Teaching Commons Kinesiology Syllabus Workshop

Workshop Facilitators:

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Summary of Participant-Generated Inquiries

How do I begin to integrate DEDI into my course materials and teaching strategies?
- Familiarize yourself with York's DEDI Strategy to understand your own goals in relation to those of the institution
- Be mindful of the authors, research, and research biases (historical 'truths') that may be used as part of your course content - what perspectives and knowledge might be missing? Are there opportunities to collectively explore and challenge the historical foundations of the field and what it may mean to work and think differently as emerging professionals?
- Implement small changes that can benefit all students (e.g. through Universal Design for Learning)
- Integrate opportunities for critical reflection to help students articulate and showcase their learning while building skills in critical, compassionate thinking
- Ask for student input and recommendations (students can have DEDI knowledge too!)
- Explore ways to go beyond the syllabus when it comes to DEDI practices

How do I teach a class when there are differing student perspectives and motivations?
- Proactively consider supporting different ways of learning and engaging by incorporating elements of Universal Design for Learning (UDL)
- Create opportunities for discussion and activities around challenging implicit bias
- Set classroom expectations and co-create course/community guidelines to uphold respect and accountability
- Invite student feedback and consider students as partners in the teaching process
- Provide opportunities for students to consider their own lived experiences in the context of the course
- Connect the course content to their education goals: (e.g. through the ICE approach)

How do I demonstrate my commitment to DEDI to my students?
- Personalize your land acknowledgement
- Consider drafting an equity (or diversity) statement for your syllabus (e.g. your commitment to DEDI principles/practices and what that will/may look like in the course)

- Share information regarding [religious accommodations](#) and other [student supports](#) on your syllabus and in your first few classes. You can also remind students of these supports closer to important course dates (e.g. exams, assignment deadlines).

How can I care for my own needs as an instructor while supporting DEDI?
- Be mindful of time constraints and your own capacity and limitations
- Take this journey one step at a time and do what is feasible for you (the [UDL 'plus one' approach](#) may be a useful strategy here)
- Recognize when you may need to step back from certain strategies
- Seek [funding] opportunities to have guest speakers come in to speak on topics that may be challenging or exhausting for you to engage with
- Connect with a community (e.g. the Teaching Commons' [DEDI Community of Practice](#)) to share experiences, resources, and supports
- Reflect on what self-care techniques works best for you individually, and make time to engage in these as needed

Resources Mentioned

Challenging Implicit Bias and Microaggressions in the Classroom:
https://resources.depaul.edu/teaching-commons/teaching-guides/inclusive-teaching/Pages/implicit-bias.aspx

Critical Reflection: What it is and How to Use it. York University, Teaching Commons:
https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/04/Food_for_Thought-09-Critical-Reflection.pdf

Phiri, A., & Mupotsa, D. (2020, July 15). On decolonising teaching practices, not just the syllabus. The Conversation.
https://theconversation.com/on-decolonising-teaching-practices-not-just-the-syllabus-137280

Setting Expectations in your Classroom:
https://teaching.cornell.edu/teaching-resources/assessment-evaluation/inclusion-accessibility-accommodation/building-inclusive-2

Guidelines for Discussion and Classroom Interaction (University of Michigan):
https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/853/2021/12/Discussion-Guidelines.pdf

Reflection Questions for Writing a Land Acknowledgement:
https://indigenous.uwo.ca/docs/pdf/Land%20Acknowledgment%20Qs.pdf

Students as Partners: What it is and How to Use it. York University, Teaching Commons:
https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/04/Food_for_Thought-10-Students-as-Partners.pdf

The ICE Model: An Alternative Learning Framework: https://cte-blog.uwaterloo.ca/5282/

UDL Plus One: "Plus-One" Thinking Approach for Inclusive Teaching:
https://ctl.utexas.edu/news/plus-one-thinking-framework-inclusive-teaching

Universal Design for Learning: What it is and How to Implement it in Practice. York University,
Teaching Commons:
https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf

Writing a Diversity Statement on a Syllabus:
https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html

York University Decolonizing, Equity, Diversity, and Inclusion Strategy (2023-2028):
https://www.yorku.ca/vpepc/wp-content/uploads/sites/310/2023/03/22-201_DEDI-Strategy-2023-28_EN_r3.pdf

York University Teaching Commons' Decolonization, Equity, Diversity, and Inclusion Community
of Practice: https://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=829047