

Checklist for an inclusive curriculum

An inclusive curriculum will contain the following elements:

Flexible teaching methods	
Does the curriculum build in a range of methods to accommodate diverse backgrounds, including but not limited to (use a mix of these)?	
<input type="checkbox"/>	Use of lecture capture in lectures
<input type="checkbox"/>	Interactive tutorials
<input type="checkbox"/>	Group work (creative collaboration)
<input type="checkbox"/>	Online learning
<input type="checkbox"/>	Practical work
<input type="checkbox"/>	Problem based learning
<input type="checkbox"/>	Lab work
<input type="checkbox"/>	Case studies
<input type="checkbox"/>	Learning outcomes reflect an inclusive curriculum
Learning outcomes reflect inclusivity	
Learning outcomes are designed so that barriers are broken down. Learning outcomes should be:	
<input type="checkbox"/>	Written in plain English
<input type="checkbox"/>	Written in a way that they do not exclude students with specific disabilities
<input type="checkbox"/>	State what the student should be able to do and how well they should be able to do it
Flexible assessment methods	
Does the assessment design have a range of methods to accommodate diverse backgrounds and learning preferences without lowering academic standards? Instructions should be provided orally and in writing. Including, but not limited to (use a mix of these):	
<input type="checkbox"/>	Reports
<input type="checkbox"/>	Presentations
<input type="checkbox"/>	Posters
<input type="checkbox"/>	Essays
<input type="checkbox"/>	YouTube videos
<input type="checkbox"/>	Reflective journals
<input type="checkbox"/>	Group projects

Flexible assessment methods

<input type="checkbox"/>	E-portfolios
<input type="checkbox"/>	Blogs
<input type="checkbox"/>	Wikis
<input type="checkbox"/>	Quizzes
<input type="checkbox"/>	Exams (consider open book and take-home exams)

Flexible teaching materials

Is a range of resources provided to accommodate diverse backgrounds and learning preferences without lowering academic standards, including but not limited to (use a mix)?

<input type="checkbox"/>	Textbooks
<input type="checkbox"/>	E-books
<input type="checkbox"/>	Handouts
<input type="checkbox"/>	Podcasts
<input type="checkbox"/>	Video
<input type="checkbox"/>	Wikis
<input type="checkbox"/>	Audio
<input type="checkbox"/>	Images
<input type="checkbox"/>	Web-based materials
<input type="checkbox"/>	BrowseAloud enabled documents

Selection of resources and activities

Consider the following issues when selecting resources or planning learning activities:

<input type="checkbox"/>	<p>Stereotypes: are there generalisations about groups of people based on gender, culture, religion, disability, sexual orientation, language, etc?</p> <p style="margin-left: 20px;"><input type="checkbox"/> Do the learning tasks challenge stereotypes?</p> <p style="margin-left: 20px;"><input type="checkbox"/> How can elements be included to promote critical thinking?</p>
<input type="checkbox"/>	<p>Bias: are there any forms of bias in your materials?</p> <p style="margin-left: 20px;"><input type="checkbox"/> Are there groups omitted?</p> <p style="margin-left: 20px;"><input type="checkbox"/> What kind of language is being used?</p> <p style="margin-left: 20px;"><input type="checkbox"/> Do the students have an opportunity to challenge inappropriate elements?</p> <p style="margin-left: 20px;"><input type="checkbox"/> Do the activities encourage students to think about bias in their own lives?</p>

Selection of resources and activities

<input type="checkbox"/>	Inclusion: are a variety of perspectives, values and experiences included?
<input type="checkbox"/>	▸ Is there more than one viewpoint?
<input type="checkbox"/>	▸ Are multiple experiences reflected?
<input type="checkbox"/>	▸ Are views “authentic”? (e.g. a person presenting the views of another culture is not authentic)
<input type="checkbox"/>	▸ Do activities and materials promote values of various groups?
<input type="checkbox"/>	▸ Are the activities relevant to your cohort?
<input type="checkbox"/>	▸ Do the activities help students to appreciate diversity?
<input type="checkbox"/>	▸ Is there any choice of activities?
<input type="checkbox"/>	▸ Are there a range of activities which appeal to different groups?

Design of printed materials

Do the printed materials conform to good practice standards?	
<input type="checkbox"/>	Use of a sans-serif font such as Arial or Verdana
<input type="checkbox"/>	Minimum of 12 point type
<input type="checkbox"/>	Use of bold print rather than underline or italics to emphasise words
<input type="checkbox"/>	Left-hand alignment, rather than right justified - never centred
<input type="checkbox"/>	Use of sentence case only (first word of the sentence has a capital – no other capitals).
<input type="checkbox"/>	1.5 line spacing is easier to read than single or double
<input type="checkbox"/>	Black on cream paper is the best for visual acuity
<input type="checkbox"/>	Do not combine colours such as red and green, blue and yellow – students with colour deficient vision will not be able to read

Unit requirements that are accessible and allow prior student preparation

<input type="checkbox"/>	Be clear about attendance requirements – don't make participation or attendance compulsory unless there is a reason – give the opportunity to participate in other ways
<input type="checkbox"/>	Practical classes, visits, work experience are good, but make sure that students with disabilities are not disadvantaged in any way
<input type="checkbox"/>	Assessment criteria should be stated up front
<input type="checkbox"/>	Classroom materials should be published on Blackboard prior to the class (e.g. PowerPoint slides)
<input type="checkbox"/>	Ensure that printed materials conform to accessibility guidelines