

A2.1

Inclusion at the University of Worcester



Teach inclusively Being inclusive in Lectures

What?

Make teaching materials available in advance.

How?

Teaching materials should be made available on the VLE at a minimum of 24 hours in advance – longer if possible. Students should be informed about when the material will be available for them to view.

Follow good practice guidelines when creating written materials (https://www2.worc.ac.uk/disabilityanddyslexia/documents/Disability_and_Dyslexia_Service_-_design_and_presentation_ideas.pdf). Make it clear to all students how they should engage with the materials in advance of the session. If necessary you can always post-up a final version after the session.

Provide an outline of the session, learning outcomes and a glossary of new terminology.

Why?

A wide range of students, including those with disabilities, will benefit from reading the materials prior to the lecture and research has shown that advance preparation and contextualisation aids learning.^{1,2}

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.

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.

Avoid 'death by PowerPoint', break the lecture up so that students can actively participate and reflect on their understanding (use on-line quizzes to test this) and identify issues etc.

Varying your delivery is recommended by the guidelines to Universal Design for Learning as one of the principles of inclusive good practices.³ Your student cohort is likely to include learners with a diversity of learning styles, and active participative learning is more effective than passive receipt of information.



What?

Make PowerPoint slides accessible

How?

Put a number on each slide.
Avoid black texts against white backgrounds– cream coloured backgrounds are preferable. Follow good practice guidelines such as these from WebAim (<https://webaim.org/techniques/alttext/>).
Provide written descriptions alongside visual examples, such as pictures or diagrams.

Why?

This enables students to link materials, slides and audio-recordings if needed.
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. Blind or visually impaired students will not be able to learn from the example without a description that they can access.

Use subtitles in videos.

Ensure that students with sensory impairments can access the same range of learning materials in the session 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.

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

Some learners may rely on seeing your mouth to aid understanding of what you are saying. Students with hearing impairment may not always disclose this.

Use signposting.

Try to follow a clear structure, using signposting language to signify different sections and to highlight key points.

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

What?

Encourage participation.

How?

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

Why?

Some students experience social anxiety so formalising the nature of the interaction will help alleviate 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.

Avoid puns, metaphors and colloquial phrases unless you intend to explain them. Avoid acronyms and abbreviations unless you are going to explain them.

These may not be understood by people on the autism spectrum and those from non-English cultures or for whom English is not their first language, causing them to feel excluded. Be aware that your audience will include students from a variety of backgrounds with differing levels of prior cultural knowledge.

Be inclusive in your choice of references and examples.

Be aware of any cultural reference you make as examples – try to avoid being too UK-centric and use a variety of examples.

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

Set ground rules.

Agree with students ground rules of behaviour in terms of talking, use of mobile phones and other mobile devices, remembering that some student make use of their personal devices to record their learning.

Extraneous noise may be distracting, and may interfere with recording devices and hearing loop systems. Setting clear expectations reduces anxiety for those who are uncertain what is or is not permissible.

Avoid last-minute changes.

Ensure that content matches with the materials available in advance, or if it has been necessary to make changes, explain this to the students.

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



What?

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, and make sure you end the lecture five minutes before the scheduled end time to allow students to get to their net 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.

Allow time during the lecture for students to ask questions to consolidate their learning and clarify any points they are unsure of. Alternatively ask students to identify any issues or parts of the lecture they are unsure of using post-its or online feedback tools. Provide an update on the VLE.

The opportunity to ask questions is important for checking understanding, but not all students are comfortable doing so in lectures, so alternative ways of checking understanding can be more effective.

¹ Babb, K.A. and Ross, C. 2009. The timing of online lecture slide availability and its effect on attendance, participation, and exam performance. *Computers and Education*. 52(4), pp. 868-881. <http://dx.doi.org/10.1016/j.compedu.2008.12.009>

² Bui, D.C. and McDaniel, M.A. 2015. Enhancing learning during lecture note-taking using outlines

and illustrative diagrams. *Journal of Applied Research in Memory and Cognition*. 4(2), pp. 129-135. <http://dx.doi.org/10.1016/j.jarmac.2015.03.002>

³CAST (2018). Universal Design for Learning Guidelines version 2.2. [Online]. [Accessed 4 September]. Available from <http://udlguidelines.cast.org/>

ⁱ Babb, K.A. and Ross, C. 2009. The timing of online lecture slide availability and its effect on attendance, participation, and exam performance. *Computers and Education*. 52(4), pp. 868-881. <http://dx.doi.org/10.1016/j.compedu.2008.12.009>

ⁱⁱ Bui, D.C. and McDaniel, M.A. 2015. Enhancing learning during lecture note-taking using outlines and illustrative diagrams. *Journal of Applied Research*

in *Memory and Cognition*. 4(2), pp. 129-135. <http://dx.doi.org/10.1016/j.jarmac.2015.03.002>

ⁱⁱⁱ CAST (2018). Universal Design for Learning Guidelines version 2.2. [Online]. [Accessed 4 September]. Available from <http://udlguidelines.cast.org/>

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<https://inclusiveteaching.leeds.ac.uk/>; <https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity>.

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