

HOW DO YOU MAKE INSTRUCTION/TRAINING INCLUSIVE?

## Open Ended

Ask students to introduce themselves with their pronouns

Incorporate UDL into instruction (provide ALL materials & make them accessible, provide outline of any lecture, arrange students in so they see each other's faces, open curriculum/syllabi)

Provide opportunities for feedback and to reflect on learning

offer up different ways to learn the content (videos or articles or hands on etc)

Provide multiple channels for student responses to content questions.

Offering multiple ways of encouraging students to interact

Multiple formats of materials

Talk with student clubs or groups (Student government, social/cultural clubs)



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Work with access services on campus

Acknowledge that there are multiple ways for students to earn class participation grades (e.g., eye contact is not required to show active listening).

Offer readings/references from a wide range of voices, communities, & publications [e.g., not just the old white guys who wrote textbooks in the 20th C]

Constructivist theory or problem based learning allows students to approach a challenge with their unique skills and views on the world - they do this as a group for biggest impact

Include reading/references that are relevant to the experiences of different communities/cultures/abilities/etc

Acknowledge "unfixable" access barriers or inequalities. Explain why things the way they are and give possible solutions and/or action plans

Encourage students to use interlibrary loan if the library doesn't own a specific book or article

Language and grammar in higher education can form a barrier, especially with international students or students with learning disabilities. Try new approaches to using academic language in the classroom

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Start sessions with icebreakers that don't call out individuals but let them freely feel free to participate and get comfortable with the group they will be working with.