

Inclusive workshop toolkit

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Background information and instructions for use

What is this toolkit?

The Inclusive Workshop Toolkit includes a rubric, checklist, templates, and resources to incorporate accessibility and inclusivity into workshops. It provides considerations for the logistics of workshop preparation, facilitation, and participant engagement, incorporating elements from [Universal Design for Learning](#) (UDL) and active learning pedagogy.

While this toolkit does not provide guidance or speak to how to create workshop *content* that is anti-oppressive or decolonized, doing so is highly encouraged. To begin learning about creating anti-oppressive and decolonized material see Appendix C.

Who is this toolkit for?

The audience of this toolkit are people who create and/or facilitate workshops in any setting. This could be at a university for students, for instructors, for clubs; it could also be used when creating workshops for the public.

How and when do I use this?

If you are starting a workshop from scratch, consider using the [SKILLS21 Facilitator Guide](#) from McGill University to help [initiate](#), [plan](#), and [facilitate](#) a workshop, and then after you've done that and have your first draft, come back to this rubric to prompt your revisions.

Once you have an outline or first draft of your workshop (including structure, preliminary content, ideas for activities, etc.), use the rubric to review your workshop and make edits accordingly. Once you have a final draft, create the Facilitator and Participant Guides.

If you have an existing workshop, you can use the rubric to review it, and perhaps use the Facilitator and Participant templates to create guides, if they don't exist already.

Why does this exist?

Ensuring that the format and activities of workshops are inclusive and accessible for learners of different lived experiences is crucial for ensuring that all those who wish to attend and access the materials can do so. The toolkit primarily draws from principals of [Universal Design for Learning](#) (UDL) and active learning pedagogies and is informed by the creators' positions within a Center for Teaching and Learning unit in a post-secondary institution in Canada. The UDL framework can sometimes feel overwhelming, so the goal of this toolkit is to provide actionable prompts to incorporate elements of UDL that are most applicable to the specific setting of a workshop.

Creating spaces where all can be present and participate to the extent to which they are able can support the goal of making all learners learn in a productive environment, feel welcome, and bring their whole selves to a space. Sometimes, this involves making changes to practices, policies, and procedures. Another goal in creating this toolkit is to foster reflection and action on what workshop facilitation practices or policies may currently be in place at your institution and what could be changed to allow for more equitable and inclusive environments.

As a bonus, this can also help demystify the process of creating and facilitating a workshop – making the process more accessible as well.

The work of equity, inclusion, and social justice is ongoing and dynamic. This toolkit can act as a starting point for those who wish to engage with equity and inclusion work within their workshops; it is by no means all-encompassing or static. If you have comments on or suggestions for elements of this toolkit, please contact carrie.hanson@mcgill.ca.

Credits/Acknowledgments

Created by Carrie Hanson (she/her) in July 2022, with support from Charlene Lewis-Sutherland (she/they) and Adi Sneg (she/her). This toolkit was piloted by three graduate student assistants who work as workshop facilitators at McGill's Teaching and Learning Services (TLS); they reviewed and made updates to workshop content and created participant guides. The rubric was revised in September 2022 with support from additional members of TLS; thank you to April Babey, Jennie Ferris, Amanda Saxe, Leigh Korey, Mithura Sanmugalingam, Alex Liepins, Saima Ahmed, and Amelia Newsome for providing their thoughtful and constructive feedback.

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):

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 (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 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?	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.



	See Appendix D: Glossary of terms for more information about terms like epistemologies, positionalities, and settlers.	
Preparation: Beginning in a good way	Did you reflect on your positionality 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? See Appendix A for template and example.	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? See Appendix B for template and example.	Participant guides speak to UDL Guidelines on facilitating managing information and resources . 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 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 ? 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 , 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 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 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
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 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 ? 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 for engagement could be provided to remove those barriers?	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.



	Barriers could include unclear instructions, all activities being in the same format, unexplained terms/jargon used in the activity, etc.; see more examples of barriers .	
Participant engagement	How can you connect the content 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 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 ? 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 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 ?	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 .



Slide deck	Have you run an accessibility checker 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 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 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 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.

Inclusive workshop checklist

This checklist is based on the Inclusive Workshop Toolkit. If you would like to see further information about each of these statements, including rationale and resources, use the Rubric.

If you are just starting with inclusive and accessible practices, or are new to workshop development and facilitation entirely, aim to check off at least half of each section. The more experience you have in this work, the more items you should aim to check off!

