**Checklist for inclusive teaching**

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| **Planning** |  |
| Does the session content align with the learning objectives and the assessments of the course? |  |
| Are the learning objectives of each lecture, tutorial or lab made explicit to students? |  |
| Have the learning objectives been prioritised so that important topics have more focus placed upon them than minor topics? |  |
| Is there a progression in the complexity of learning tasks (from describe or summarise to critique or evaluate) over the duration of the course? |  |
| **The learning environment** |  |
| Are the physical surroundings appropriate (levels of lighting, distance between lecturer & students, acoustics, distractions)? |  |
| Are the acoustics in the room suitable for recording? |  |
| **Teaching methods** |  |
| Do you vary the lesson type (lecture, small group discussions, work in pairs, individual work)? |  |
| Do you provide an overview or summary of the session content? |  |
| Do you use a range of range of presentation techniques (e.g. charts, diagrams, pictures) to accommodate all learning styles? |  |
| Do you break the lecture, tutorial or lab into chunks to allow students time to process information? |  |
| Do you provide a glossary of new terms? |  |
| Do you speak clearly, avoid the use of slang, colloquialisms, and jokes which may offend or not be understood? |  |
| Do you make the links between parts of a lecture clear by using 'signposting' (e.g. 'the first point to make is...,' 'this idea supports that of...')? |  |
| Do you rephrase difficult concepts? |  |
| Do your questions elicit what students have learnt? |  |
| Is your feedback specific and constructive? |  |
| Can students see your face at all times when you are speaking? |  |
| **Teaching materials** |  |
| Do you provide electronic copies of your hand-outs 24 hours before the session? |  |
| Do you limit the amount of text on a PowerPoint slide or other visual resources? |  |
| Do you use a font which is easy to read? (e.g. sans serif fonts) |  |
| Is the font large enough to be read from all parts of the room? |  |
| Do you have adequate spacing between lines of text? |  |
| Do you use short simple sentences in the text for PowerPoint or other visual resources? |  |
| Do you use diagrams, tables and charts to clarify verbal explanations? |  |
| Do you use appropriate coloured marking pens on a whiteboard (black or blue)? |  |
| Do lecture recordings include all visual material used? |  |
| Do you review the recording of your lectures for clarity and accessibility? |  |
| **Assessment and Feedback** |  |
| Do you make it clear to students what you are assessing? |  |
| Do you have a range of assessment methods? |  |
| Do your assessment tasks measure student learning? |  |
| Is there the opportunity to have both coursework assessment and a final examination? Is the distribution of marks between these two forms of assessment balanced? |  |

Adapted from: University of Plymouth: How can I be more inclusive?

https://www.plymouth.ac.uk/uploads/production/document/path/3/3132/Checklist\_for\_inclusive\_teaching.pdf