# Incorporating EDI into your design

A thoughtful and reflective approach to incorporating equality, diversity, and inclusion into your learning design is a much more effective approach than trying to fit these concepts into an already complete design. There are many different things to think about, but the following may provide a useful set of prompts for you to consider. Please keep in mind that this is not an exhaustive list.

- Provide regular summaries of content and reiterate key information regularly throughout the unit
- Select teaching methods and learning activities that support a range of ways for students to engage and participate
- Ensure students have time to engage with their learning activities – do not overload them with supplementary online content
- Make sure your content and learning platforms are inclusive and accessible, and supported on a range of devices
- Create assessments that are suitable for all learners, including options for alternative submission types
- Incorporate formative feedback throughout the course, and signpost these to the students so they realise they are receiving feedback
- Create formative assessment opportunities that allow students to practice skills they will need for their summative assessments
- Avoid making assumptions about your students' experiences, prior learning, and entry point to your programme
- Include space for discussion of the historical context and origins of the subject, including global perspectives
- Create space to find out about your students' backgrounds, and learning needs and preferences, so that they can be incorporated and supported
- Use group work to encourage discussion, promote inclusion, and develop a learning community amongst your students
- Make sure you have time to make your online content accessible – for example, formatting documents and checking subtitles / creating transcripts of video

Content inspired by the FSE Factsheet: Inclusive Teaching and Learning and the University of York's reflective questions for decolonising and diversifying the curriculum