

Professor Taymiya Zaman  
Department of History  
Examples of Accessible and Inclusive Course Policies and Assessment

### 1. Accessible & Alternative Assessment:

- In History 135: Indian Civilizations, the mid-term has a multiple-choice component and an essay component. Students work on the multiple-choice questions together--this means they learn as they are assessed and it's less stressful than working alone. They can also feed the questions into AI or look things up online (I've designed the questions in a way that AI can't actually solve) and they get to explain their reasoning to others. For the essay component, students draft outlines for their essay on the board and I correct them as they do it or get them to build on each other's knowledge. The goal is to encourage collaborative rather than competitive learning, and to make the process less stressful for students who are prone to exam anxiety.
- In my upper-division classes, I have students work on papers in class, get to know their topic and to work with others who might be researching something similar. In History 210: Historical Methods, students pool resources while writing--if someone finds a good source, they can share it with others or students can talk about how they are reading the same source differently. Paper-writing and research, instead of being solitary and put off till the last minute, ends up becoming more fun and collaborative. Many students prefer writing papers at least partially in class and getting individualized feedback as they write. Students who prefer to work alone can choose to find a quiet place to work outside the classroom.
- To get participation credit in all my classes, students who feel uncomfortable speaking in class (e.g., students for whom English is not a first language, and/or students who are shy) can post on a discussion board, send me an email, or talk to me individually. I've also had students for whom it's easier to send me voice notes and/or talk to me after class and that works, too.

### 2. Flexible Deadlines

- If someone habitually is unable to turn work in on time, we come up with an agreement where they have to send me whatever they have by the due date or an otherwise mutually agreed date. So, if they send me an outline or even a messy draft, they can still get a C. The goal is to reward students for effort rather than a finished paper and for them to feel that even putting in a little bit of work is better than not working on their paper at all. Interestingly, students who have a hard time sustaining long-term projects often--when they know they can get a C for an outline or draft--actually end up turning in more finished papers because once they've built up to a C, a B seems within reach and so forth!

### 3. Memory/Retention/Fundamentals

- Students who can't finish readings or are slow readers can choose to focus on specific sections of the reading. Before I assign something, I often post a guide to the readings on Canvas telling students they're in for a read that's long, dense, difficult, etc. I also often pull up readings on the board and have students go through them together--this allows people who are falling behind to know where to focus.
- Historical thinking isn't something students who aren't history majors just know how to do, so I've created a "Historical Thinking 101" document that has been helpful (included on this resource page). The document is accompanied by a PowerPoint presentation (included on this resource page) and the presentation includes a link to a 2-minute YouTube video. Together, these resources have helped students understand the fundamental principles of history.