

What can you do to make your classrooms* more inclusive for *all* students?

*including face-to-face, hybrid, and fully virtual!

If you want to make your learning environments more welcoming for students with diverse backgrounds and identities – but you don't know where to start – this list is for you. Below you will find many ideas compiled by the SMAH Faculty Equity, Diversity, and Inclusion Committee. This isn't a checklist or a rulebook, and you aren't expected to do it all (especially all at once)! Make changes that feel authentic to you, your content, and your cohort of students.

This is a “living document” and will continue to be updated. If you have a good idea that isn't on this list, please share it with smah-edi@uow.edu.au.

General ideas for inclusion

- Check that the images and names of people used in PowerPoint slides and other teaching materials are diverse, and update them if they are not.
- Add an Inclusive Learning statement to your Moodle site. Check out [these examples](#) for inspiration.
- Be explicit in your statements and on your Moodle site that discriminatory language or actions, harassment, and bullying will not be tolerated in your class. Make sure students know what to do if they experience these in class.
- Think about the demographics represented in case-based learning. Can you make your case studies more representative of diverse communities?
- Be clear about expectations, assessment instructions, and available support resources. Think about what you implicitly expect students to know or understand and whether you can make this more explicit for students who are new to the higher education environment.

Specific ideas for Aboriginal & Torres Strait Islander inclusion

- Start class with an Acknowledgment of Country, especially for the first class. If you feel comfortable, consider personalising the Acknowledgement.
- Include an Acknowledgement of Country on your Moodle site. The [SMAH Moodle template guide](#) provides instructions for how to add the UOW Acknowledgment artwork and text.
- Share the name of the Indigenous owners of the land you are on in your Zoom name, email signature, etc.
- Think about the principles that underpin the concepts you teach and their potential origins – have you considered Western vs Indigenous meaning? Can you provide multiple perspectives on the topic?
- Check the [Aboriginal and Torres Strait Islander Culturally Significant Days calendar](#). If your class falls on one of these dates, consider mentioning the date and what it signifies.

Specific ideas for LGBTQ+ inclusion

- If you're a UOW Ally, wear your Ally badge to class (especially the first class) and put an Ally sign up in your office.
- Share your pronouns in your introduction, on your slides, in your email signature, on your Moodle site, etc.
- Give students the option to share their pronouns when introducing themselves in class.
- Provide name/pronoun cards or stickers for students at orientation events or on the first day of class.
- Practice using gender neutral language where you can and encourage students to do the same.

Specific ideas for cultural inclusion

- Give students an opportunity to explain how to pronounce their names when talking to you and/or their classmates.
- When planning your assessments, use the *Cultural and Religious Work-Restricted Holiday Dates* calendar to avoid setting due dates on dates of major cultural significance
- Be aware of any colloquial terms or jargon used in teaching that may be misunderstood. Choose different terms or explain the colloquial meaning.
- Consider your pace of speaking and provide added thinking/reading time for those for whom English is not their first language.
- Allow students to audio record instructions (for later replay at a slower pace) in classrooms where recording options are not available.
- Take the time to get to know international students as individuals and give them the space to ask for what can help them succeed in your class – and be considerate of different cultural contexts.
- Increase your understanding of diverse celebratory dates (beyond well-known Christian dates like Easter and Christmas) and consider mentioning them briefly in class if you have class on these dates.

Specific ideas for disability inclusion

- Use LTC's guides for making online content, images, videos, and hyperlinks accessible.
- Use the Blackboard Ally tool in Moodle to test and improve the accessibility of your Moodle site.
- Consider the physical accessibility of your classroom set-up if you are meeting face-to-face.
- Be aware of the size of fonts and volume of video/audio used in slides and presentations.
- Consider colour choices in slide preparation – use colourblind-friendly schemas and avoid using red, orange, yellow and green to differentiate concepts or terms.
- Add captions and/or transcripts to pre-recorded videos.
- Make sure all students are aware of and know how to contact Disability Services – even if they haven't asked.