

SCHULICH FACULTY DEVELOPMENT

# EDID WORKSHOP SERIES

## EMBEDDING EQUITY: A HANDS-ON WORKSHOP USING THE EDIDA BIAS CHECKLIST

Workshop facilitated by: Andrew Deweyert, Ph.D. (he/him)



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**DATE: FEBRUARY 26, 2026**

**TIME: 12:30 PM – 2:00 PM**

**LOCATION: TBD**

### DESCRIPTION:

Creating inclusive, accessible, and bias-aware learning environments is essential to supporting all learners—and it starts with the materials we design. This interactive workshop introduces participants to the EDIDA Bias Checklist, a practical tool developed to help educators identify, question, and address forms of bias that may appear in slide decks, instructional interactions, clinical vignettes, and assessment questions.

We will walk through the purpose, structure, and development of the EDIDA Bias Checklist, including a live demonstration of how to navigate and use the resource. The core of the session focuses on real-time application. In small breakout groups, participants will examine sample educational materials and use the checklist to identify potential concerns, gaps, or opportunities for improvement. Groups will reconvene to share challenges, insights, and revised examples, building a collective understanding of how EDIDA principles can meaningfully shape teaching content. This session is designed to be collaborative, reflective, and immediately applicable for anyone involved in teaching or assessment.

### ABOUT THE SPEAKER:

**Andrew Deweyert** (he/him) is an Assistant Professor in the Department of Anatomy & Cell Biology at Western University, where he teaches across undergraduate, graduate, and professional programs. He serves as Co-Chair of The Department of Anatomy and Cell Biology's Equity, Diversity, Inclusion, Decolonization, and Accessibility Committee, leading initiatives that strengthen equity-focused and inclusive teaching practices. Andrew spearheaded the development of the EDIDA Bias Checklist, a practical tool designed to help educators identify and address bias in instructional materials, assessments, and learning interactions. His work reflects a strong commitment to continuous improvement, community-building, and advancing equitable educational practices within the health sciences.



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