Checklist for inclusive teaching

Planning

Does the lesson 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 tasks which require students to describe or summarise to tasks which ask students to critique or evaluate) over the duration of the course?	☐

The learning environment

Are the physical surroundings appropriate (levels of lighting, distance between lecturer and students, acoustics, distractions)?	☐
Are the acoustics in the room suitable for recording?	☐
Are the seating arrangements flexible?	☑

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 lesson content?	☐
Do you use a range of range of presentation techniques (eg. 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 lesson clear by using 'signposting' (eg. '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?	☐

Do you ensure that you face students when you speak to them; can your face be seen at all times when you are speaking?	☐
Teaching materials	
Do you provide electronic copies of your hand-outs?	☐
Do you limit the amount of text on a PowerPoint slide or other visual resources?	☐
Is the font used in either visual or paper-based material easy to read? (eg. sans serif fonts)	☐
Is the font used in visuals 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 high-frequency vocabulary 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 or overhead transparency (black or blue)?	☐
Do you record your lectures?	☐
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 and is the distribution of marks between these two forms of assessment balanced?	☐
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/