Workshop title:

Review date:

Reviewer(s):

Preparation: Beginning in a good way

- I begin with acknowledging the land and traditional territory on which the workshop is located
- I have practiced saying Indigenous place and community names before giving the workshop.
- I have reflected on how the workshop content relates to Indigenous pedagogies and epistemologies.
- I have reflected on how my own positionalities relate to the workshop material.
- I have included relevant personal examples or privileged points of view I might have.

Preparation: Logistics

- I have created a facilitator guide.
- I have created a participant guide.
- I have looked through material to see if I should include a [content note](#) on things like sensitive material, and/or stimuli (e.g. repeated/flashing images).

- I have incorporated accessible features e.g. turning on closed-captioning, providing alt-text for images, finding a physically accessible location, etc.
- I have advertised which accessibility measures I incorporated into the workshop.
- I have provided a space or contact for participants to reach out if they have any [access needs](#).
 - I have a plan to accommodate needs that arise.

Facilitation

- I introduce myself at the beginning of the session, including my [pronouns](#) if I'm comfortable with doing so. I invite others to share as well.
- I set and facilitate discussion on norms or [community agreements](#) at the beginning of the workshop?
 - I involve participant voices in the creation of these norms.
- I break up lecturing content so that there is some form of interactivity every 10-15 minutes.
- I have included a break if the session is over 2 hours.
- I have planned activities with active learning strategies in mind.
- I describe verbally any images, charts, or graphs that appear on the slides.
- I define jargon in plain English and explain acronyms.
- I share instructions in multiple formats and ensure they are visible throughout the duration of the activity.

Participant engagement

- I have created learning-centered learning outcomes.
- I provide alternative options for engagement to remove barriers to participation.

- I help connect content to participants' prior knowledge on the topic.
- I break down tasks in a way that makes it clear who will do what.
- I ensure activities have [multiple options for engagement](#), meaning not all activities are the same format, taking into consideration the modality.
- I ask participants for feedback following the session.

Slide deck

- I have informed participants about if and when they will receive the slides
- I have followed good practices on [document and presentation accessibility](#).
- I have added alternative text to images.
- I have run the an [accessibility checker](#) on the PowerPoint slides and any accompanying digital handouts.
- I have ensured images offer diversity in term so people, bodies, and lived experiences represented.

In-person considerations

- I have booked a room of appropriate size.
- I have provided instructions on how to find and get to the space.
- I have (re-) arranged the furniture so participants can see/hear me.
- If the room is large enough to hold 25 people, I have ensured there is a working microphone and speakers, which I will use during the presentation.
- I have ensured the room has enough seats for each participant.
- I have made sure there is chairs suitable for people with larger bodies, to the extent possible.



- I have ensured there is space and flexibility in the room for wheelchair users.
- I have made it clear that people can stand up or move around the space if they would like to do so, and indicated where they can do that.
- I have ensured the room has the appropriate technology and equipment, such as cables, connectors, speakers, tables, markers, or I have made plans to bring what I need.
- I have made the font on visual aids large enough so everyone in the room can see it.
- I have identified for participants the location of nearest washrooms, including gender neutral, single-stall, and step-free washroom(s).

Online considerations

- I have turned on closed captions or a live transcript.
- I have pronouns next to my name on the platform.
- I have alerted participants if the session will be recorded.
- I have told participants about the expected level of engagement, including if they will need to have their microphone and/or camera on at any point in the session.



Appendix A: Facilitator Guide Template

Instructions: Use this template when your workshop has been created and you are preparing for the facilitation of the session – either for yourself or someone else. Make notes for the facilitation practices, and as necessary, provide prompts for other facilitators. If you plan on facilitating the workshop, it is still helpful to create this guide for yourself, or to help with knowledge transfer should someone else need to facilitate in your place.

To include in your guide:

This outline is to be used as a guideline for delivering the workshop. Facilitators are encouraged to add relevant personal examples and anecdotes into their own copy of a facilitator guide that help to illustrate and elaborate on content points.

