

# Core Practice for Inclusive Online Teaching: A Checklist for Supporting Maximum Participation

## Introduction

This document should be read alongside the [Inclusive Core Practice Guide](#), [Online Student Engagement Policy](#), and [Online Induction Checklist for Course Teams](#). The checklist below for inclusive online teaching has been developed for continuous use throughout the academic year to ensure that online delivery reaches and includes all students. This will impact positively on students' digital wellbeing, engagement, retention and attainment. It will also help staff to include international students and meet our Equality Act 2010 requirements to anticipate and meet the needs of disabled students (18% of UAL students are disabled).

This checklist has been co-produced by key UAL stakeholders working towards accessible and inclusive teaching and learning practices. It highlights areas for UAL staff to consider when preparing and delivering online teaching and learning activities.

Staff are advised to use UAL supported tools such as Moodle, Collaborate Ultra, and Microsoft Teams as they are accessible, and staff can access help to use them inclusively.

## Key UAL Support

**Staff:** [Teaching Online Guidance](#) on our core digital platforms, digital learning support and advice on designing digital learning. Key guides on using Moodle (and Moodle forums), Collaborate and Teams can be found here.

**Students:** [Studying Online Guidance](#) on getting the most out of online learning, advice on using the core platforms and on ethical practice online.

## Key UAL Resources

[Disability Inclusion Toolkit](#)

[Create Accessible Digital Communications](#)

[Creating Accessible Documents](#)

[Top Four Digital Accessibility Tips](#)

[Accessibility features on Microsoft Teams](#)

For college specific blogs on teaching online, please see the following:

[CCW teaching hub](#), [CSM digital learning blogsite](#), [LCC digital teaching hub](#), [LCF digital learning portal](#)

Area to cover	Suggested methods
<p><b>Preparing to teach</b></p> <p><b>Use Moodle as the core of your inclusive teaching practice</b></p>	<p>Your course needs to be accessible to students, regardless of their location, time zone, device and quality of internet connection.</p> <ul style="list-style-type: none"> <li>• Use Moodle as a reliable location for online teaching and assessment.</li> <li>• Prioritise <b>asynchronous</b> (self-paced) activities over <b>synchronous</b> (real-time) ones.</li> <li>• Timed and self-paced activities on Moodle can be considered contact time.</li> <li>• You don't need to replicate all face-to-face contact time using real-time online delivery.</li> </ul> <p>If synchronous delivery must be used:</p> <ul style="list-style-type: none"> <li>• Use Collaborate Ultra.</li> <li>• Ensure the timing of activities is fair – identify a window in time that all students can access or provide more than one teaching event.</li> <li>• <a href="#">Record sessions</a> and post a link to the recording in Moodle.</li> </ul> <p>See:</p> <ul style="list-style-type: none"> <li>• <a href="#">UAL Distance Teaching across Multiple Time Zones Guide</a></li> <li>• <a href="#">UAL Distance Learning Core Practice Guide</a>.</li> </ul>

Area to cover	Suggested methods
<p><b>Preparing course materials</b>            Prepare your course materials so that they are as accessible as possible and engage students in a variety of ways. Ensure that inclusivity, attainment, and decolonising issues remain central to online teaching and digital learning practices.</p>	<p>When preparing your course materials:</p> <ul style="list-style-type: none"> <li>• Ensure that your reading and teaching materials are in accessible formats. See: <a href="#">Creating Accessible Documents</a> and <a href="#">The Hemingway App</a>, to check your materials and guidance for accessibility.</li> <li>• Provide materials that are in a range of formats, wherever possible – e.g. readings, videos, podcasts.</li> <li>• Build a glossary of words and phrases specific to your subject – include acronyms and proper nouns (e.g. names of key practitioners or theorists).</li> <li>• Ensure <a href="#">assignment briefs are inclusive</a></li> <li>• Consider the artists, practitioners and bodies of knowledge you reference in your teaching and engage with a range of perspectives and traditions.</li> </ul> <p>Engage with resources by colleagues with specialist expertise in challenging hierarchies of knowledge. Encourage your students to challenge power relations in your subject area(s). See:</p> <ul style="list-style-type: none"> <li>• <a href="#">Shades of Noir's education site</a> and <a href="#">Creative Database</a></li> <li>• <a href="#">Pedagogic materials for supporting digital learning</a>, by the AEM and Attainment team</li> </ul>

## Preparing online content

Communicate clearly and consistently all information students need to access all their sessions and online engagement.

At least 48 hours in advance of teaching, provide the following to all students via Moodle:

- Detailed joining instructions, specifying when the link will be available to join the session.
- An overview of how each session will be delivered and how students will be expected to participate – e.g. video, PowerPoint content, discussion via audio or chat functions.
- All teaching materials you will use, including PowerPoint slides, glossaries, reference lists, handouts, etc. See [Using Moodle for Access and Inclusion](#).
- Reading lists (if applicable), working with your Course Librarian to ensure all resources are available digitally and for advice on accessibility features of online resources such as e-books and e-journals.

Avoid making changes to sessions within 48 hours of the originally scheduled activity, wherever possible.

Allow preparation time before the online session begins. Make it clear what you expect students to prepare in advance, so they are not under unexpected pressure.

