

Implementation Checklist for Inclusive Teaching Practices

1. Things that you can do immediately

Design	Delivery	Materials and Tools	Environments
<ul style="list-style-type: none"><input type="checkbox"/> Provide ample time for assignments, determine how much time would be required by a typical student and add a “buffer” to address various contingencies;<input type="checkbox"/> Differentiate between <i>need to know</i> (required) and <i>nice to know</i> (optional) information;<input type="checkbox"/> Allow students to work in pairs in labs where physical effort may disadvantage someone with a disability;<input type="checkbox"/> Use mid-semester feedback to discover any problems or areas of confusion;<input type="checkbox"/> Provide ample time for online work in case of system malfunction.	<ul style="list-style-type: none"><input type="checkbox"/> Always face the class and make eye contact when speaking;<input type="checkbox"/> Use a microphone when necessary;<input type="checkbox"/> Structure class time in a consistent manner;<input type="checkbox"/> Post course materials such as syllabi or handouts in Blackboard or readings in the Library Online Reserve;<input type="checkbox"/> Allow students to submit assignments electronically;<input type="checkbox"/> 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);<input type="checkbox"/> Provide feedback on work before the next assignment or assessment.	<ul style="list-style-type: none"><input type="checkbox"/> Consider providing lecture outlines (not complete notes) and advanced organizers for lectures that students can annotate during class;<input type="checkbox"/> Structure and format material for easy readability;<input type="checkbox"/> Provide students with materials in multiple formats, at the very least, provide digital equivalents of hardcopy handouts;<input type="checkbox"/> Ensure that all digital materials you provide to students are in an accessible format (e.g., provide PowerPoint files that have been tagged for accessibility – additional layer of information for screen-reading programs);<input type="checkbox"/> Ensure all materials, case studies, etc., are free of negative stereotypes.	<ul style="list-style-type: none"><input type="checkbox"/> Ensure your course website is accessible and usable: use an accessibility checker to identify any potential problems;<input type="checkbox"/> 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;<input type="checkbox"/> 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;<input type="checkbox"/> When possible, request an appropriate room and/or arrange the room to facilitate the type of teaching you are doing;<input type="checkbox"/> 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;<input type="checkbox"/> Ensure people feel free to engage in discussion in your course without fear of ridicule or harassment; encourage the open exchange of ideas.

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

Design	Delivery	Materials and Tools	Environments
<ul style="list-style-type: none"> <input type="checkbox"/> Consider the wide range of abilities, backgrounds, and experiences of your students when designing your activities and assignments; <input type="checkbox"/> Use online quizzes and self-tests to provide feedback for students; <input type="checkbox"/> For writing assignments, allow for drafts and revisions; consider using peer review; <input type="checkbox"/> Design assignments that don't unnecessarily penalize students for some experimentation and risk taking; <input type="checkbox"/> 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; <input type="checkbox"/> Design assignments to minimize nonessential tasks (e.g., learning irrelevant software just to access information) or non-essential physical travel; <input type="checkbox"/> Provide choice in assignments if possible (including topic, format, and due dates); <input type="checkbox"/> Consider using social medias for course support, discussion of content, and group work to foster peer-to-peer and collaborative learning; <input type="checkbox"/> Provide resources or materials equivalent to any materials that cannot be made accessible; <input type="checkbox"/> Provide rubrics and sample assignments to students; <input type="checkbox"/> Apply grading standards consistently among students and across assignments; 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider using a variety of strategies during lecture periods including problem solving, discussion, hands-on exercises, presentations, etc.; <input type="checkbox"/> Use techniques that increase interactivity in lectures such as think-pair-share; <input type="checkbox"/> Ensure examples and content used in class are relevant to people from diverse backgrounds and experiences; <input type="checkbox"/> Present information in multiple, complementary formats such as text, graphics, audio, and video; <input type="checkbox"/> Review your class written materials and PowerPoint slides for clarity, consistent formatting, and cognitive cues; ensure they are free from unnecessary jargon; <input type="checkbox"/> If unaccustomed to teaching large numbers of students in large auditoriums, seek advice or take a workshop on teaching large classes; <input type="checkbox"/> Integrate your own research when it relates to the course of study; share successes and challenges. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide tutorials and resources that can help students structure and reinforce learning outside of class; <input type="checkbox"/> Develop a list of Frequently Asked Questions and distribute to students; <input type="checkbox"/> Design documents that can be repurposed for multiple uses (e.g., in class, online); <input type="checkbox"/> Use a variety of media such as text, graphics, audio, and video; <input type="checkbox"/> 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; <input type="checkbox"/> Provide captioning or transcripts with any video used for class; <input type="checkbox"/> Develop a clear course outline that provides policies, procedures, and expectations; <input type="checkbox"/> Review electronic material to be used for ease of navigation and access; and request user feedback or conduct usability testing with some students. 	<ul style="list-style-type: none"> <input type="checkbox"/> When possible, request an appropriate room and/or arrange the room to facilitate the type of teaching you are doing; <input type="checkbox"/> In small classes, use circular seating arrangements.

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

Design	Delivery	Materials and Tools	Environments
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that learning objectives are SMART (specific, measurable, achievable, relevant, and timely); <input type="checkbox"/> Involve experts in course and curriculum design; <input type="checkbox"/> Consider a variety of active teaching and learning principles; <input type="checkbox"/> Ensure that course content, assessment, and learning objectives are consistent and all activities and assessments relate to the course's learning outcomes; <input type="checkbox"/> Consider using a variety of assessment activities (e.g., portfolio, video clip, blog, podcast, essay, team project, community based project, etc.); <input type="checkbox"/> Design a Blackboard, web-based or blended course for access to online resources as well as learning and assessment activities; <input type="checkbox"/> Ensure that the number of student hours of work is consistent with guidelines; <input type="checkbox"/> Review your course in detail when it has grown in numbers and/or moved from a small room to large lecture hall; <input type="checkbox"/> Consider gender, culture, disabilities, learning preferences, language experiences, and prior learning when designing course material and activities; <input type="checkbox"/> Consider ways to increase the use of active learning and student engagement strategies; and increase students' responsibility toward their own learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider whether a "help room" may benefit your students in addition to regular office hours; <input type="checkbox"/> Divide each class into segments which use different teaching approaches. Have students select the one segment they prefer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a process by which you can generate material and easily convert it to multiple forms; <input type="checkbox"/> Have captioned any video that you use in your course. 	<ul style="list-style-type: none"> <input type="checkbox"/> Think about the kind of learning environment that would be optimal for your course; <input type="checkbox"/> Consider how blending online and face-to-face learning can allow you to enhance the range of learning materials and activities used in the course; <input type="checkbox"/> Design a course website that is accessible and minimizes the amount of clicking, hunting, or scrolling for information.

Developed by UID team, Guelph University (2003), Revised by CUT, University of Ottawa (2013)