

# A2.1 Being inclusive in lectures

## Make teaching materials available in advance

### How?

Teaching materials should be made available on the VLE a minimum of 24 hours in advance (longer if possible). Students should be informed when the material will be available for them to view. Provide an outline of the session, learning outcomes and a glossary of new terminology.

Follow good practice guidelines when creating written materials. Use the [Design and Presentation ideas](https://www2.worc.ac.uk/disabilityanddyslexia/documents/Disability_and_Dyslexia_Service_-_design_and_presentation_ideas.pdf) guide produced by the Disability and Dyslexia Service to check your materials. Make it clear to all students how they should engage with the materials in advance of the session. If necessary, you can always post a final version after the session.

### Why?

A wide range of students, including those with disabilities, will benefit from reading the materials prior to the lecture. Research has shown that advance preparation and contextualisation aids learning.

Making the material more accessible will enable learners to take in the information more quickly and effectively. Students may wish to print off the material or use screen reading software in order to prepare.

Some students may take longer to familiarise themselves with the content of a lecture and understand how it fits into the context of the module. A glossary will help students to learn new terms and see how they are spelt.



## Vary delivery

### How?

Avoid ‘death by PowerPoint’: long, monotonous lectures accompanied by never-ending slides. Break up the lecture so that students can actively participate and reflect on their understanding. You can use tools such as online quizzes to test this and identify any issues.

### Why?

Varying your delivery is recommended as one of the principles of good inclusive practice in the [Universal Design for Learning Framework](https://udlguidelines.cast.org/). Your student cohort is likely to include learners with a diversity of learning styles and active, participative learning is more effective than passively receiving information.

## Make PowerPoint slides accessible

### How?

Number each slide. Avoid black texts against white backgrounds: cream-coloured backgrounds are preferable. This guide produced by Microsoft suggests [good practice guidelines](https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25) which you can apply to your own slides. Provide written descriptions (alternative text) alongside visuals such as pictures or diagrams.

### Why?

This enables students to access materials easily. Some students experience visual discomfort from reading black text on a white background. It is important to ensure that slides can be navigated and read by screen reading software.



## Use subtitles in videos

### How?

You can use Panopto to [add subtitles automatically](https://lttu.uk/support/Blackboard/Manual/accessibility.html#video) to your video or create and customise your own. This [guide from Veed.io](https://www.veed.io/learn/how-to-add-subtitles-or-captions-to-a-video) outlines how to add subtitles or captions to your videos.

### Why?

This ensures that students with sensory impairments can access the same range of learning materials as all other students. Blind students may miss visual information from videos, so additional descriptions may need to be provided. Deaf or hearing-impaired students may need subtitles to be able to access the aural content.

## Ensure clear delivery

### How?

Face learners when talking. Speak clearly and use the microphone in larger venues.

### Why?

Some learners may rely on seeing your mouth to help them understand what you are saying. Students with a hearingimpairment may not always disclose this**.** Even if you have a loud voice, the acoustics and other noises in the room will affect how much students are able to hear.



## Use signposting

### How?

Follow a clear structure and use signposting language to signify different sections and to highlight key points. Explain how each topic covered in the session connects to the next.

### Why?

This will help students to take clearer notes and will enable students to navigate materials provided in advance more easily.

## Encourage participation

### How?

Facilitate communication between students by giving them precise questions or topics to discuss.

### Why?

Some students experience social anxiety. Formalising the nature of the communication will help ease anxiety and create structure for the interaction. This also helps students from other cultural backgrounds to initiate communication with others.



## Be inclusive in your choice of language

### How?

If you use puns, metaphors and colloquial phrases, remember to explain these. Similarly, explain acronyms and abbreviations if these are used in your teaching.

### **Why**?

Some figures of speech may not be readily understood by people with autism spectrum conditions and those for whom English is not their first language. This can cause students to feel excluded.

## Be inclusive in your choice of references and examples

### How?

Be aware that your audience will include students from a variety of backgrounds with differing levels of UK cultural knowledge. Use a variety of examples and try to avoid being too UK-centric.

