

Checklist for accessible teaching

This checklist is intended to support you and your teaching community in the development and delivery of accessible teaching. The checklist helps you reflect on your teaching, instruction and learning materials from the perspective of accessibility at the session, course and curriculum levels. The development of accessible teaching also requires collegial dialogue and the systematic integration of accessibility principles into curriculum design.

Integrating accessibility into everyday teaching practices

Examples of everyday teaching practices that support student learning and the delivery of accessible teaching are listed below. These practices represent small but impactful choices that collectively provide a strong foundation for accessible teaching. If you identify several areas where further development is required to ensure accessibility, you can progress gradually from one area to the next. Additional guidance is available via the links provided above.

P = This practice is in place, D = Requires further development, NA = not applicable

Moodle and learning materials	P/ D/NA	Notes and comments
The recommended course formats are used in the Moodle course area. The course area has a clear structure and contains sufficient information on the course.		
Learning materials are created using the Office templates provided by Tampere Universities. These templates meet accessibility requirements for colour contrast and formatting styles. The Office templates, along with more information on accessible files, are available on the intranet: Accessible files on websites .		
Lecture presentations are clear. Slides are not overloaded with text. (Tip: Display a concise version of the presentation during your lecture and share a more detailed version with students afterwards.)		
Presentation materials are prepared using a clear font (such as Arial) and sufficient colour contrast. Scanned materials, content provided in image format, and text placed directly over images are avoided, as these elements do not meet accessibility requirements.		

Whenever possible, learning materials are shared with students in advance of teaching sessions and remain available afterwards. (Tip: Materials should be provided in a format that allows students to adjust the settings, such as font type and colour.)		
Assignments and instructions	P/D/NA	Notes and comments
When a course begins, students are introduced to the expected learning outcomes, course content and structure, assessment methods and general course practices (such as how to contact the teacher and request individual study arrangements) during the first session. This information is also made available in written form.		
If possible, students are offered alternative ways to complete assignments (such as a written assignment or an oral presentation, a Moodle-based examination or a learning diary, a practical assignment or an oral assignment, or a live presentation or a video presentation).		
Assignments and course instructions are clearly worded.		
Sufficient time is allowed for the completion of assignments and examinations.		
Teaching sessions	P/D/NA	Notes and comments
Each teaching session begins with an overview of the content and timing of the session (including sufficient breaks).		
Presentations are visible and audible to both in-person and remote participants. Presenters speak clearly and use a microphone, if necessary. The teaching space is well lit, and presentations are clearly visible to all students.		
The pace and progression of teaching are appropriate for the student group.		
Lectures are recorded, if possible. Many students benefit from the opportunity to rewatch recorded lectures.		

Classroom interaction and group assignments	P/D/NA	Notes and comments
The teacher fosters a safe learning environment in which students feel able to contribute openly.		
The teacher supports student interaction and engagement, for example, by offering		

opportunities to participate via multiple channels and by moderating discussions.		
When giving group assignments, the teacher ensures that everyone finds a group or a partner.		

Integrating accessibility into course structures and curriculum design

Curriculum design forms the foundation for accessible teaching. Collegial discussion of learning outcomes, modes of completion and student assessment methods is especially important when designing curricula and planning course offerings. The decisions made at this stage to enable students to demonstrate their learning in alternative ways play a key role in supporting accessible teaching.

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Learning outcomes, modes of completion and student assessment	P/D/NA	Notes and comments
Expected learning outcomes are formulated in ways that do not unnecessarily exclude alternative means of demonstrating learning.		
If possible, alternative modes of completion are considered to support the achievement of learning outcomes (such as lectures + small group work and independent study).		
If possible, students are offered opportunities to demonstrate their learning in different ways (for example, by taking an examination or completing a written assignment).		

Please note: The Sisu student information system supports the provision of alternatives in relation to modes of completion, assessment components and the implementation of courses.