## Implementation Checklist for Inclusive Teaching Practices

## 1. Things that you can do immediately

| Design   | Delivery   | Materials and Tools  | Environments   |
|--|--|--|--|
| <ul> <li>Provide ample time for assignments, determine how much time would be required by a typical student and add a "buffer" to address various contingencies;</li> <li>Differentiate between <i>need to know</i> (required) and <i>nice to know</i> (optional) information;</li> <li>Allow students to work in pairs in labs where physical effort may disadvantage someone with a disability;</li> <li>Use mid-semester feedback to discover any problems or areas of confusion;</li> <li>Provide ample time for online work in case of system malfunction.</li> </ul> | <ul> <li>Always face the class and make eye contact when speaking;</li> <li>Use a microphone when necessary;</li> <li>Structure class time in a consistent manner;</li> <li>Post course materials such as syllabi or handouts in Blackboard or readings in the Library Online Reserve;</li> <li>Allow students to submit assignments electronically;</li> <li>If you use electronic presentation tools (e.g., PowerPoint) make sure that presentation is legible (minimum 20 pt. font, with a high-contrast colour scheme);</li> <li>Provide feedback on work before the next assignment or assessment.</li> </ul> | <ul> <li>Consider providing lecture outlines<br/>(not complete notes) and advanced<br/>organizers for lectures that students<br/>can annotate during class;</li> <li>Structure and format material for<br/>easy readability;</li> <li>Provide students with materials in<br/>multiple formats, at the very least,<br/>provide digital equivalents of hardcopy<br/>handouts;</li> <li>Ensure that all digital materials you<br/>provide to students are in an<br/>accessible format (e.g., provide<br/>PowerPoint files that have been<br/>tagged for accessibility – additional<br/>layer of information for screen-reading<br/>programs);</li> <li>Ensure all materials, case studies,<br/>etc., are free of negative stereotypes.</li> </ul> | <ul> <li>Ensure your course website is accessible and usable: use an accessibility checker to identify any potential problems;</li> <li>Use "ALT" (alternate text) tags for any images on web pages so that they may be identified by text-only browsers or by screen-reading programs used by students with disabilities;</li> <li>Do a "room check" to make sure there are no problems with hearing, sightlines, or the arrangement of the furniture (e.g., enough accessible tables), ask students experiencing challenges to come forward;</li> <li>When possible, request an appropriate room and/or arrange the room to facilitate the type of teaching you are doing;</li> <li>At the beginning of a course and/or in your syllabus, encourage anyone with a disability to come forward and speak with you about it;</li> <li>Ensure people feel free to engage in discussion in your course without fear of ridicule or harassment; encourage the open exchange of ideas.</li> </ul> |

