



Inclusive Pedagogies



Top 25 most frequently recommended inclusion strategies¹

This resource features a list of the 25 most frequently recommended strategies in the resources we reviewed. This list will give you a quick overview of what is available to you.

Enjoy exploring and reflecting!

1. Course design strategies (7)

- Consider the **diversity** of learners in the design of the course.
For example, you could ask yourself:
 - "Who am I designing the course for? Who am I forgetting in the design? What assumptions do I make about the students' backgrounds and culture?"²
 - In terms of materials, content, resources, activities, and assessment methods, "How am I working to ensure my course (...) is valuing a diversity of approaches and not privileging dominant forms of knowledge?"²
- Design courses in which you talk less and allow **more room** for student voices.
- Ensure that **content** and **materials** are accessible.
- Use **images** that do not reinforce stereotypes, but rather show diversity.
- Select **resources** that represent a diversity of authors.
E.g. perspectives, identities, regions, etc.
- Include equity, diversity, and inclusion statements in the **course syllabus**.
- Send students a **survey** prior to the start of the course to learn about the students' background, learning needs, interests, and prior knowledge or experience in order to determine the preferred ways of learning.



2. Strategies to use during classes or training sessions (14)

- **Be explicit** about **how the course works**, **expectations** for participation/performance, and **guidelines** for activities or assignments. Also, adopt a similar level of expectations for all learners in your course or training session.
- Personalize your approach to **communicating** with your students. E.g., make it clear how you are to be addressed and find out how students want you to address them (e.g., names, pronouns).
- Encourage students to get to know and support each other. Foster a healthy, positive, and engaging **learning environment** where everyone recognizes each other's presence and value, and feels welcome (sense of belonging).
- Present the **context**, **objectives** and **overview** of the course on a regular basis.
- Consider the diversity of contexts and ways of learning when **facilitating** learning activities.
 - "How are you supporting and valuing students from marginalized group... (in how they are welcomed in the group, participate in class activities, ask questions, work in groups and complete assignments, for example?)"²
- **Structure** discussions to include a variety of student perspectives, voices and experiences. Leave time to think.
- Establish **rules** of operation and expected behaviors during learning activities. Intervene when there is disrespect.
- **Avoid** asking one person to speak on behalf of a marginalized group.
- Present different **perspectives** that reflect a diverse society and world.
- Vary the way **content** is presented: verbally, in writing in the virtual learning environment (e.g., Brightspace, Blackboard, Moodle), or in multimedia formats.
- Vary the **examples** to cover a diversity of people, backgrounds and experiences, and thus foster a sense of belonging to the learning group.
- Share information at a **pace** that allows students to keep up and limits cognitive overload that is detrimental to information integration and learning..
- **Engage** students in active and authentic learning activities that allow for sharing, exploration, choice of topics and/or formats, critical thinking, and challenge at their level.
 - "What content in your course lends itself to hands-on engagement?"²
 - "In what ways does the activity require students to question their biases and knowledge to work toward a solution?"²
 - Vary the type of activities (active learning): individual reflection, small group discussion and/or problem solving; inquiry-based learning, simulations, case studies, project-based learning, etc.



- Encourage **risk-taking** in activities since mistakes generate meaningful experiences and promote learning.

3. Strategies for after classes, the course or the training session (4)

- Provide **support** to students.
E.g. guiding and facilitating learning, providing informal and formal feedback on a regular basis, making the recording of each of your lessons available for review, offering flexible office hours (formats: virtual and/or in-person; individual/group).
- Offer **choices** of topics and assessment formats.
- Consider the diversity of contexts and ways of learning in how to **assess** and provide **feedback**. For example:
 - “How do the assessments engage students in questioning and critiquing existing and established content?”²
 - How do the evaluation questions or topics consider different backgrounds, experiences, and pathways?
 - In the case of projects as a working and evaluation method: “What projects can benefit both the community partner, the individuals they serve, and the student(s)?”²
- **Reflect** on your teaching practices:
 - Gather feedback.
 - Review lessons and the course: what went well, what could be improved, and how you plan to do it.
 - Question your biases, attitudes and behaviors in the teaching/training context:
 - “How does my social and geographical location influence my identity, knowledge, and accumulated wisdom? What knowledge am I missing?”²
 - How does my power and privilege show up in my (teaching)?”³
 - What can I change about the way I interact with students to make my teaching and their learning more inclusive?

Universality of inclusion strategies

We estimate the universality of inclusion strategies to be at 80-90%, based on a **review of the literature** and a reflection on our **experiences** in practice.

Universality takes place **without minimizing the specificities** of each diversity group. It **promotes** a **coalition approach** between these groups.

Universality facilitates **course design** and supports the learning, success and talents of a **diverse** student body.

SAEA (2022); Hogan et Sathy (2020)



References for this tool:

1: See in particular:

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- Teaching and Learning Support Service (TLSS). (2022). *Inclusive pedagogies*. [Website; launch, summer 2022]. University of Ottawa.
- Twyman-Ghoshal, A. et Carkin Lacorazza, D. (2021, March 31). [Strategies for Antiracist and Decolonized Teaching](#). *Faculty Focus*.

2: Twyman-Ghoshal, A. & Carkin Lacorazza, D., (2021, March 31). [Strategies for Antiracist and Decolonized Teaching](#). *Faculty Focus*.

3: Question adapted from Twyman-Ghoshal & Carkin Lacorazza (2021).

