigenous filmmakers when looking at Indigenous topics).

- **Myth/Misconception 11:** "People are all basically the same, the focus should be on what binds us together, not what makes us different."
    - **Response:** This kind of statement often arises from the fear that teaching about diversity might be

divisive and the desire to promote harmony rather than conflict. Unfortunately, as University of Toronto professor Kathy Bickmore points out, it often results in superficial teaching that seeks to manage diversity rather than explore it. In the end, this kind of teaching does not promote harmony because it fails to take seriously the real differences in worldviews between and among people and help them learn to wrestle with those differences in peaceful and productive ways. It is true that human beings share many characteristics such as the need for food, shelter, security, community, etc., but it is also true that there are often significant differences between and among individuals and groups.

To explore the other myths and misconceptions discussed by the University of Alberta, go to Teaching for Diversity: Myths and Misconceptions [new tab]

References

13.

HOW DO WE ACTUALIZE DIVERSITY IN PRACTICE?

Here are some strategies to consider making your courses more diverse.

Re-evaluate your teaching materials

Ask yourself: who are the authors of the articles, textbooks, and videos assigned to students in my courses? Is there an opportunity to add diverse thinkers and creators to my course materials? Are there inventors, scientists, or theorists I can bring to this course whose names do not sound of European descent? This practice may involve googling authors to find out more about them – believe me, it's time well-spent!

Also, as you teach your course and know who your students are, seek materials that will be relevant to them based on their backgrounds. For example, if you have nursing students who recently arrived from the Philippines, look for resources that will prompt the learners to reflect on their prior experience in the home country versus the nursing practice here in Canada. This practice will help learners to draw on their experience and learn more deeply while appreciating your care for their complex identities.

Incorporate diverse visuals

When incorporating visuals in your course, make sure they positively represent various groups and that they are diverse and representative of your student body. How about inviting your students to supplement the course materials with relevant visuals that will depict their identities?
For example,

- Disabled and Here Collection with free and inclusive images celebrating disabled Black, Indigenous, and people of colour.
- The Gender Spectrum Collection: Stock Photos Beyond the Binary
- Free Plus-Size Stock Photos with photos of plus-size people doing everyday things.

Plan for a diversity of perspectives

When planning your course, incorporate a plethora of activities that will engage students in exchanging their perspectives and learning from one another. You should be part of such conversations to encourage conversational and respectful learning.

According to Jennifer Brant (2013), who is Kanien'kehá:ka (Mohawk), an asynchronous discussion forum can be a safe space for cross-cultural learning. The author appreciated the time she could take to formulate thoughts in a respectful way in response to controversial topics. To achieve a safe discussion space, she emphasized the role of the instructor to moderate and protect the exchange of views from harmful triggers.

14.

GETTING TO KNOW YOUR STUDENTS

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.openedmb.ca/introediteachinglearning/?p=48

Laura's approach to getting to know her students PDF

15.

YOUR REFLECTION ON DIVERSITY

"We don't learn from experience...we learn from reflecting on experience" (John Dewey). Image [new tab] by Hannah Wei from Unsplash.

> **Pause and think:** What are you already doing that would be considered a teaching practice that acknowledges diversity? Based on this lesson, what is one new practice you can implement into your course next term? Take 2 minutes to write some thoughts.

