Inclusive Workshop Review Rubric

Use this when creating or preparing for a workshop. It provides guiding questions and rationales for a workshop creator and/or facilitator to consider by breaking down various aspects of workshop preparation and facilitation.

While it could be helpful to read through these questions before doing any workshop creation, it is most useful when you have a first draft of the workshop, including structure, preliminary content, and ideas for activities; use these questions to aid when revising the workshop.

If you are just dipping your toes into accessible and inclusive facilitation practices or are new to workshop development and facilitation in general, aim for completing at least half of each section of the rubric. The more advanced you feel at this work, the more of this rubric you should aim to accommodate for in your workshop.

Workshop title:

Review date:

Reviewer(s):

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| --- | --- | --- |
| Category | Ask yourself… | Why you should ask yourself this |
| Preparation: Beginning in a good way | Does the workshop begin with acknowledging the land and traditional territory on which the workshop is located? | Recognizing Indigenous beliefs is not only a part of the [Truth and Reconciliation Commissions Calls to Action for Education](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf) (CTA 62-65), but also an important exercise for any settler living on unceded land. |
| Preparation: Beginning in a good way | Have you practiced saying Indigenous place and community names prior to delivering the workshop? | To show respect to the Indigenous communities, it is important to practice and respect their language prior to delivering the workshop and acknowledgement. There are many [resources](https://www.mcgill.ca/indigenous/land-and-peoples/learn-about-land-and-peoples-tiohtiake-montreal) online that demonstrate how to pronounce words in different Indigenous languages. |
| Preparation: Beginning in a good way | Did you reflect on how the workshop content relates to Indigenous pedagogies and epistemologies? Did you reflect on how your own positionalities, possibly as settlers, relates to the workshop content and Indigenous pedagogies and epistemologies?  View [glossary of terms](https://www.mcgill.ca/skills21/facilitator-guide/reflect/inclusive-workshop-toolkit) like positionality, settler, and more. | Go beyond acknowledging the land through connecting the content and themes of the workshop to place and/or Indigenous knowledge systems. This may take some additional research, but it is an important commitment to make.  Find links to additional readings on this topic in Appendix C. |
| Preparation: Beginning in a good way | Did you [reflect on your positionality](https://lsa.umich.edu/social-solutions/news-events/news/insights-and-solutions/infographics/intersectionality--positionality--and-privelege.html) to the material? Do you include relevant personal examples or privileged points of view? | Understanding where you are coming from in relation to workshop content will help you identify any biases you may have going into the workshop. You can further demonstrate your understanding and applicability of the content by using your own examples, and it helps to identify what your point of view is when giving those examples. |
| Preparation: Logistics | Is there a facilitator guide?  Download a template. | This will have notes for facilitators about timing, how to explain activities, images, acronyms, or jargon, and other speakers notes. This is an item that can also make the facilitation process more accessible for the facilitator, since they will have notes for instruction and accessible practices in one place. |
| Preparation: Logistics | Is there a participant guide?  Download a template. | Participant guides speak to UDL Guidelines on [facilitating managing information and resources](https://udlguidelines.cast.org/representation/comprehension). The guides can assist learners who might not be able to view a screen, hear and/or track material as it is provided, or for learners who require a preview of materials, strategies, or concepts. It also offers the learner an artifact to leave the session with. |
| Preparation: Logistics | Have you looked through material to see if you should include a [content note](https://www.cctl.cam.ac.uk/content-notes/what-are-content-notes/why-use) on things like sensitive material, and/or stimuli (e.g. repeated/flashing images)? | A content note will allow for attendees to choose how and to what extent they are comfortable engaging with certain materials. |
| Preparation: Logistics | Have you provided a space or contact for participants to reach out if they have any [access needs](https://celebratingdisability.co.uk/asking-about-disability-on-a-form/)? Does you have a plan to accommodate those needs? | A facilitator cannot know or anticipate every need a participant will have, so a simple solution is to ask and proactively incorporate accommodations.  Follow up with the participant after they have reached out to have a conversation about how their need(s) can be met. |
| Facilitation | Do you introduce yourself, including [pronouns](https://pronouns.org/what-and-why), if comfortable? Do you invite others to do so? | Modeling pronoun sharing is an inclusive practice in solidarity with 2SLGBTQIA+ communities. |
| Facilitation | Are norms or [community agreements](https://www.mcgill.ca/sustainability/files/sustainability/quick_guide_to_community_agreements.pdf) set and discussed at the beginning of the workshop? If not, what should be added? How are participant voices involved in the creation of the norms? | Community norms can foster an environment that is more conducive to full participation. They can also allow participants an opportunity to express their access needs. |
| Facilitation | Is there more than 15 minutes of lecturing content at a given time? If yes, how can it be broken up so that there is some form of interactivity every 10-15 minutes? | Interspersing lectures with interactivity allows for learners to process and practice implementing what they are learning. |
| Facilitation | If the presentation is long (over 1 hour), is a break (at least 10 minutes) included? How will you signal this to participants? | Taking breaks is important for participants to see to their physical needs (stretch, bathroom) and to give their brain a chance to process information. Try to include the specific time participants should return after a break either by writing a whiteboard or in the video chat. The longer the session, the longer, or more frequent, the breaks. |
| Facilitation | Are activities planned with [active learning strategies](https://www.mcgill.ca/tls/instructors/strategies) in mind? | Active learning strategies are an effective method of centering the learner in the learning process. |
| Facilitation | Do you describe verbally any images, charts, or graphs that appear on the slides? | Verbally describing images, charts, or graphs is helpful for participants who are unable to see them. This is also called for in the [UDL principle for multiple means of representation](https://udlguidelines.cast.org/representation) |
| Facilitation | What is the level of language being used? Is there jargon, and if so, is jargon defined in plain English? Does this include explaining acronyms? | Plain language can be more accessible to a wide audience including English language learners. |
| Facilitation | Are instructions clear? Are instructions shared in multiple formats? How are they being communicated to the audience? How can they be made visible throughout the duration of the activity? | Having clear and continuously visible instructions helps participants who would like to read along with instructions. This can be helpful for English language learners and can help [processing and executive function](https://udlguidelines.cast.org/representation/perception) for all participants. It also helps all participants stay on task since it helps limit confusion or misremembering. |
| Participant engagement | Are the learning outcomes [centered on participant learning](https://www.mcgill.ca/skills21/facilitator-guide/initiate/writing-learning-outcomes)? Do you state the outcomes at the beginning and end of the workshop? | Linking the outcomes to learning can help set expectations for the learner. It can also help the facilitator understand whether activities are appropriate for learning. Stating the outcomes explicitly at the beginning of the workshop helps learners know what to expect during the session. Repeating the session at the ends reminds them of the content that was covered. |
| Participant engagement | Do activities present any barriers for participation? What [alternative options](https://udlguidelines.cast.org/engagement) for engagement could be provided to remove those barriers?  Barriers could include unclear instructions, all activities being in the same format, unexplained terms/jargon used in the activity, etc.; see more [examples](https://www.understood.org/en/articles/how-to-break-down-barriers-to-learning-with-udl) of [barriers](https://inclusive.tki.org.nz/guides/universal-design-for-learning/identify-potential-barriers-to-learning-and-wellbeing/). | Inclusive pedagogical practices ask the instructor/ facilitator to be aware of the environment and the materials so that it can be as widely understood as possible. Try choosing activities that are as barrier free as possible or adapting activities to provide alternative ways to engage. |
| Participant engagement | How can you [connect the content](https://udlguidelines.cast.org/engagement/recruiting-interest) to participants’ prior knowledge on the topics? | Inclusive pedagogical practices suggest that this is supportive of student assets, can deepen engagement and retention; this is part of UDL guideline for multiple means for engagement. |
| Participant engagement | Are [tasks broken down](https://udlguidelines.cast.org/action-expression) in a way that makes it clear who will do what? E.g. note taker, someone who reports back to main group, etc. | Speaks to UDL guideline: multiple means of action and expression, providing options for executive functioning. |
| Participant engagement | Do activities have [multiple formats of engagement](https://udlguidelines.cast.org/engagement)? This means not all activities are the same format. How will the modality (in-person vs online) impact the activities? | As participants learning preferences vary, so too, should activities and material, according to UDL principle for engagement. |
| Participant engagement | Do you ask participants for [feedback](https://www.mcgill.ca/skills21/facilitator-guide/reflect/workshop-feedback-forms) after the session? | Asking for feedback immediately following the session allows it to stay fresh in the participants’ minds and provide you with information as to what worked well and what could be improved. |
