

Promoting Equity, Diversity and Inclusion By Empowering Students to Embrace Their Diverse Identities

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In recent years, the issues of equity, diversity and inclusion (EDI) have been brought to the forefront of institutional and departmental strategic plans across colleges and universities in Canada. The impacts of such a move, however, have been controversial. In this presentation, I will share how the EDI agenda has affected my perspectives and practices as a professor of English. To begin with, I will review the definitions of equity, diversity and inclusion. Next, I will provide an overview of my personal and professional identities as well as my teaching contexts and explain their roles in shaping my views and work. Following this, I will present my efforts to integrate EDI values and principles into curriculum, pedagogy and assessment; specifically, I will share selected teaching strategies, classroom activities and assessment forms I have used to empower students to embrace their diverse identities. Throughout the presentation, I will invite participants to join me to reflect upon and share their personal viewpoints and teaching practices related to EDI so that we all could leave the session with a collectively developed repertoire of ideas to revisit and practical tips, strategies and resources to be adopted or adapted for use in our own contexts.

Truc Le (D.Ed.) is a professor of English at Humber College. She has more than 20 years working as an English teacher and teacher trainer in different post-secondary institutions in Canada, Australia and Vietnam. Her research interests, activities and publications mainly focus on social annotation, integrating equity, diversity and inclusion into curriculum, student engagement, professional development in international education and graduate employability.