**Making your practice more inclusive**

Once you are aware of what inclusive education looks like, you may wish to make some changes to your practice. These modifications might better incorporate and celebrate diversity more generally, or you may want to make adjustments that target a particular demographic more directly.

Checklist for inclusive teaching

* **An inclusive mindset**
  + Have you (and your institution) acknowledged that all students are entitled access to the curriculum?
  + Are you engaging with past, present, and prospective students in order to fully appreciate expectations and attitudes that could influence your decisions about the module / programme?
  + Do you gather, reflect on, and act according to feedback continuously collected from students and colleagues?
  + Do you work in partnership / collaboration with internal and external colleagues who can advise on inclusivity matters?
  + Do you work in partnership / collaboration with colleagues who can provide guidance on subject-specific issues and how they intersect with inclusivity?
  + Have you consulted professional bodies, employers, and other stakeholders about inclusion?
* **Preparing to teach**
  + Have you designed intended learning outcomes that are in alignment with the advice given by the various stakeholders mentioned above?
  + Are your ILOs constructively aligned with learning/teaching activities and assessments?
  + Have you clearly articulated your ILOs to ensure that students understand what they will be learning?
  + Have learning objectives been prioritised, such that students can distinguish between major and minor topics?
  + Have you included a broad range of content examples in your curriculum to ensure that all students will be able to relate to the materials at some point?
  + Do your examples help raise awareness of equality and promote respect of individual differences?
  + Have you included opportunities for students to draw on their own previous educational or life experience?
  + Where relevant, have you included real-life case studies to help students relate the material to themselves and the world around them?
* **The learning space**
  + Can all students access and navigate through the physical surroundings?
  + Are there features in the learning space that will distract from, or inhibit students from following, your teaching? (e.g., poor lighting, bad acoustics, inadequate tech)
  + For students who are unable to attend a physical class, are there opportunities for virtual participation (e.g., watching or listening to recordings, accessing a transcript, attending via Skype, etc.)?
  + Have you selected an appropriate space for the activities you have planned – or, conversely, can you alter your methodologies to better suit the space you have been given?
* **Selecting learning and teaching activities**
  + Do the teaching and learning activities constructively align with the ILOs?
  + Do you provide an overview/summary of lesson content at the beginning and end of each session?
  + Do you provide a variety of activities and lesson types within a session and/or across the term?
  + Do learning activities enable students to recognise their potential and the value of any alternative approaches they adopt?
  + Do the teaching methods increase the ways in which students can engage with the content or materials?
  + Are teaching methods used in such a way as to enhance inclusion, or might they inadvertently exclude?
  + Is there a balance of individual, whole, small-group and paired activities?
  + Where you ask students to work in groups, do you ensure group makeup promotes inclusion (both in terms of demographic makeup and when/how the groups work together)?
  + When you ask students to undertake independent tasks, do you clearly explain why these tasks are necessary?
  + Do you provide sufficient time for students to process information, ask questions, and/or receive feedback?
  + Do you speak clearly, avoiding the use of slang, colloquialisms, and jokes which may not be understood by everyone?
  + Do you rephrase difficult concepts in multiple ways?
  + Do you ensure that you face students when you speak to them, allowing them to see your face at all times?
  + Do you use a microphone (especially if your session is being recorded)?
  + Do you use questions and other modes of informal assessment to gauge whether learning has taken place?
  + Do you clearly link different parts of the session to each other, to the ILOs, and to the assessment?
* **Materials for supporting learning**
  + Have you provided sufficient resources for students to be able to complete the tasks you set for them?
  + Do you provide resources in alternative formats—and do you require any externally provided resources that are only available in one format?
  + Do you provide a glossary of new terms?
  + Do you provide electronic copies of handouts prior to the lesson so that students can follow along in class?
  + Do you make ‘clean’ slides that are easy for students to read and digest?
  + Do you utilise sans serif fonts, pale blue backgrounds, bullet points, and other techniques that make text easier to read?
  + Do you use visuals (e.g., infographics, diagrams, charts, tables, photos, videos, etc.) to illustrate key concepts described with verbal explanations?
  + Do you avoid colour schemes that would be inaccessible to someone who is colour-blind?
* **Assessment and feedback**
  + Do your assessment tasks measure student learning and constructively align to the ILOs?
  + Do you provide sufficient information (through assessment briefs and marking criteria) to explain what is being assessed, why, and how? Do you share this information in an accessible way?
  + Do you provide sufficient opportunities for students to evaluate their preparedness for assessments and to seek additional support if needed?
  + Do you employ a range of assessment methods – or methods that allow students to select their preferred output?
  + Is there a variety of assessment opportunities used throughout the programme / module?
  + Are marks fairly balanced between coursework and final examination?
  + Rather than employing compensatory or alternative assessments for specific students, can you alter methods used to assess all students?
  + Have you included adequate feedback opportunities, either to individual students or across the whole group?
  + Is your feedback timely, specific, constructive, and accessible?
  + Do you provide multiple opportunities for students to not only receive feedback from you, but also give feedback to you?