Key Guiding Questions/Considerations for EDI

Applying the Concepts Through UDL

Design and Development Phase

**Content & Materials**

* Do the instructional materials show diversity (e.g., gender, race, body size of people in photos, images, videos people, readings, videos, images, guest speakers)?
* When instruction includes sensitive content that could be offensive, are there content warnings provided?
* When instruction includes sensitive content, is the material being deconstructed and situated into historical context where warranted?
* Do instructional images promote stereotypes, or do they include non-dominant schemas (e.g., composition of a family)?
* Do multi-media include captions and transcripts?
* Are accessibility guidelines followed for PowerPoint slides? (See [Accessibility Checklist for MS PowerPoint](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/final_reversed_-_accessibility_checklist_for_powerpoint_4.pdf) and [Accessibility Checklist for MS Word](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/final_-_accessibility_checklist_for_word_documents.pdf))

**Activities & Assessments**

* Are there learning activities that prompt students to consider how their positionality shapes the way they approach the topic?
* Do synchronous activities pose barriers to participation (e.g., for students in other time zones)?
* Are graded assessments designed such that they pose potential barriers for students who encounter technological problems (e.g., synchronous)?

**Others**

* Do technology requirements pose barriers to participation?
* In what ways does the “course” highlight the impact of intersectionality/privilege and oppression on the topics under study?

Delivery of Instruction Phase

**Content & Materials**

* Is material organized into small segments?
* Are there any acronyms and abbreviations that are not defined?
* Does the course include examples of key concepts that students can relate to?
* Are key terms reinforced by writing them down?
* Are hand-outs, worksheets, templates, etc. accessible?
* If recorded videos are used to post online, is it following [Best Practices for Video and Audio Recording](https://uwaterloo.atlassian.net/wiki/spaces/ISTKB/pages/291833939/Best+Practices+for+Video+and+Audio+Recording)?

**Activities & Assessments**

* When providing feedback on assessments, do I use inclusive language?
* Whenever possible, do I grade anonymously to eliminate the influence of unconscious bias?

**Others**

* Are accessibility guidelines followed for in-person presentations? (See [Accessibility Checklist for Face-to-Face Presentations](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/final_-_accessibility_checklist_for_presentations.pdf))
* Do I use a variety of instructional strategies that foster inclusivity and belonging (e.g., invite students to use their choice of pronouns, respect students’ choice of pronouns, including choice not to disclose, responding to questions with examples that show diversity)?
* Does the course recognize that some students need to use technology for accommodations?