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**LEARNING DESIGN REFLECTIONS**
EQUITY, DIVERSITY, & INCLUSION | UNIVERSAL DESIGN FOR LEARNING | TEACHING AND LEARNING ONLINE

**CATEGORY OF CONSIDERATIONS IN FOCUS:**

ACCESSIBILITY

**SEE ALSO:**

COMMUNITY BUILDING and COLLABORATION

DIVERSE REPRESENTATION

DIVERSE APPROACHES

FACILITATING ACADEMIC ENGAGEMENT

ACCESS TO THE INSTRUCTOR

**Have you wondered about whether the learning activities and assessments you have designed are accessible, inclusive, and equitable? Have you contemplated how these approaches might be taken up in an online teaching and learning environment? Could your existing practices benefit from being explored through different lenses?**

**This tool was designed for you.**

**This is a tool that poses reflective questions and offers relevant resources inviting you to think about how to design face-to-face and online approaches to learning that are meaningfully accessible, diverse, equitable, and inclusive.**

Bringing together considerations informed by equity, diversity, and inclusion (EDI), the Universal Design for Learning (UDL) educational framework, and best practices in teaching and learning online, this tool offers a nexus of considerations intended to help strengthen and enrich teaching and learning ideas, practices, and approaches at the University of Calgary.

There are six broad areas of consideration, organized into subcategories to facilitate targeted navigation. Each area offers questions intended to invite reflection about some aspect of learning design. Embedded throughout these considerations are over 50 links to related resources, included to help facilitate informed responses to self-observed deficits.

These reflective questions and the embedded resources are downloadable by section, one of which is captured here. The references that helped inform these questions are included. A full list of resources is available as a separate downloadable document.

| **ACCESSIBILITY**See the University of Calgary’s [Student Accessibility Services website](https://ucalgary.ca/student-services/access), and their resources on [creating accessible course materials](https://ucalgary.ca/student-services/access/instructors/course-materials). | **YES** | **NO** | **I will revisit this** | **NOTES** |
| --- | --- | --- | --- | --- |
| **Diverse Financial Contexts** | Do course materials reflect consideration of students’ range of financial resources?2, 5 | [ ]  | [ ]  | [ ]  |       |
| Could free and openly licensed course content replace or supplement for-purchase content, such as e-textbooks?1, 5 For more information, visit the University of Calgary's library listing of [OER resources](https://library.ucalgary.ca/c.php?g=690048&p=4879216).  | [ ]  | [ ]  | [ ]  |       |
| **Diverse Physical Abilities** | Do course materials reflect consideration of students' range of physical abilities?2, 5 | [ ]  | [ ]  | [ ]  |       |
| Does linked content follow recommended best practices for access (videos are captioned, and transcripts provided, online readings can be recognized by screen readers, etc.)?1,5, 6 For more information on web accessibility, see [Diverse Abilities and Barriers](https://www.w3.org/WAI/people-use-web/abilities-barriers/), part of the W3C Web Accessibility Initiative. | [ ]  | [ ]  | [ ]  |       |
| Does the pace of the course allow for multiple processing speeds and indicate that processing times will vary?2, 5, 6 | [ ]  | [ ]  | [ ]  |       |

**REFERENCES**

The references below helped give shape to the categories and subcategories of considerations that inform the learning design reflection questions.

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| **1** | Diversity & Inclusion Syllabus Checklist (University of Southern California)<https://libguides.usc.edu/ld.php?content_id=39088117>  |
| **2** | Inclusive Teaching Strategies: Reflecting on Your Practice (Center for Research on Learning and Teaching, University of Michigan) <https://docs.google.com/document/d/1QXOsiu5aDsbksadPpt0HqwNLXdLYfQayHa4miQ6PPpM/edit#heading=h.30j0zll>  |
| **3** | Equity, Diversity, and Inclusivity (EDI) (Centre for Teaching and Learning, University of Alberta)<https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-support/preparation/edi.html>  |
| **4** | The UDL Guidelines [Universal Design for Learning]<https://udlguidelines.cast.org>  |
| **5** | Online Course Design Checklist (Taylor Institute for Teaching and Learning, University of Calgary)<https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Resources/Online-Learning/Online-Course-Design-Checklist.pdf>  |
| **6** | Inclusion by Design: Survey your Syllabus and Course Design (Poorvu Center for Teaching and Learning, Yale University)<https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/inclusion_by_design_survey_your_syllabus_1.pdf>  |