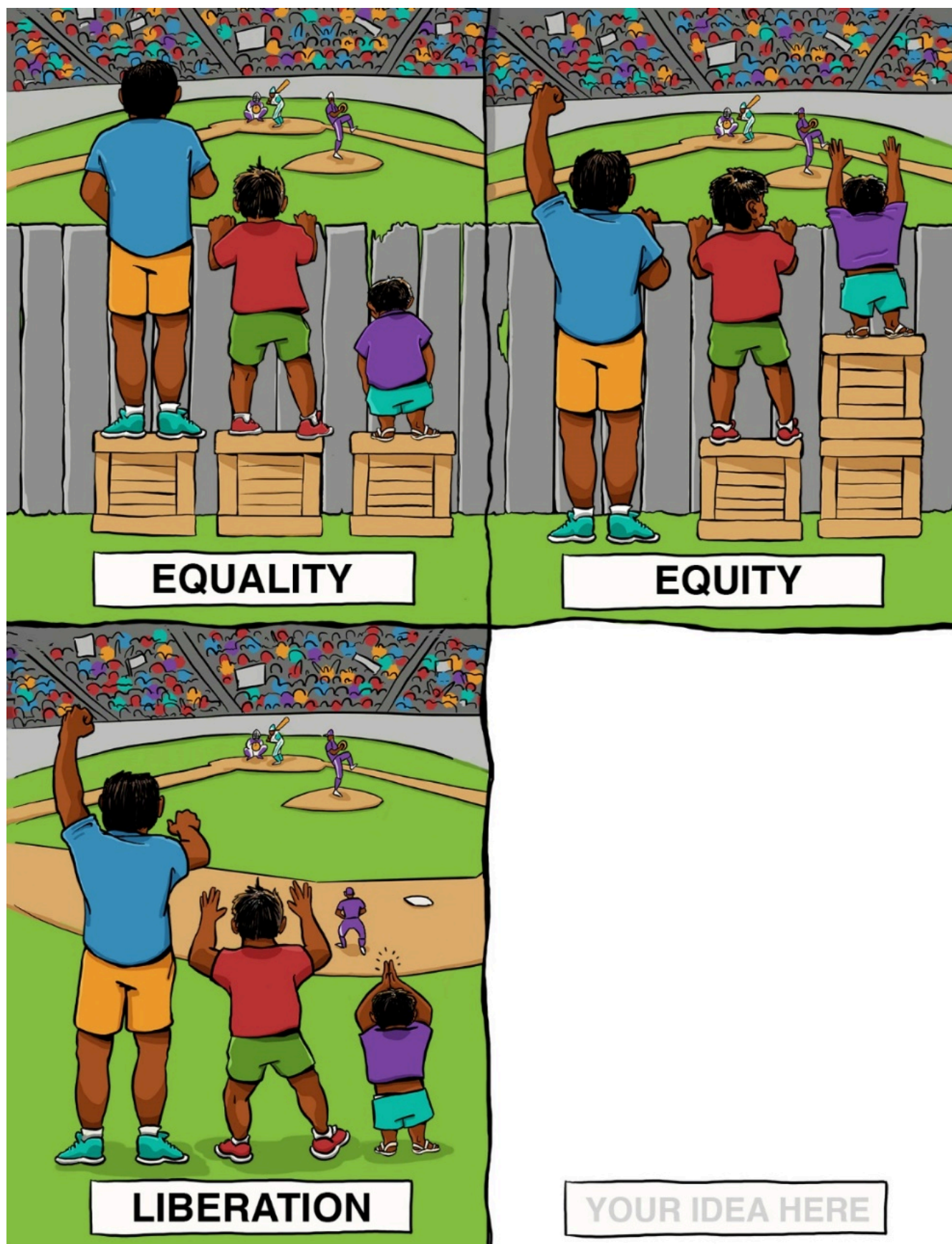In the next step, you will consider inclusion in your teaching.

PART IV
INCLUSION

16.

DEFINITION OF INCLUSION

What does inclusion mean?

What is inclusive teaching? What is it not? Have you been designing your course in inclusive ways and did not even realize it?

Let's look at the equality versus equity cartoon again.

EQUALITY

EQUITY

LIBERATION

YOUR IDEA HERE

As demonstrated in this cartoon, equality is demonstrated by a one-size-fit-all approach where learners get the same level of support regardless of their needs. Equity necessitates a differentiated approach, where everyone gets supports they need to achieve the learning goals. Liberation means that we as educators have created learning spaces without barriers to help achieve equitable participation in education. As you can see, various levels of intentionality are needed to create an inclusive classroom. How do you imagine the fourth image to represent inclusion?

Pause and think: How do you imagine the fourth image to represent inclusion?

17.

CONTEXT AND USAGE

All learners are welcome, supported, and valued for their perspectives. Image adapted from RosZie [new tab] by Pixabay.

In our post-secondary institution's context, to close historical educational attainment gaps, we must create opportunities for historically marginalized and currently systemically excluded students, staff, instructors, and faculty, ensuring they have equal access to programming. To actualize this, we must acknowledge that not all of our learners have the same experiences, and we must remove barriers to their success. Revisit your course syllabus or outline. Are there opportunities for addressing equity issues?

- Do you outline your extension policy? For example, is it possible for students experiencing issues completing the assignment on time to arrange a new deadline to accommodate their struggles?
- In your syllabus, have you listed your institution's support for learning supports and well-being?
- Have you invited your institution's support systems into your course lecture to allow students to meet the supports in-person or online?

18.

WHAT DOES INCLUSIVE TEACHING AND LEARNING LOOK LIKE?

