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

**CATEGORY OF CONSIDERATIONS IN FOCUS:**

DIVERSE REPRESENTATION

**SEE ALSO:**

ACCESSIBILITY

COMMUNITY BUILDING and COLLABORATION

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.

| **DIVERSE REPRESENTATION** | | **YES** | **NO** | **I will revisit this** | **NOTES** |
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| **Representing Diversity in Knowledge**  See the journal, [*Whiteness and Education*](https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01UCALG_ALMA51777403270004336&context=L&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=Local%20Search%20Engine&tab=everything&query=any,contains,whiteness%20and%20education), that “publishes research on the construction and deployment of Whiteness in education, including critical discussions on white identity, privilege and power.” | Do course resources emphasize the range of identities and backgrounds of experts who have contributed to a given field?2, 6  See [How Diversity Makes Us Smarter](https://greatergood.berkeley.edu/article/item/how_diversity_makes_us_smarter), from Greater Good Science Center. |  |  |  |  |
| Are traditionally un- or under-represented approaches, perspectives and voices woven throughout course resources, not included as an add-on, one-off, or separate section?1  See [Applying Indigenizing Principles of Decolonizing Methodologies in University Classrooms](https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/187948/pdf) from University of Calgary scholars.  See the [Diversifying Course Materials Research Guide](https://researchguides.library.tufts.edu/c.php?g=954214&p=7079725) from Tufts. |  |  |  |  |
| Do course resources offer multiple perspectives such as those offered by women, Indigenous, Queer, Black and Persons of Colour?3  See the University of Minnesota’s [Diversify Your Syllabus](https://libguides.umn.edu/c.php?g=961505&p=6943612) library page. |  |  |  |  |
| Are the authors of resources those who are speaking for a community or are they from the community they are seeking to represent?3 |  |  |  |  |
| Do course resources represent the conflicts of the field (incorporating diverse perspectives)?2 |  |  |  |  |
| Are authors’ full names, not just initials, included in citations?2  (This can help emphasize gender diversity or unsettle assumptions about authorship). |  |  |  |  |
| **Intersectionality and Diverse Examples** | Do resources and activities offer an intersectional lens?3  See [What Is Intersectionality and Why Is It Important?](https://www.aaup.org/article/what-intersectionality-and-why-it-important#.YPBboC2cbew) from the American Association of University Professors.  For additional resources about intersectionality, how to teach about it and about other social change issues, see [Teaching About Intersectionality](https://educators4sc.org/topic-resources/teaching-about-intersectionality/) by Educators 4 Social Change. |  |  |  |  |
| Are varied names and socio-cultural contexts used in test questions, assignments, and case studies?2  In a related context, on the importance of [Getting Names Right](https://www.teachingwhilewhite.org/blog/2017/10/2/getting-names-right), see this brief description from Teaching While White. |  |  |  |  |
| Does content containing images such as slides and videos, reflect the diversity of students in the course/at UCalgary?1  See [The Gender Spectrum Collection: Stock Photos Beyond the Binary](https://genderphotos.vice.com/) and [PICNOI – Free Stock Photos for a Colorful World](https://picnoi.com/). |  |  |  |  |
| **Diverse Linguistic Representations[[1]](#footnote-1)** | Does course material promote understanding across languages?4  See these Universal Design for Learning (UDL) Guidelines around representation to [promote understanding across languages](https://udlguidelines.cast.org/representation/language-symbols/understanding-across-languages). |  |  |  |  |
| Can the language used in resources be potentially harmful?3  See the University of Calgary’s [Inclusive Language Guide](https://observatori382866246.files.wordpress.com/2019/02/inclusive-language-guide-june-13-2017.pdf) to help inform university interactions and the [News Style Guide](https://live-ucalgary.ucalgary.ca/ucalgary-news/connect-us/style-guide), which offers guidelines about language use in campus publications.  See “[Be Mindful of Language](https://www.celt.iastate.edu/teaching/creating-an-inclusive-classroom/inclusive-teaching-resources/inclusive-pedagogy/)” as an Effective Practice in Inclusive Pedagogy noted by Iowa state University.  See this blog about [inclusive language principles](https://joinhandshake.com/blog/employers/70-inclusive-language-principles-that-will-make-you-a-more-successful-recruiter/) by Handshake that, in part, unpacks problematic everyday colloquialisms. |  |  |  |  |

**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. Language use and linguistic representation are but one aspect of teaching across cultures. For more information on this, and other principles and guides, please see [Learning and Teaching Across Cultures: Good Practice Principles and Quick Guides](https://www.ieaa.org.au/documents/item/397) from the International Education Association of Australia. [↑](#footnote-ref-1)