

Pedagogies Questionnaire: What is [Most] Important to Me When Teaching?

Please rate your perspective from 1-10 on the statements below based on the following scale:

Strongly Disagree

Neutral

Strongly Agree

1 2 3 4 5 6 7 8 9 10

The names of the pedagogies that correspond to each statement as well as additional resources are provided at the end of this questionnaire. You may choose to refer to these after you have completed the questionnaire to find which pedagogies you seem to be most aligned with, or you are welcome to refer to them at any time. As you complete the questionnaire, please keep in mind your own capacity, interests, and experience.

A) It is important for me to prioritize compassion, care, and relational teaching practices that centre students' well-being in the learning process.

1 2 3 4 5 6 7 8 9 10

B) It is important for me to provide teaching practices that recognize and value diverse backgrounds, identities, and (dis)abilities to ensure equitable access and opportunities for my students.

1 2 3 4 5 6 7 8 9 10

C) It is important to me to challenge colonial power structures and dismantle Eurocentric discourses in education by centering marginalized knowledge systems and validating non-dominant ways of knowing, learning, and teaching.

1 2 3 4 5 6 7 8 9 10

D) It is important for me to affirm and incorporate students' cultural identities, experiences, and knowledge to make learning more meaningful, relevant, and equitable.

1 2 3 4 5 6 7 8 9 10

E) It is important for me to recognize the impacts of trauma on my students' learning and develop ways to support emotional safety in my teaching.

1 2 3 4 5 6 7 8 9 10

F) It is important for me to actively confront and challenge racism in my teaching by critically examining power, privilege, and systemic inequities while supporting a justice-oriented learning environment.

1 2 3 4 5 6 7 8 9 10

G) It is important for me to confront gender-based inequities and challenge gender biases and stereotypes in my teaching.

1 2 3 4 5 6 7 8 9 10

H) It is important for me to recognize and remove physical, attitudinal, and learning barriers in my teaching to support diverse learning needs and provide enhanced access for disabled students/students with disabilities (as well as all students).

1 2 3 4 5 6 7 8 9 10

The pedagogies corresponding to each statement of the above questionnaire are provided below. This is not an exhaustive list of pedagogies as many others exist (e.g. signature pedagogies [I](#) and [II](#)). These pedagogies are also not mutually exclusive as their characteristics often overlap with one another. We invite you to explore any or all of these pedagogies further as you think about your course design process (e.g. explore [DEDI pedagogies](#), search literature and other resources). We also encourage you to reflect on how your own capacity, interests, and experience may influence the integration of these pedagogies into your teaching.

- A) Pedagogies of Care
- B) Inclusive Pedagogies
- C) Decolonizing Pedagogies
- D) Culturally Relevant/Responsive Pedagogies
- E) Trauma-Informed Pedagogies
- F) Anti-Racist Pedagogies
- G) Gender-Equitable Pedagogies
- H) Accessible Pedagogies