Strategies for inclusive teaching and learning

Here you will find some suggestions on how to make the learning environment more inclusive for your learners.

Inclusive pedagogy

- Learning Objectives
  - Clearly state the learning objectives in your course syllabus. What will the learners be able to do upon completion of the course/lesson/unit?
  - The learning objectives should focus on what the learners need to achieve rather than the format of submission, e.g., write an essay. Use verbs such as 'express' instead of 'write' to enable flexibility in assessment to address diverse students' needs. Read more about separating the means from the ends.
- Assignments
  - Engage students in work that is meaningful to them. This means that all activities and assignments have a purpose, which should be clearly explained to students. Why are students to complete a particular assignment? How does it link to and help them achieve the learning objectives? How does it relate to the real world, their lives, and their community?

Inclusive identities

- Pronouns matter
  - Cultivate an inclusive classroom for 2SLGBTQIA+ learners. For example, you can do it by introducing yourself and including your pronouns. You could say "my pronouns are…" or "I identify as…" You may also invite your students to share their pronouns, but you should emphasize it is their choice to do so. Learn more about what pronouns are and why they matter.

- Use inclusive language such as everybody, folks, or an individual's name. If unsure of an individual's pronouns, use the gender-neutral pronoun 'they/them'. Apologize when you make a mistake.
- Look up references to ensure authors' correct pronouns are used in instructional materials. You might recall that I have used 'she' when referencing Jennifer Brant in *planning for a diversity of perspectives* section of this module. According to [Jennifer Brant's Twitter profile](#), the author identifies as she/her. Using correct pronouns will demonstrate your care about and respect for students', colleagues', and scholars' diverse identities.

- Terminology matters

   Using inclusive language involves using accurate and current terminology when referring to members of diverse groups. Here are some examples:

   - "Overweight" and "obese" – use *individuals in larger bodies*, *fat people*, or *[students of size](#)* instead.
   - "Gay" or "LGBT" – use [2SLGBTQIA+](#) instead. However, the best approach is to use the individual identities such as queer and trans.
   - "Native" or "Aboriginal" – use *Indigenous people* or, when possible, be more specific when [talking about Indigenous people](#)
- "Person with autism" – use [autistic person](#) instead

   Because language is always changing, don't forget to regularly check to ensure that the terminology you are using remains current.

- Pronunciation matters
   - Do you know how to pronounce your students' names? A name is part of one's identity, so it is important to know how to pronounce it correctly. How about asking a student how to pronounce their name and writing it down in a way that would be helpful to you? For more tips, read [pronouncing students' names correctly: the whys and hows](#) .

Inclusive materials

- Heading structure
   - Use a proper heading structure (1, 2, 3, etc.) in your documents and an accessibility checker to verify your documents are accessible. For more information, visit RRC Polytech's [Accessible Documents [new tab]](#) pages. For UMLearn users, use the Panorama tool available in UMLearn to verify the accessibility of your uploaded materials.
- Hyperlinks and underlining

- Hyperlinks should be meaningful as standalone information; do not use 'here' or 'click here'. You could incorporate the hyperlink description into a sentence or provide the website title as the hyperlink description. For printing purposes, you could add the hyperlink in brackets after the descriptive link, as we did in this document.
  - Also, reserve underlining for hyperlinks; do not use it to emphasize text. Could the text you want to underline become a section heading? ([Boise State University, n.d.)](#)
- Alternative formats of materials
  - Provide alternate formats of your materials, e.g., closed captions and downloadable transcripts for multimedia, [alt-text and detailed captions for images](#). To consider needs of learners living in areas with unreliable internet access or those who like to study with physical copies, provide downloadable versions of the readings and other instructional materials. As an example, you can download and/or print the content of this module as a downloadable PDF file.
- Navigation of materials
  - If you use a learning management system as a central hub of your course activity, make sure the navigation is simple and clear. In this Teaching in Higher Ed podcast about [supporting ADHD learners](#), Karen Costa recommends adding the word 'current' to the unit title to help students navigate the course easily.
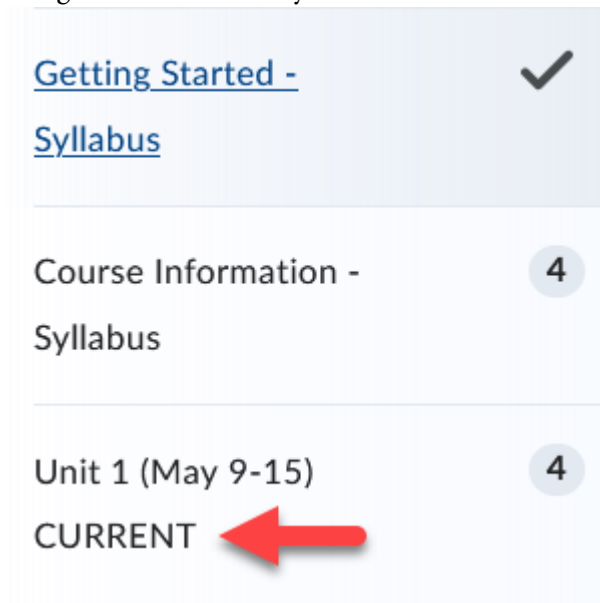
19.