Slide	Content and Tips
Thumbnail image of slide	<p><i>Include information such as:</i></p> <ul style="list-style-type: none">• <i>Speaker's notes</i>• <i>Notes about how to facilitate e.g. when to click for animations, when to pause</i>• <i>How to describe images</i>• <i>Jargon or acronyms that should be explained</i>• <i>Instructions for activities</i>• <i>Length of time spent on that slide or section</i>• <i>Anything else you feel is relevant!</i> <p><i>See next page for an example</i></p>

Example Facilitator Guide

Taken from Skills for Time Management workshop

<p>The Priorities Matrix</p>	<p>Introduce the grid; Explain x and y axis terms; what we have are 4 different ways we can look at how we spend our time [Add your own examples for each quadrant]</p> <ol style="list-style-type: none"> 1. Important and urgent — last minute deadlines, a leak in your apartment, covering for a colleague last minute. This quadrant is inevitable but too much time here can lead to burnout, and poor planning or procrastination can lead to a lot of time here. 2. Important but not urgent — <i>heart of effective self-management</i>: long-term planning, relationship building, etc. — this where Covey says successful people spend their time 3. Urgent but not important — too much time here has a short-term focus, ignores <i>your</i> long term goals and plans, often described as busy work. Things can you feel you need to respond to immediately (like a text, Instagram comment, email) but can wait until a time you designate to respond to messages. Can you turn your phone on silent while working? Or do these when you are lower energy because they don't take as much effort and you want to save your higher energy time for more consuming work. 4. Not urgent and not important — hours of social media scrolling, avoiding tasks, excessive online shopping. Things that can be okay to do, but in moderation. <ul style="list-style-type: none"> • Emphasize that Self-care should be important, i.e., making time for what is important. • This is not useful for deciding what is important; but is useful for seeing how we spend our time relative to importance and urgency
<p>The Priorities Matrix - Activity!</p> <p>In Mural:</p> <ol style="list-style-type: none"> 1. List academic and job-related tasks you have to do this month 2. Move those tasks into the appropriate quadrant in the matrix 3. Create a daily to-do list with 3-4 items that are top priority 	<p>Before workshop, create a mural for the session from this template: link to template</p> <p>Instructions (copy in chat)</p> <ol style="list-style-type: none"> 1. List academic and professional tasks you have to do this month 2. Move those tasks into the appropriate quadrant in the matrix 3. Create a daily to-do list with 3-4 items that are top priority



<p>The Priorities Matrix- Activity!</p> <p><small>J. Probst</small></p>	<p>Debrief</p> <p>Have some students share their thoughts about the activity, divergent answers, challenges, insights, etc.</p> <p>Questions to prompt discussion:</p> <ul style="list-style-type: none"> • What are your thoughts? Did you struggle placing anything? Where is most of your stuff? Do you have any empty quadrants? • For “study for an upcoming exam” ask– what if it is tomorrow? A month away? a week away? Clearly there is a line where the not urgent becomes urgent • For “update your CV” – doing this regularly makes it easier to apply for opportunities that pop up suddenly; doing this from scratch is hard • For “attend student council meeting” - the importance and urgency of this depends on your goals
<p>Reflection</p> <hr/> <ul style="list-style-type: none"> •Did you struggle to place anything? •Where did most of your tasks fall in the table? •Do you have any empty quadrants? •How will you reward yourself for doing your tasks? •When/where will you use the priorities matrix in your life? <p><small>J. Probst</small></p>	<p>How can they take this further?</p> <ul style="list-style-type: none"> • Draw the grid for yourself, think about how you spend the 168 hours in each week and map how you spend your time into it • Do you spend too much time in Q1? Do you spend enough time in Q2? Etc. <p>Ask them if they have any questions and to put them in the chat</p>

Appendix B: Participant Guide Template

It might be helpful to think of a participant guide as a map for your workshop – it tells participants what to expect in terms of content and format. Participant guides can also assist learners who might not be able to view a screen, hear and/or track material as it is provided, so you would provide that information here; it can also be helpful for learners who require or would like a preview of materials/strategies/concepts. It also speaks to UDL Guidelines on facilitating managing information and resources.

Below are options for sections to include in your guide and the type of information to include in that section. You could send this document in a reminder email or attach it on the registration webpage.

Create this guide after you have finished creating and reviewing your workshop.

[See an example of a participant guide.](#)

Land acknowledgement

Include an acknowledgement of the land where the workshop is taking place, along with any treaties. Provide information for participants to learn more about local Indigenous Nations and/or communities. A good starting point is [Native Land](#), which provides an interactive map and links to more resources. Connect the acknowledgement to the content of the workshop and the work of [decolonization](#).

Consider:

- How can you use this land acknowledgement to generate allyship with local Indigenous communities?
- What ties does your institution have with local Indigenous communities?
- How can you connect the content of the workshop to the work of decolonization?

For examples, see [McGill's Land Acknowledgement](#) and [Concordia's Territorial Acknowledgment](#). For an example within a participant guide, see the guide for McGill's [Skills for Time Management workshop](#).