### Why?

Some references may have little meaning for non-UK students. It is good practice to ensure all students feel the content of the lecture is meaningful to them.



## Set ground rules

### How?

Agree ground rules of behaviour with your students in terms of talking, use of mobile phones and other mobile devices in the classroom. Remember though that some students make use of their personal devices to record their learning.

### Why?

Extraneous noise may be distracting and may interfere with recording devices and hearing loop systems. Set clear expectations to reduce anxiety for those who are uncertain regarding what is or is not permissible.

## Avoid last minute changes

### How?

Ensure the content matches the materials which have been made available in advance. If it has been necessary to make changes, explain this to the students.

### Why?

Some learners will need to prepare in advance and any changes may put them at a disadvantage.



## Adjust start and finish times where necessary

### How?

Don’t give out essential information at the start of a session if some students have difficulty getting there on time. Make sure you end the session five minutes before the scheduled end time to allow students to get to their next class (as per University convention for use of central teaching space).

### Why?

This allows for travelling between the lectures, which may be more difficult for some students than others. It also means that latecomers won’t miss any essential information delivered in the first five minutes.

## Evaluate the learning that has taken place

### How?

Allow time during the lecture for students to ask questions to consolidate their learning and clarify any points they are unsure of. Alternatively, use post-it notes or online feedback tools such as [Mentimeter](https://www.mentimeter.com/campaigns/tools-for-online-teaching) to ask students to identify any issues or parts of the lecture they are unsure of. Provide an update of the evaluation on the VLE.

### Why?

The opportunity to ask questions is important for checking students have understood the content. Not all students are comfortable asking questions in lectures so alternative ways of checking understanding can be more effective.

# Useful links and resources

[Alternative Text](https://webaim.org/techniques/alttext/), WebAIM, 2021

[Blackboard Manual: video and audio](https://lttu.uk/support/Blackboard/Manual/accessibility.html#video), University of Worcester

[Blended and online delivery guidance](https://rteworcester.wp.worc.ac.uk/wp-content/uploads/2020/07/Blended-and-Online-Delivery-Guidance.pdf), University of Worcester

[Busy Lecturer’s Guide to Inclusive Practice](https://rteworcester.wp.worc.ac.uk/wp-content/uploads/2021/07/Busy-lecturers-guide-to-inclusive-practice-web-version-July-2021.pdf), University of Worcester

[Design and Presentation ideas](https://www2.worc.ac.uk/disabilityanddyslexia/documents/Disability_and_Dyslexia_Service_-_design_and_presentation_ideas.pdf) Disability and Dyslexia Service, 2017

[Engaging home and international students](https://www.advance-he.ac.uk/knowledge-hub/engaging-home-and-international-students-guide-new-lecturers), Advance HE, 2013

[How to add subtitles or captions to a video](https://www.veed.io/learn/how-to-add-subtitles-or-captions-to-a-video), Veed.io, 2021

[How to internationalise your teaching: an Advance HE Resource Pack](https://www.advance-he.ac.uk/knowledge-hub/pedagogies-internationalisation-mapping-pedagogic-practices-and-international), Advance HE 2022

[Making lectures inclusive](https://www.ctl.ox.ac.uk/inclusive-lectures), University of Oxford

[Making your PowerPoint presentations accessible to people with disabilities](https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25#PickTab=Windows), Microsoft 2021

[SCALE](https://scale.wp.worc.ac.uk/), University of Worcester

[Supporting an inclusive learner experience in higher education](https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education), Jisc 2018

[Teaching large groups online](https://rteworcester.wp.worc.ac.uk/index.php/resources/), University of Worcester

[Tools for Online Teaching](https://www.mentimeter.com/campaigns/tools-for-online-teaching), Mentimeter, 2022

[Technology Enhanced Learning Unit Tools](https://uwtel.co.uk/tel-tools/), University of Worcester

[Universal Design for Learning Framework](https://udlguidelines.cast.org/), CAST 2018

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