ON ACCOMMODATIONS

In this video, I share why and how I approach accommodations in my teaching and learning design.

Note: The audio dissipates for a brief second at 0:49-0:50. Please use the closed captions to compensate for the loss of my sound there. As you can see, I have recorded the video in my home, not in a studio. Our students will also film their video assignments outside of high-quality studio conditions. Creating **equitable video** means being able to accept variances in quality that is dependent on available technology. To alleviate sound disruptions, closed captions and the transcript are provided, which can also be used to address other learning needs and preferences.

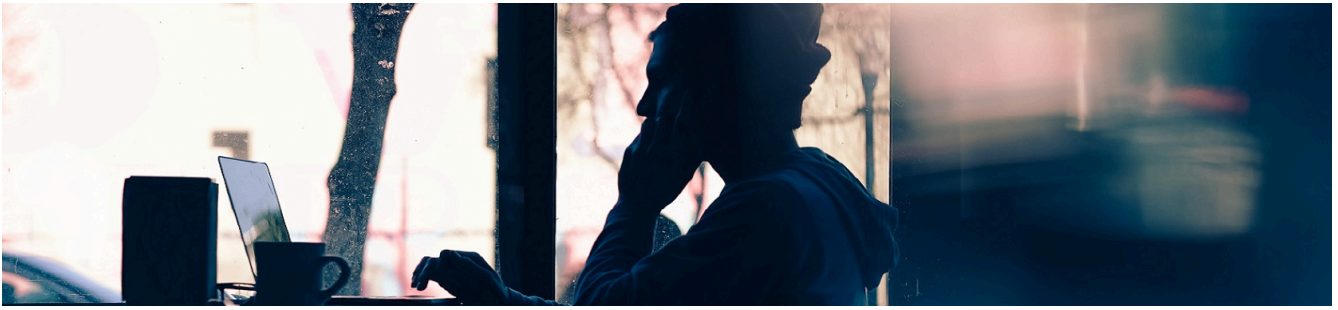*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.openedmb.ca/introediteachinglearning/?p=55*

Download Laura's transcript on her approach to accommodations here

20.

YOUR REFLECTION ON INCLUSION

"We don't learn from experience...we learn from reflecting on experience" (John Dewey). Image [new tab] by Hannah Wei from Unsplash.

> **Pause and think:** Take 2 minutes and think about what you've learned in this lesson on inclusion. How would you define it? How can you make your teaching more inclusive based on the ideas provided in this lesson?

In the next step, you will watch a summary video and my closing message and review the additional study material and references.

PART V
MODULE CLOSING

21.

MODULE SUMMARY

The following video not only provides valuable information about equity and equality but stands as an example of how to bring diversity into your classroom.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.openedmb.ca/introediteachinglearning/?p=57#oembed-1*

Direct Link: Equity Vs Equality [new tab]

22.

CONGRATULATIONS!

Wahwaa! Maamaskaach! (Awesome! Amazing!) you have completed the first module in your journey to learn more about Equity, Diversity, and Inclusion.

In this module, you have learned:

1. to define equity, diversity, and inclusion
2. why we are here and why we do the equity work
3. to incorporate teaching and learning strategies and activities that promote equity, diversity, and inclusion

Creating curiosity about how we can become better educators for all of our learners is the goal of this module. Reflecting on our own practice and asking what we are doing right and where we can improve is all part of being reflective educators driven by our passion for teaching.

Congratulations on starting this journey with Equity, Diversity, and Inclusion today.

-Laura Forsythe

23.