When accessing digital content online, readers often expect:

- Pages that can be scanned quickly for specific information.
- Clear and relevant headings and links.
- An appealing and uncluttered layout.
- Accessibility. See: [Create Accessible Digital Communications](#)

Structure course and unit information clearly and consistently on Moodle so it is simple to navigate. See:

- [Distance Learning Core Practice Guidance](#)
- [Moodle Unit and Course Organisation](#)
- [Using Moodle for Access and Inclusion](#)

Area to cover	Suggested methods
<p><b>Name pronunciation</b></p>	<p>Ensure you know how to pronounce students' names. This will enable you to invite all students to contribute in sessions without hesitating. To help you do this, you can consider:</p> <ul style="list-style-type: none"> <li>• Using pronunciation help websites such as <a href="#">Forvo</a>, <a href="#">Pronounce Names</a> and <a href="#">Name Shouts</a>.</li> <li>• Asking students to make short audio or video personal introductions (e.g. name, location and interests), which can support community building in your cohort.</li> </ul>
<p><b>Netiquette</b></p>	<p>Set clear expectations for your students around how you expect them to engage with you and others.</p> <p>Prepare ground rules for online teaching sessions that relate to:</p> <ul style="list-style-type: none"> <li>• Students' right to contribute and when they should do so.</li> <li>• Taking turns.</li> <li>• The role of silence.</li> <li>• How to demonstrate active listening (e.g. emoticons in BB Collaborate chat, gesture).</li> <li>• Limiting distractions, wherever possible.</li> <li>• Reasonable expectations for students about contact with tutors</li> </ul> <p>Explain your role in managing online learning activities, e.g. muting or unmuting students' microphones, allowing or not allowing file sharing.</p> <p>Use a <a href="#">Welcome Slide</a> to help establish good netiquette.</p>

Area to cover	Suggested methods
<p><b>Recording sessions</b></p>	<p>Provide recordings of online teaching, wherever possible. See:</p> <ul style="list-style-type: none"> <li>- <a href="#">Technical guidance for recording sessions in BB Collaborate</a></li> </ul> <ul style="list-style-type: none"> <li>• Tell all students at the beginning of the session that it will be recorded for those who can't attend or need to review the content.</li> <li>• Instruct students who do not wish to be recorded to turn off their microphone/video.</li> <li>• Explain to students that recordings must not be shared outside the group and that they will be deleted once the unit is finished.</li> </ul> <p>When you provide recordings of sessions to students, you should:</p> <ul style="list-style-type: none"> <li>• Check recordings thoroughly before sharing them with students.</li> <li>• Post recordings on your Moodle unit page and label them with a date and session title.</li> <li>• Contact the <a href="#">Disability Service</a> if you have any concerns about recording a session.</li> </ul> <p>See <a href="#">Recording Taught Sessions Disability Inclusion Toolkit Guide</a>.</p>
<p><b>Live captions</b></p>	<p>Some students may require live captions for synchronous sessions to meet their access needs. Contact the <a href="#">Disability Service if you think a student needs this</a>.</p>
<p><b>While teaching</b></p>	
<p><b>Flexibility around attendance and punctuality</b></p>	<p>Allow some flexibility, and do not draw attention to students who enter late or leave/return during your session.</p>

Area to cover	Suggested methods
<p><b>Warm up with an ice breaker</b></p>	<p>Introduce an ice breaker at the beginning of a session to build students' confidence with the different functions of BB Collaborate. In an ice breaker, you can invite students to:</p> <ul style="list-style-type: none"> <li>• Answer a question in the live chat, or send an emoticon to share how they are feeling</li> <li>• Respond to a poll</li> <li>• Use the 'raise hand' function</li> </ul>
<p><b>Verbal communication</b></p>	<p>Be direct and avoid excess 'padding' in the language you use. Aim for precision and brevity and use short, simple sentences. See:</p> <ul style="list-style-type: none"> <li>• <a href="#">Plain English free guidance</a></li> </ul> <p>Summarise what you or others have said, frequently.</p> <p>Manage the speed of your delivery and the speed at which your session moves forward. Allow time for students to process information.</p> <p>Build in time for thinking, preparation and composition, e.g. allow more time after you have asked students to respond to a question.</p> <p>Develop a feedback process that encourages students to share how much they are understanding and able to participate. You can do this by asking concept-checking questions e.g. 'What were the two results of the change in approach?'</p> <p>Pay attention to times when students' comprehension seems reduced. Adapt your language and approach to maximise student access to the content of the session.</p> <p>Describe and practise the types of interaction you expect from students in a session – e.g. if students will discuss in small groups or pairs, practise that first with a non-academic topic.</p> <p>Avoid correcting language errors where a student's meaning is clear.</p>

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<b>Interpersonal communication</b>	<p>Allow plenty of time for questions from students, both during and at the end of a session. Make clear the types of questions students can ask e.g. asking for repetition of a point made in the session.</p> <p>Invest time in drawing out students who are contributing very little or rarely. Value all students' engagement, especially if they join in after a period of absence.</p> <p>Do not force students to voice or video chat in Collaborate unless they are comfortable with this.</p>
<b>Visual communication</b>	<p>Use visual cues to reinforce key points you have made verbally e.g. highlighting key words and using images to illustrate concepts.</p> <p>Sit in good lighting and ensure your face is clear and visible on camera. When you speak, face the camera so that your face is visible to students.</p>
<b>Encouraging different modes of participation</b>	<p>Respond to spoken and typed communications equally.</p> <p>Request the support of a moderator to help facilitate students' engagement in the chat. <u>Contact your college Digital Learning team</u> for more information.</p> <p>On BB Collaborate, use break-out rooms to give students time to discuss a topic in pairs or small groups, or to support each other as peers. You can contact <u>Academic Support</u> for help planning sessions focused on skills development.</p>
<b>After teaching</b>	
<b>Fair access to information and advice</b>	<p>If a student sends you a question individually, share the response with all students wherever possible, being careful to respect confidentiality.</p>
<b>Recordings and transcripts</b>	<p>Use MS Streams to create a transcript and auto-captions for taught sessions. Check and correct them, where necessary.</p> <p>Post recordings and transcripts on the Moodle unit page and label them clearly with the date and session title.</p>