| Slide deck | Will the slides be shared prior to the workshop? After the workshop? Are participants notified about if/how they will receive the slides prior to the session? | Sending slides prior to the workshop can help participants know what to expect in the session. If you would prefer not to send the entire slide deck before the session, a good alternative is a Participant Guide.  Sending slides after the workshop will leave participants with a useful artefact to remember details from the session. Let participants know early on if/when they will get the slides so they can take notes in the most effective way, e.g. writing down what is said, not exactly what is on the slide. |
| Slide deck | Have you followed good practices on [document and presentation accessibility](https://www.mcgill.ca/sustainability/files/sustainability/quick_guide_to_document_and_presentation_accessibility.pdf)? | Being proactive with your document accessibility creation can help having to make adjustments later on. |
| Slide deck | Have you added alternative text (alt-text) to images? | Making certain features such as images accessible from the outset will reduce barriers for all participants, even those that do not reach out for a specific accommodation. Incorporating alt-text speak to the [UDL principle of providing multiple means of representation](https://udlguidelines.cast.org/representation). |
| Slide deck | Have you run an [accessibility checker](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f) on the PowerPoint slides and any accompanying digital handouts?  Note: if you save the PowerPoint as a pdf, it will not necessarily retain the work done through the accessibility checker. | The accessibility checker helps to verify that contents are in correct order for screen readers, that alt-text is used on images, and other accessibility concerns are addressed. |
| Slide deck | Do images offer diversity in terms of people, bodies, and lived experiences represented? | Using imagery that represents diverse bodies can assist in greater sense of belonging for participants that have been marginalized. |
| In-person considerations | How large is the room? Does the furniture need to be re-arranged so participants can see/hear the facilitator? If the room is large enough to hold 25 or more participants, is there a working microphone and speakers? | This creates an accessible and inclusive physical space. For hard of hearing students, microphones are important for access. |
| In-person considerations | How do participants get to the space? Is there an accessible entrance? How is this information shared with participants before the session? | Participants should know how to access the space and know that it meets their accessibility needs ahead of time.  For workshops at McGill, see these [Campus Access Guides](https://www.mcgill.ca/access-achieve/accessibility/campus-access-guides) for information about building accessibility on campus. |
| In-person considerations | Does the room have enough seats for each participant? Are the chairs suitable for larger bodies? Is there space/flexibility in the room for wheelchair users? | Participants should feel physically comfortable in the space. |
| In-person considerations | Do you make it clear that people can stand up or move around the space if they would like to do so? Do you indicate where they can do that so as not to disrupt others? | Some people might find it difficult to stay seated or stationary during the entirety of the session, so it can be helpful to set a norm that people are allowed to stand up or move around during the session. |
| In-person considerations | Does the room have the appropriate equipment for the presentation? (ex. computer cables, connectors, speakers, tables, markers)  Do you need to bring anything? Can/did you scout out the location ahead of time? | Ensure activities go smoothly and as planned, or if needed the facilitators can adapt activities if they know ahead of time the options available in the room. |
| In-person considerations | If the room is large (over 100 people) is the font size on visual aids visible from the back of the room? | Participants should be able to view the slides from everywhere in the room. |
| In-person considerations | Where are the washrooms? Where is the gender-neutral or single stall washroom(s)? Do the washrooms have step free access and if not, where is the closest one? Have you made participants aware of where they are located? | Ensure that participants know how to take care of themselves if they need. This includes highlighting where they can safely access washrooms.  For workshops at McGill: See these [Campus Access Guides](https://www.mcgill.ca/access-achieve/accessibility/campus-access-guides) for information about gender neutral washroom locations on campus. |
| Online considerations | Did you turn on closed captions or live transcript? | This will help learners who would like or need to see the words while listening. |
| Online considerations | Do you have [pronouns](https://pronouns.org/what-and-why) next to your name on the platform? | Modeling pronoun sharing is an inclusive practice in solidarity with 2SLGBTQIA+ communities. |
| Online considerations | If the session will be recorded, are participants informed ahead of time? How will you share recording? | Participants who may not feel comfortable being recorded can engage according to their preferences. |
| Online considerations | Do cameras and/or microphones need to be on for participation, and if so, will it change participants’ level of engagement? Are they told ahead of time if cameras and/or microphones are required to be on for any amount of time? | Depending on internet bandwidth and participant preferences, they may not be able to turn on their video and/or microphone, so they should go into the session knowing what level and type of engagement is expected. |