



Preparing for lectures

What?	How?	Why?
Make materials available at least 24 hours in advance, preferably one or two weeks if possible	As a minimum provide information on the topic, scope of session, and related learning outcomes, in-class activities, complex visual materials (including terminology/glossary), and preparation required. Avoid late change of session topics.	Some learners require more time than others to familiarise with new areas of work, digest new vocabulary and so feel confident in engaging in session. Student may need to print in black and white or other colour combinations.
Make Powerpoint slides accessible	Number each slide. Use clear yellow font on blue background or dark font on buff yellow background. Follow good practice guidelines such as from WebAim. ⁱ	Enables easier coordination between handouts and lecture, as well as facilitating any revision or sharing of session notes. Improves visibility and accessibility for all.
Be audible	Always face learners when talking, talk clearly and use microphone for loop system.	Learners with hearing impairments may be present (but not always 'disclosed').
Include small group work in lectures	Formalise talking between students, for example 'talk to neighbour about xyz...'. Follow recommendations in 7 steps to: Enhancing large group teaching. ⁱⁱ	Enables building of social interaction between learners. Reduces anxiety.
Manage noise	Be firm about no chatter between students unless part of a formal activity.	Any noise interferes with loop devices and session recording, and makes paying attention difficult for identified groups of learners. Too much noise can cause anxiety.

ⁱ <http://webaim.org/techniques/powerpoint/>

ⁱⁱ https://www.plymouth.ac.uk/uploads/production/document/path/2/2397/7_Steps_to_Enhancing_Large_Group_Teaching.pdf

What?	How?	Why?
Keep to time	Start at 5 minutes past and finish at 5 minutes to the hour. Give a 10 minute break in two-hour sessions.	Allows for movement to different venues between sessions and ensures learners do not miss information given at the beginning or end of sessions. A break can refresh and provide opportunity to stretch / exercise if necessary (e.g. for those with chronic back pain).
Avoid cancellations and last minute changes in content or venue	Organise contingency staff or work, e.g. a handout for students to work through in preparation for the subsequent session; a PALS leader or PhD student to facilitate the session.	To minimise anxiety for those who experience greater difficulties in adjusting their plans and activities. Avoids unnecessary travel.

Not all lecturers enforce 'no talking' in lectures and it can be very distracting and make it very difficult to concentrate. This can also be difficult for me when taking notes on the student's behalf.

We have had mobility issues when one lecture is straight after the next but in different buildings on campus. This caused issues for a student with arthritis and chronic pain.

Lecture notes have at times been placed on the portal on the morning of the lecture giving little time for students to print them off.

Hearing loops are fantastic for deaf or hard of hearing students, however, the environmental noise created by background noise and in particular student chatter can make digital recordings quite difficult for students who need to take audio recordings.

Further information:

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

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>