## 2. Things that you can do with some reflection and development

| Design   | Delivery  | Materials and Tools  | Environments   |
|--|---|--|--|
| <ul> <li>Consider the wide range of abilities, backgrounds, and experiences of your students when designing your activities and assignments;</li> <li>Use online quizzes and self-tests to provide feedback for students;</li> <li>For writing assignments, allow for drafts and revisions; consider using peer review;</li> <li>Design assignments that don't unnecessarily penalize students for some experimentation and risk taking;</li> <li>Review activities and assignments for the course and assess whether any would present an insurmountable barrier for persons with cognitive or physical disabilities; provide equivalent alternatives if possible;</li> <li>Design assignments to minimize nonessential tasks (e.g., learning irrelevant software just to access information) or nonessential physical travel;</li> <li>Provide choice in assignments if possible (including topic, format, and due dates);</li> <li>Consider using social medias for course support, discussion of content, and group work to foster peer-to-peer and collaborative learning;</li> <li>Provide rubrics and sample assignments to students;</li> <li>Apply grading standards consistently among students and across assignments;</li> </ul> | <ul> <li>Consider using a variety of strategies during lecture periods including problem solving, discussion, hands-on exercises, presentations, etc.;</li> <li>Use techniques that increase interactivity in lectures such as thinkpair-share;</li> <li>Ensure examples and content used in class are relevant to people from diverse backgrounds and experiences;</li> <li>Present information in multiple, complementary formats such as text, graphics, audio, and video;</li> <li>Review your class written materials and PowerPoint slides for clarity, consistent formatting, and cognitive cues; ensure they are free from unnecessary jargon;</li> <li>If unaccustomed to teaching large numbers of students in large auditoriums, seek advice or take a workshop on teaching large classes;</li> <li>Integrate your own research when it relates to the course of study; share successes and challenges.</li> </ul> | <ul> <li>Provide tutorials and resources that can help students structure and reinforce learning outside of class;</li> <li>Develop a list of Frequently Asked Questions and distribute to students;</li> <li>Design documents that can be repurposed for multiple uses (e.g., in class, online);</li> <li>Use a variety of media such as text, graphics, audio, and video;</li> <li>where appropriate, offer a choice of file formats for content (e.g., Word, PDF, HTML) on Blackboard and include labels which suggest when each might be useful;</li> <li>Provide captioning or transcripts with any video used for class;</li> <li>Develop a clear course outline that provides policies, procedures, and expectations;</li> <li>Review electronic material to be used for ease of navigation and access; and request user feedback or conduct usability testing with some students.</li> </ul> | <ul> <li>When possible, request an appropriate room and/or arrange the room to facilitate the type of teaching you are doing;</li> <li>In small classes, use circular seating arrangements.</li> </ul> |

## 3. Things that you can do when you design or update your course

| Design  | Delivery  | Materials and Tools   | Environments  |
|---|---|---|---|
| <ul> <li>Ensure that learning objectives are<br/>SMART (specific, measurable, achievable,<br/>relevant, and timely);</li> </ul>   | <ul> <li>Consider whether a "help room"<br/>may benefit your students in addition<br/>to regular office hours;</li> </ul>   | <ul> <li>Develop a process by which you<br/>can generate material and easily<br/>convert it to multiple forms;</li> </ul> | <ul> <li>Think about the kind of learning<br/>environment that would be optimal<br/>for your course;</li> </ul>                                       |
| <ul> <li>Involve experts in course and curriculum design;</li> <li>Consider a variety of active teaching and learning principles:</li> </ul>  | <ul> <li>Divide each class into segments</li> <li>which use different teaching</li> <li>approaches. Have students select the</li> <li>one segment they prefer.</li> </ul> | <ul> <li>Have captioned any video that<br/>you use in your course.</li> </ul>   | □ Consider how blending online and<br>face-to-face learning can allow you<br>to enhance the range of learning<br>materials and activities used in the |
| <ul> <li>Ensure that course content, assessment,<br/>and learning objectives are consistent and<br/>all activities and assessments relate to the<br/>course's learning outcomes:</li> </ul> |   |   | course;<br>Design a course website that is<br>accessible and minimizes the<br>amount of clicking, hunting, or   |
| Consider using a variety of assessment<br>activities (e.g., portfolio, video clip, blog,<br>podcast, essay, team project, community<br>based project, etc.);                                |   |   | scrolling for information.  |
| <ul> <li>Design a Blackboard, web-based or<br/>blended course for access to online<br/>resources as well as learning and<br/>assessment activities;</li> </ul>                              |   |   |   |
| <ul> <li>Ensure that the number of student hours<br/>of work is consistent with guidelines;</li> </ul>  |   |   |   |
| <ul> <li>Review your course in detail when it has<br/>grown in numbers and/or moved from a<br/>small room to large lecture hall;</li> </ul>   |   |   |   |
| <ul> <li>Consider gender, culture, disabilities,<br/>learning preferences, language<br/>experiences, and prior learning when<br/>designing course material and activities;</li> </ul>       |   |   |   |
| □ Consider ways to increase the use of active learning and student engagement strategies; and increase students' responsibility toward their own learning.                                  |   |   |   |

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