

Rubric to Guide Curriculum Design

Published as part of the EDI Toolkit, this rubric guides educators through the process of designing curriculum with an equity lens.

1. Setting Objectives or Outcomes

When Planning Instruction	Low Level of Inclusive Instruction	High Level of Inclusive Instruction
How will an EDI mindset be incorporated as a key learning outcome?	<ul style="list-style-type: none">• Course outline includes a learning outcome that requires acquiring knowledge about the contributions to course content and/or the impact of course content on people from equity-deserving groups• Learning objectives acknowledge the impact of identity	<ul style="list-style-type: none">• Course outlines include an anti-racism and anti-oppression statement• Learning outcomes require critical reflection on the histories, identities, experiences and/or contributions of people from equity-deserving groups

2. Establishing Materials or Resources

When Planning Instruction	Low Level of Inclusive Instruction	High Level of Inclusive Instruction
<p>How does the material on the topic incorporate the research and perspectives of people from equity-deserving groups?</p>	<ul style="list-style-type: none"> Materials and resources are written/prepared by authors representing equity-deserving groups 	<ul style="list-style-type: none"> Additional material is sourced from alternative platforms (e.g., YouTube) Lectures are planned with examples reflecting the experiences of folks from equity-deserving groups Materials are presented from a strengths-based perspective: <ul style="list-style-type: none"> Rather than focusing solely on the deficits experienced in communities, a balanced approach identifying strengths, resilience and resistance is utilized.
<p>How accessible are your materials and lessons for learners with disabilities?</p>	<ul style="list-style-type: none"> Materials have large, sans-serif fonts and minimal visual distractions Graphics have alt-text and documents can be read by a screen reader Directions for activities are provided orally, in writing and before class Handouts are available in alternate formats Virtual content is closed-captioned, and closed captions are available for breakout discussions Speed of speech and location are intentional 	<ul style="list-style-type: none"> Activities are planned with the assumption that learners with various disabilities will be in the classroom Available supports are discussed in the first lecture and are revisited throughout semester Where possible, seating arrangements are circular, U-shaped or in a round table format

<p>How can you create a supportive learning environment that fosters a sense of belonging?</p>	<ul style="list-style-type: none"> • Welcome learners to the classroom • Use ice-breaker exercises to allow learners to connect with one another • Routinely discuss your availability 	<ul style="list-style-type: none"> • Classes begin with an opportunity for learners to critically discuss current events and their impact • Activities encourage learners to relate personal aspects of themselves to the subject matter • Activities encourage learners to recognize their positionality/privilege and how to mitigate that privilege
<p>How can you support learners of diverse gender identities?</p>	<ul style="list-style-type: none"> • Identify your pronouns in your email signature and avoid referring to learners by gendered pronouns <ul style="list-style-type: none"> ○ Locations of gender-neutral bathrooms are regularly identified • Incorporate transgender and non-binary identities into discussions about gender 	<ul style="list-style-type: none"> • Mis-gendering of learners is avoided by using: student names, pronouns identified by learners or gender neutral pronouns • Instructors are able to support learners through the name change process at Humber • Diverse gender identities are incorporated in curriculum material

3. Activating Prior Knowledge

When Planning Instruction	Low Level of Inclusive Instruction	High Level of Inclusive Instruction
In what ways do your teaching strategies recognize and activate the prior knowledge of learners?	<ul style="list-style-type: none">• Remind learners of learning in prior experiences• Have learners discuss their prior knowledge of a topic	<ul style="list-style-type: none">• Design an activity that encourages learners to explore what they already know, or think they know, about the lesson topic• Lessons build upon what learners identify they already know• Learners critically analyze prior learning experiences and identify misconceptions, gaps in learning and which cultural perspectives dominate prior knowledge experiences

