### Lectures

#### WHAT? HOW? WHY?

1. **Before your lecture**

   - Make teaching materials available in advance
     - **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.**
     - **For students who work part time, have medical conditions or caring responsibilities, 24 hours may not give enough flexibility for them to make use of the materials. A wide range of students will benefit from reading the materials prior to the lecture and research has shown that advance preparation and contextualisation aids learning.¹,²**
     - **Follow good practice guidelines when creating written materials.**
     - **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.**
     - **Provide an outline of the session, learning outcomes and a glossary of new terminology. Guidance on writing clear learning outcomes can be found here.**
     - **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**
       - **Use a variety of teaching aids and methods of delivery incorporating visual aids and active participation.³**
       - **Your student cohort is likely to include learners with a variety of learning styles.**

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¹ Guidance on writing clear learning outcomes can be found here.
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.
³ 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.

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## Lectures

### WHAT?  
Make PowerPoint slides accessible  
Avoid black texts against white backgrounds – cream coloured backgrounds are preferable. Follow good practice guidelines such as these from WebAim.  
Provide written descriptions alongside visual examples, such as pictures or diagrams.  
Use subtitles in videos

### 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.  
Provide written descriptions alongside visual examples, such as pictures or diagrams.  
Ensure that students with sensory impairments can access the same range of learning materials in the session as all other students.  
Ensure that you are familiar with how to use the Lecture Capture system.

### 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.  
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.  
Reduces the need for note-taking and enables students to recap on points they missed if they have information processing or concentration difficulties. See guide to Being Inclusive in Using Lecture Capture.

### 2. Delivering your lecture

Use Lecture Capture  
Ensure that you are familiar with how to use the Lecture Capture system.  
Ensure that students with sensory impairments can access the same range of learning materials in the session as all other students.  
Ensure that you are familiar with how to use the Lecture Capture system.  

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<table>
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<tr>
<th>WHAT?</th>
<th>HOW?</th>
<th>WHY?</th>
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<tbody>
<tr>
<td>Ensure clear delivery</td>
<td>Face learners when talking. Speak clearly and use the microphone in larger venues.</td>
<td>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.</td>
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<tr>
<td>Use signposting</td>
<td>Try to follow a clear structure, using signposting language to signify different sections and to highlight key points.</td>
<td>This will help students to take clearer notes and will enable students to navigate through Lecture Capture materials more easily. For students who are having difficulty following the content of the lecture due to language, processing or concentration difficulties, this will also help them to find their place in any handouts provided prior to the lecture.</td>
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<td>Encourage participation</td>
<td>Facilitate communication between students by giving them precise questions or topic to discuss.</td>
<td>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.</td>
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<tr>
<td>Be inclusive in your choice of language</td>
<td>Avoid puns, metaphors and colloquial phrases unless you intend to explain them. Avoid acronyms and abbreviations unless you are going to explain them.</td>
<td>These may not be understood by people on the autism spectrum and non-native speakers, causing them to feel excluded. Be aware that your audience will include students from a variety of backgrounds with differing levels of prior knowledge.</td>
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WHAT?  HOW?  WHY?

**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.

**Manage noise**

Encourage students not to talk unless it is part of an activity.

Extraneous noise may be distracting for some learners and may interfere with recording devices and hearing loop systems. Excessive noise can cause anxiety in some learners.

**Avoid last-minute changes**

Ensure that content matches with the materials available in advance.

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

**Build flexibility into the timing**

Begin the lecture five minutes past the hour and finish at five to, in line with University convention for use of central teaching space.

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.

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Being inclusive in...

Lectures

WHAT? HOW? WHY?

Allow time for questions

Ensure that there is enough time during the lecture for students to ask questions to consolidate their learning and clarify any points they are unsure of.

The opportunity to ask questions is essential for many students who will come to your lecture with a range of learning styles and needs.

ACKNOWLEDGEMENTS  guide written by Jenny Brady

With thanks to Priska Scheonborn and Wendy Miller of Plymouth University for allowing us to use and adapt their series of guides: https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity

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REFERENCES

http://dx.doi.org/10.1016/j.compedu.2008.12.009

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