

RESOURCE PAGE

(for use during the workshop and/or as something to take back to the office)

Here is an incomplete list of ideas for incorporating inclusive and/or universal design pedagogical practices. This list comes from a variety of sources, including the GoogleDoc we created at the February 15th workshop.

- Use reflection assignments to gauge student responses and engagement
- Employ "ungrading" methods (e.g., contract grading, specifications grading)
- Allow revisions of coursework
- Use group contracts for group projects
- Offer a variety of assignment types (e.g., problem sets, papers, quizzes, projects)
- Create opportunities for students to make their learning visible to the full learning community to help build solidarity as opposed to competition around assessment
- Create low-stakes opportunities for students to practice before they are asked to perform

- Offer a variety of ways to participate (e.g., entire class context, small groups, written responses)
- Use structured discussions to manage participation
- Strategies to encourage students to express views (e.g., wait time; think-pair-share)
- Develop class norms to guide behavior
- Recognize & respond to microaggressions

- Offer flexibility around attendance; offer mental health or personal days
- Offer flexibility around due dates or late work; consider specific circumstances
- Include an Accessibility & Inclusion syllabus statement
- Use the syllabus as a place not just to lay out policies and pedagogical decisions but to explain them.
- Use class time to discuss your choices.
- Be transparent on content choices/course design; be explicit about organization and narrative of the course
- When you're able to involve students in co-creating aspects of the course (e.g., class conversation guidelines, assignments, assessments, grading rubrics, etc.), be explicit about why and how that's going to happen

- To the extent possible, include a wide range of perspectives, experiences, and backgrounds in your course materials—and be attentive to the costs and accessibility of materials (consider using open source material)
- Use variety of source materials (e.g., text, visual, auditory, hands-on)
- Represent multiple perspectives in class content
- Highlight diverse role models in your discipline
- Affirm students, their values and abilities
- Recognize your own positionality, frame of discipline
- Voice a wide range of perspectives yourself
- Name and discuss the agenda(s) and historical biases of your field/department

- Manage course workload (A&S: full time = 10 hours per class/wk if registered for the recommended 16 credit hours)
- Be accountable to students (e.g., expect work submitted on time and return work in timely fashion)
- Work with students to meet ODA accommodations

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