Inclusivity

Participation:

* Ask questions to both women and men, but take into account sex ratio bias in the class
* Be conscious/aware that some people are more likely to participate than others
* Be conscious/aware of your own biases
* Be creative to include/encourage even the quieter students

Eg: set a max number of questions that nay one student can answer

* What is no one is answering questions?

Have students discuss questions in smaller groups

Calling on students by name, particularly if they have not yet answered a questions (requires keeping track)

* In big classes (80 or more) make activities for smaller groups, then report back to larger group
* Clicker questions are good but can break up flow, also can be misused (friends bringing friends clickers), tedious.

Language

* Be careful of using only certain pronouns (always he)
* Do not use demeaning or degrading words that could be hurtful to people

Learning styles/ Learning issues

* Take into account that some people are colour blind, are dyslexic and may have other disabilities – use resources at UBC (eg. access and diversity)
* Some people may use cheat sheets in languages other than English
* Make materials available to everyone

(don’t assume everyone has good finances)

* Offer different options for different learning styles (eg visual, auditory)

Group activities:

* What if 2 people are close friends and start working in a group?

Split up groups, set up groups randomly

Set the tone from the beginning of the course – be clear about course expectations

Be aware that people are different