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

**CATEGORY OF CONSIDERATIONS IN FOCUS:**

DIVERSE APPROACHES

**SEE ALSO:**

ACCESSIBILITY

COMMUNITY BUILDING and COLLABORATION

DIVERSE REPRESENTATION

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.

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| **DIVERSE APPROACHES** | **YES** | **NO** | **I will revisit this** | **NOTES** |
| **Diverse Means of Engagement** | Does the course involve a variety of teaching methods and modalities (verbal, visual, interactive, didactic, etc.) rather than relying on one mode of engagement?2See this [Teaching Methods Overview](https://fctl.ucf.edu/teaching-resources/teaching-strategies/teaching-methods-overview/) from the University of Central Florida that describes a spectrum of more teacher directed to more student directed methods. | [ ]  | [ ]  | [ ]  |       |
| **Diverse Activities and Assessments** | Does the course use a variety of assignments and assessments to engage students with content, each other, and to encourage meaningful learning (such as narrative, case studies, tutorials, peer feedback)?5See this [Variety in Assignment and Assessment Methods](https://unbtls.ca/teachingtips/varietyinassessmentmethods.html) from the University of New Brunswick. | [ ]  | [ ]  | [ ]  |       |
| **Diverse Media** | Does the course include content in multiple formats[[1]](#footnote-1) when possible (such as a video interview with an expert on the topic as well as a research article or textbook chapter)?1, 4, 5See these Universal Design for Learning (UDL) Guidelines around action and expression to [use multiple media for communication](https://udlguidelines.cast.org/action-expression/expression-communication/use-multimedia). | [ ]  | [ ]  | [ ]  |       |

**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>  |

1. Multimedia courses may be particularly relevant in online contexts where data plans and unreliable internet delivery may impact student engagement. See an [bandwidth/immediacy graphic](https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-support/preparation/edi.html) by clicking on the link, and then clicking on the [+] next to “EDI in Online Teaching: Where to Begin.” The colourful graphic is located midway down the page. [↑](#footnote-ref-1)