

Checklist for inclusive teaching

Planning

Does the lesson content align with the learning objectives and the assessments of the course?	<input type="checkbox"/>
Are the learning objectives of each lecture, tutorial or lab made explicit to students?	<input type="checkbox"/>
Have the learning objectives been prioritised so that important topics have more focus placed upon them than minor topics?	<input type="checkbox"/>
Is there a progression in the complexity of learning tasks (from tasks which require students to describe or summarise to tasks which ask students to critique or evaluate) over the duration of the course?	<input type="checkbox"/>

The learning environment

Are the physical surroundings appropriate (levels of lighting, distance between lecturer and students, acoustics, distractions)?	<input type="checkbox"/>
Are the acoustics in the room suitable for recording?	<input type="checkbox"/>
Are the seating arrangements flexible?	<input checked="" type="checkbox"/>

Teaching methods

Do you vary the lesson type? (lecture, small group discussions, work in pairs, individual work)	<input type="checkbox"/>
Do you provide an overview or summary of the lesson content?	<input type="checkbox"/>
Do you use a range of range of presentation techniques (eg. charts, diagrams, pictures) to accommodate all learning styles?	<input type="checkbox"/>
Do you break the lecture, tutorial or lab into chunks to allow students time to process information?	<input type="checkbox"/>
Do you provide a glossary of new terms?	<input type="checkbox"/>
Do you speak clearly, avoid the use of slang, colloquialisms, and jokes which may offend or not be understood?	<input type="checkbox"/>
Do you make the links between parts of a lesson clear by using 'signposting' (eg. 'the first point to make is..., 'this idea supports that of...')	<input type="checkbox"/>
Do you rephrase difficult concepts?	<input type="checkbox"/>
Do your questions elicit what students have learnt?	<input type="checkbox"/>
Is your feedback specific and constructive?	<input type="checkbox"/>

Do you ensure that you face students when you speak to them; can your face be seen at all times when you are speaking?	<input type="checkbox"/>
Teaching materials	
Do you provide electronic copies of your hand-outs?	<input type="checkbox"/>
Do you limit the amount of text on a PowerPoint slide or other visual resources?	<input type="checkbox"/>
Is the font used in either visual or paper-based material easy to read? (eg. sans serif fonts)	<input type="checkbox"/>
Is the font used in visuals large enough to be read from all parts of the room?	<input type="checkbox"/>
Do you have adequate spacing between lines of text?	<input type="checkbox"/>
Do you use short simple sentences in the text for PowerPoint or other visual resources?	<input type="checkbox"/>
Do you use high-frequency vocabulary in the text for PowerPoint or other visual resources?	<input type="checkbox"/>
Do you use diagrams, tables and charts to clarify verbal explanations?	<input type="checkbox"/>
Do you use appropriate coloured marking pens on a whiteboard or overhead transparency (black or blue)?	<input type="checkbox"/>
Do you record your lectures?	<input type="checkbox"/>
Assessment and Feedback	
Do you make it clear to students what you are assessing?	<input type="checkbox"/>
Do you have a range of assessment methods?	<input type="checkbox"/>
Do your assessment tasks measure student learning?	<input type="checkbox"/>
Is there the opportunity to have both coursework assessment and a final examination and is the distribution of marks between these two forms of assessment balanced?	<input type="checkbox"/>
Do you provide multiple opportunities for students to give feedback on the course and its assessment?	

Adapted from:

The University of Monash (2009). *Inclusive Teaching*. <http://www.monash.edu.au/lls/inclusivity/>