Teaching with and about EDI

EDI in instruction involves a complex set of practices. It can include both embedding principles of EDI in your teaching practices and teaching about principles of EDI in the content of the class. Thus, any professor can champion EDI by doing things like creating diverse teams and providing them with tools that allow them to benefit from that diversity. That same professor can also explicitly teach about the value of diversity as it relates to course content. These practices of teaching about and with EDI co-create feelings of safety and belonging amongst students which ultimately allows them to learn and flourish while simultaneously advancing EDI values in and beyond the classroom. This chart is a non-exhaustive guide to how to both teach with and teach about EDI.

	Teaching with... Deploys EDI-centred pedagogical practices ranging from design to delivery	**Teaching about....** Teaches content directly related to EDI topics and values through assignments, lecture topics, and materials
Equity	Participants have equitable opportunities to participate, learn, and succeed; for instance: • Design activities to reduce or eliminate financial barriers to participation such as material costs or fees for activities. • Eliminate requirements that might create inequities, such as required in-person meetings outside of course time, or the assumption all students have the same access to technology. • Consider how students' different backgrounds, learning styles, needs, and identities may impact their classroom experience. (For example, consider multiple modes of delivery or opportunities for participation.) • Assess students on the specific learning outcomes that have been set for the course. (For example, do not require students to use experiences	Build awareness of what equity is and why it is important through learning activities. Build competencies that help learners advance equity both in the classroom and beyond.

	from outside the classroom to excel, or do not assess students on skills or knowledge not explicitly included in the learning outcomes.)	
Diversity	There is diversity among learners in the class and in any learning groups used in the class. • Design your learning environment in such a way to reduce or eliminate barriers to accessibility. (For example, record and post lectures, create content that is compatible with screen readers, and give students a platform to share their experiences.) • Strive to create teams that value diversity both along lines of identity and learner approach. (For example, have students fill out a pre-activity survey to share their learning styles, concerns, and goals.) • Provide guidance on how to succeed in a diverse team. (For example, cover effective teamwork strategies.) • Create activities or assessments that require students to consider diverse perspectives.	Build awareness of what diversity means in different contexts and why it is important through learning activities and chosen content. Build competencies that help learners value and work towards diversity both in the classroom and beyond.
Inclusion	Learners feel that they belong and are welcome in the learning environment. • Select materials that reflect the diversity of people across the world. (For example, use readings or cases from outside of North America and the West and invite guest lecturers from a variety of backgrounds.)	Build awareness of what inclusion entails and why it is important through learning activities and chosen content. Build competencies that help learners cultivate inclusive spaces both in the classroom and beyond.

	- Select materials that offer diverse perspectives. - Use images (e.g., in slides) that reflect diversity or, at the least, are neutral (e.g., not human images). - Create assessments that allow different types of learners to succeed. (For example, offer multiple modes of assessment, allow students to have some agency in selecting assessments, or offer flexible grading schemes.) - Build in opportunities to provide regular feedback to students. (For example, allow ample time to practice skills before an assessment, or design low-stakes assessments to help students identify areas of improvement.) - Create opportunities to hear and incorporate student feedback. (For example, conduct mid-course evaluations or feedback sessions.)	