

Specific Teaching Practices to help promote Indigenization - Equity, Diversity,
Inclusion, Accessibility and Anti-racism

Gather specific feedback on students' perceptions of I-EDIAA in the Biology undergraduate teaching program

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Practices for highlighting Equity Equity

highlight researcher contributions from women, BIPOC, queer, trans, and other under-represented groups

lack of diversity in STEM

may not be asking the 'right questions'

science
stifles creativity

strong gender bias in the power structure

hearing (D/HOH)

possibility that some of your students may be deaf/hard of

explains her thoughts on decolonizing literature and outlines issues with books schools choose to iconize. Maracle looks retrospectively at her own writing life, contemporaries, and community, and asks why Indigenous women continuously come last in Canada

(An account of toxic masculinity among DNA researchers and a celebration of scientist Rosalind Franklin)

Journal of Critical Thought and

Praxis

Anthropocene Review

Proceedings of the Royal Society B (Biological Sciences)

Land acknowledgement

An 8 minute video from Indigenous individuals at York University who share their thoughts about land acknowledgments and its purpose)

This territorial acknowledgement video offers seven tips for creating your own acknowledgement.

The Words That Come Before All Else

Queen's University Indigenous websites

I-EDIAA implementation in science and academia

Teaching for Inclusion

This interactive site provides information and resources on both the concepts behind inclusivity teaching and ways to implement inclusivity while teaching. This resource is designed specifically for educators; Also see publication related to the site: Dewsbury, B. and Brame, C.J., 2019. Inclusive teaching. CBE – Life Sciences Education, 18(2), p. fe2)

Microaggressions

(: Describes types of microaggressions (microassaults, microinsults, microinvalidations) and their impact)

impact)

Brief video on the cumulative