LEARN MORE

Learn more about equity, diversity, and inclusion

Accessibility

- OER Accessibility Series and Rubric, licensed CC-BY

  "The OER Accessibility Evaluation Rubric is an evaluation tool for faculty, librarians, instructional designers, and other stakeholders in open educational resources to determine the accessibility of the OER they are creating and/or adopting for use in their courses."
    Note: This tool can be used to evaluate the accessibility of all courses and materials, as it promotes accessibility for all learners. As it is licensed under the Attribution – Creative Commons licence, you can modify it to suit your needs.

- Development of the AASPIRE Web Accessibility Guidelines for Autistic Web Users
- "The guidelines offer recommendations for increasing the physical, intellectual, and social acceptability of websites for use by autistic adults."

  Following the WCAG web accessibility standards is deemed insufficient in addressing the needs of learners on the autistic spectrum. This paper offers concrete guidelines how to design instructional materials for online and hybrid courses.

- 'Making Lab-based Courses Inclusive' is an open book published Dr. Allyson MacLean, University of Ottawa. It provides considerations for increasing accessibility of labs and student testimonials.
- Free PDF accessibility checker – this is a useful tool for anyone who writes learning materials and saves them as PDF files or scans pages from various sources. It is a free tool that provides an in-depth analysis in relation to WCAG and PDF/UA accessibility standards. It also offers a screen reader preview so that you can check if your file will make sense for someone who uses screen reader software.

Course Design Considerations

- [Simple strategies to improve equity and embrace diversity](#) – This open book by Alison Flynn and Jeremy Kerr talks about how to prepare for a more inclusive course. It contains recommendations for writing an inclusive syllabus, office/student hours, assessment, content and classes, etc.
- [Course Design Considerations for Inclusion and Representation](#) , a white paper published by Quality Matters.
- [Designing Assessments for an Intercultural Class](#) from Algonquin College offers a video and text-based explanation of how to create assessment for diverse cohorts. Diagnostic, formative, and summative assessment types along with the Universal Design for Learning principles are discussed with practical examples of how they can be implemented in courses. Some suggestions for adding intercultural components to assessment are also provided.

Learner Experiences in Higher Education

- Indigenous learners – Getting to know the experience of diverse learners helps us as educators understand the various obstacles that challenge them in our classrooms. [What I Learned in Class Today: Aboriginal Issues in the Classroom](#) engages discussions and reflections on how to address issues faced by Indigenous learners in post-secondary.
- Diverse learners – [What I Wish My Professor Knew](#) offers us an insight into some of the issues First-Generation and/or Low-Income Partnership students have experienced at Stanford.

Miscellaneous

- [Roumy Cheese Analogy for Inclusive Education](#) reflects the notion that "different causes of inequity (e.g. racism, ableism, heteropatriarchy) require a variety of different interventions (e.g. culturally relevant pedagogy, UDL, trauma-informed pedagogy) in order to meet the needs of diverse students. Black peppercorns in Roumy cheese represent ways in which some interventions meant to support one group of learners may harm another group" (Maha Bali, 2021.
- Supporting multilingual learners – this [open book on inclusive pedagogies](#) by Christina Page at Kwantlen Polytechnic University (KPU) in BC offers strategies for supporting multilingual learners. For example, you might want to avoid using metaphors or culturally specific terms. If you can't avoid using such terms, ensure that all students understand their meaning by providing an explanation or asking students to explain the meaning of the concept. There are many more useful tips in this book.
- [Interculturalizing the Curriculum](#) is a resource on interculturality.
- "Developed for the KPU Intercultural Teaching Program, this short book engages educators in two main strands of interculturalizing the curriculum:

- Revising curriculum to reflect intercultural learning outcomes, and diverse content from multiple perspectives, and
- Supporting student interculturality development."
- Embracing weight diversity – All inclusion conversations must include body diversity topics to address the needs of students- and colleagues-of-size. For example, what kind of chairs do you have in your classroom? 10 Vital Ways to Support Fat Students on Campus provides great advice to consider in your teaching support and advocacy for students with larger bodies.
- To read more about how weight bias has been discussed in courses, explore this Fat Studies 101 article by Patti L. Watkins. This fat studies reading list was prepared by a fat, Black, non-binary person Da'Shaun Harrison.
- Writing your own territorial acknowledgment – University of Alberta's resources on going beyond the script and writing your own land acknowledgement) for your course.

24.

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25.

YOUR EVALUATION OF THIS MODULE (6 MINS, ANONYMOUS SURVEY)

Please share your reflection on [Module feedback survey](#) form.