Session description and outcomes

Provide a description of the session along with its learning outcomes.

Working definitions

Provide keywords or jargon that are discussed in the workshop, in order to ensure participants enter the workshop with common understanding of key terms. Provide citations of definitions as necessary.

Activities

Explain what type of activities will be included in the workshop along with expected level of engagement. If possible, share activity/reflection prompts here.



In a virtual workshop setting, consider providing information about the following:

- Will there be breakout rooms? Are microphones and/or cameras expected to be on? Will the chat feature be used? Polling? Will there be QR codes shared for which participants will need a smart device?

In an in-person workshop setting, consider providing information about the following:

- Will there be small group discussions? Large group discussions? A mix of both? Will there be handouts or worksheets? Could you link to them here?

If there are case studies, include them here so that participants can read through ahead of time and use this document to follow along during the session.

Your questions answered

If participants were asked to share questions ahead of the workshop, share their questions (anonymously) along with responses to those questions.

Your next steps

Provide prompts for further action or reflection related to the workshop content.

Space for your notes

Provide a space for participants to take notes.

Resources

Link to additional reading, videos, articles, or webpages where participants can find more information about topics presented.

References

List references cited in your session.

Contact

Add your contact information



Appendix C: Additional resources for anti-oppressive and decolonizing educational content

University center resources

[Creating an inclusive online environment](#) – University of Toronto: EDI Office

[Decolonizing pedagogy library guide](#) – Concordia University

[Diversity and inclusion resources for curricula: General teaching resources](#) – Salisbury University

[Inclusive teaching strategies](#) – University of Washington: Center for teaching and learning

[Creating an inclusive classroom culture](#) – University of Washington: Center for teaching and learning

[Effective teaching is anti-racist teaching](#) – Brown University: The Harriet W. Sheridan Center for Teaching and Learning

[Teaching with justice, equity, diversity, and inclusion](#) – The University of Rhode Island: Office for the Advancement of Teaching and Learning

[Racial Equity Course Review](#) – University of Pennsylvania: Center for Teaching and Learning

Articles

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Appendix D: Glossary of terms

Accessibility: The quality of an environment that enables a person to access it with ease.

Active learning: Any approach to instruction in which all students are asked to engage in the learning process. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert.

Anti-oppression: Strategies and actions that actively challenge existing intersectional inequities and injustices

Barrier: A physical, structural, technological, socioeconomic or cultural obstruction, or one that is related to information, communications, attitudes or mindsets, that hinders the full and equal participation of a person or group of people in society.

Decolonization: A process that consists of challenging and dismantling colonial ideas, values and practices embedded in society in order to restore Indigenous ways of knowing, being and doing.

Diversity: The variety of identities found within an organization, group or society. Diversity is expressed through factors such as culture, ethnicity, religion, sex, gender, sexual orientation, age, language, education, physical abilities and disabilities, family status or socioeconomic status.

Equity: The principle of considering people's unique experiences and differing situations, and ensuring they have access to the resources and opportunities that are necessary for them to attain just outcomes. Equity aims to eliminate disparities and disproportions that are rooted in historical and contemporary injustices and oppression.

Inclusion: The practice of using proactive measures to create an environment where people feel welcomed, respected and valued, and to foster a sense of belonging and engagement. This practice involves changing the environment by removing barriers so that each person has equal access to opportunities and resources and can achieve their full potential.

Indigenous pedagogy and epistemology: Indigenous pedagogy (or the method and practice of teaching) incorporates Indigenous worldviews into engagement with information. Indigenous ways of knowing (or Indigenous epistemology) are deeply linked to both Indigenous pedagogy and Indigenous research methods. As Dr. Marie Battiste (Mi'kmaw) writes "Indigenous knowledges are diverse learning processes that come from living intimately with the land, working with resources surrounding that land base, and the relationships that it has fostered over time and place".

Positionality: How differences in social position and power shape identities and access in society

Settler: Anyone who lives somewhere that is not part of a group indigenous to that land. This could be from immigrating to the land recently or being descended from someone who arrived to that land as a product of settler colonialism.

Truth and Reconciliation Commission (TRC): This provided those directly or indirectly affected by the legacy of the Indian Residential Schools system with an opportunity to share their stories and experiences.

Universal Design for Learning (UDL): A tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Sources for definitions can be found in references; primarily from the Government of Canada Guide to Equity, Diversity and Inclusion Terminology.



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