4. Presenting New Materials

When Planning Instruction	Low Level of Inclusive Instruction	High Level of Inclusive Instruction
<p>What strategies do you have in place to address biases, stereotypes and discriminatory behaviour that emerges in the classroom?</p>	<ul style="list-style-type: none"> • Challenge biases and stereotypes using the Ontario Human Rights legislation • Prepare for conversations around diversity • Learners are not required to turn on their cameras except when part of the learning outcomes 	<ul style="list-style-type: none"> • Expectations of acceptable behaviour are discussed and reiterated throughout the semester • Links to Humber’s Code of Student Conduct and Human Rights Policy are available on Blackboard • Power structures that reinforce colonialism, racism, heteropatriarchy, ableism etc. are challenged • Biases and stereotypes in the classroom are addressed as “teachable moments”
<p>How does the lesson plan incorporate opportunities for modeling the critical recognition and inquiry biases in the material?</p>	<ul style="list-style-type: none"> • Publication bias is acknowledged • A critical reflection of the course material is provided by the instructor 	<ul style="list-style-type: none"> • Publication bias is critiqued and discussed • Opportunities are provided for learners to discuss the ways biases impact the application of knowledge • Self-reflection activities encourage learners to consider how the course content will impact them
<p>How will you encourage learners to make the connections between the learned material and their lived experiences?</p>	<ul style="list-style-type: none"> • Using story-telling, instructors share how they make connections between content and their experiences • Small-group activities that encourage learners to link material to their own experience are incorporated • Learners are encouraged to discuss the experiences of their communities in relation to course material 	<ul style="list-style-type: none"> • Learners are encouraged to share their own stories of the connections they have made • Learners identify and discuss the experiences of their communities in relation to course material • Opportunities for learners to engage in experiential learning and collaborative learning are integrated

<p>In what ways are learners able to participate in co-creating the course content and/or assessment strategies?</p>	<ul style="list-style-type: none"> • First lessons invite learners to participate in course planning • As the course progresses, learners are invited to suggest approaches to encourage engagement • Learners participate in creating questions to be included in examinations 	<ul style="list-style-type: none"> • Weekly lessons begin with an invitation to determine how the lecture will move forward • Learners teach each other the content and engage in co-created learning activities • Learners participate in determining the structure, content and/or grading of activities and assessments
--	--	---

5. Practice

When Planning Instruction	Low Level of Inclusive Instruction	High Level of Inclusive Instruction
<p>What approaches do you use to encourage learners to practice or apply their learning in the classroom?</p>	<ul style="list-style-type: none"> • Activities such as “think, pair, share” are regularly incorporated • Practice questions are developed to reflect the identities of people from equity-deserving groups 	<ul style="list-style-type: none"> • In small groups, with rotating leads, learners discuss scenarios, conduct role plays and/or assess case studies drawn from the experiences of people from equity-deserving groups and report back their discussions to the class • Learners work in pairs or small groups to co-lead learning activities or projects in the classroom

6. Assessment

When Planning Instruction	Low Level of Inclusive Instruction	High Level of Inclusive Instruction
<p>What strategies do you use to determine how well learners have acquired the material?</p>	<ul style="list-style-type: none"> • A variety of low-stakes assessment options are incorporated <ul style="list-style-type: none"> ◦ Late exceptions are available via professor, voucher or other advertised, equitably applied system • Learners choose topics and due dates from a pre-set list as well as select their team members • Learners submit self-assessments of their own work for consideration by the instructor • Using open book and/or take-home exams over timed assessment, the focus is on the application of knowledge rather than on knowledge regurgitation 	<ul style="list-style-type: none"> • Multiple types of assessments are incorporated with flexible deadlines (e.g., podcasts, websites, infographics, case studies, role-plays, practice demonstrations, open-book tests, wikis, journals, reflective activities, discussion boards, artwork, spoken word, story-telling, and/or collages) • Learners co-create topics for research projects and help determine the appropriate assessments (e.g., essay, spoken word, poetry, graphical representations, etc.). • Criteria-based grading or ungrading approaches are incorporated to maximize learner engagement
<p>In what ways can learners apply course content to their own experiences, the experiences of their colleagues and/or the lived experience of their communities?</p>	<ul style="list-style-type: none"> • Diverse examples of projects are used so learners can see benefits to their communities • Learners can choose from projects that might address a concern impacting their community 	<ul style="list-style-type: none"> • Learners are encouraged to focus their research on community strengths rather than deficits and/or suggest solutions that draw upon the strengths of communities • High-quality assessments are tied to a demonstrated ability to apply knowledge to and/or assess the impact on the experiences of Indigenous peoples and equity-deserving groups.

<p>What strategies do you use to provide feedback to learners?</p>	<ul style="list-style-type: none">• Positive aspects of work are presented before providing suggestions for improvement• Feedback includes encouraging learners to consider alternative viewpoints	<ul style="list-style-type: none">• Learners are encouraged to focus their research on community strengths rather than deficits and/or suggest solutions that draw upon the strengths of communities• High-quality assessments are tied to a demonstrated ability to apply knowledge to and/or assess the impact on the experiences of Indigenous peoples and equity-deserving groups.
--	---	---