

# DIFFERENCES THAT MAKE THE DIFFERENCE: LECTURES

Oxford Centre for Staff and Learning Development

1. Ensure all materials are available at least 24 hours in advance.
2. For accessibility guidance follow: [www.brookes.ac.uk/staff/academic/inclusion/supporting-students/design-of-student-materials](http://www.brookes.ac.uk/staff/academic/inclusion/supporting-students/design-of-student-materials)
3. Adopt a multisensory approach to lectures (e.g. interactive whiteboards, PowerPoint, video, podcasts, a mixture of text and images, group discussions, role play) to maintain concentration levels.
4. Ensure your face is visible when talking. Talk clearly and monitor the pace and speed of interaction.
5. Be clear about classroom expectations regarding inappropriate 'noise'. Challenge off task distractions appropriately.
6. Have a glossary of key terms on Moodle. Encourage students to have ownership to define key terms and upload. Monitor to check appropriacy.
7. Give as much notice as possible for any class change.
8. Explain concepts and information in different ways (e.g. explain text verbally, illustrate spoken ideas with graphics).
9. Give in-session announcements in more than one form (e.g. tasks to complete for the following session, assignment advice).
10. Pace lectures to allow time for listening, note-taking, processing, and responding.
11. Lectures should be well-structured: lecture outlines, regular recaps, summary at the end.
12. Reiterate key points.
13. Include regular pauses, brief summaries of what has been covered so far and opportunities for reflection and clarification.
14. Include learning opportunities where students are actively engaged in the learning process.
15. Repeat student questions for the benefit of others in the class.
16. Write down and explain new terms and concepts (e.g. on PowerPoint, whiteboard).
17. Include formal refreshment breaks in longer sessions.
18. Students should be allowed to record lectures (see University Regulation E19 for exceptions, [www.brookes.ac.uk/Documents/Regulations/Current/Other/E19-Students-Recording-Academic-Contact-Sessions](http://www.brookes.ac.uk/Documents/Regulations/Current/Other/E19-Students-Recording-Academic-Contact-Sessions))



Taken from: [www.brookes.ac.uk/staff/academic/inclusion/supporting-students/learning-activities](http://www.brookes.ac.uk/staff/academic/inclusion/supporting-students/learning-activities)

**FOR FURTHER INFORMATION:**

- The Equality Act 2010: [www.ecu.ac.uk/guidance-resources/equality-legislation](http://www.ecu.ac.uk/guidance-resources/equality-legislation)
- Inclusive Learning and Teaching: <https://www.brookes.ac.uk/staff/academic/inclusion>
- Digital Capabilities [www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc](http://www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc)