

# Inclusive lectures: resource overview

**Collection:** Inclusive teaching

## Learning outcomes

To become aware of some key requirements for inclusive practice when lecturing.

## Overview

Lectures are perhaps less central to English degrees than they were twenty years ago. Participatory sessions such as seminars are often felt by lecturers to be more central to the aims of a module. Lectures, though, remain important, and are taken very seriously by students--perhaps excessively so. For this reason, English lecturers need to ensure that their students understand both the contents of their lectures and the purpose and function of lectures within any given module. This resource complements the Pool resource on [Large group teaching \(http://humbox.ac.uk/2914/\)](http://humbox.ac.uk/2914/) by focusing on this topic: the question, that is, of the accessibility or 'inclusiveness' of lectures.

The Subject Centre report on the experience of disabled students, *Staying the Course*, found that many of the most problematic elements of English degree programmes for disabled students were also problematic for other students--and that a number of simple changes to lecturing practice would be of benefit across the board. The activities in this resource will enable lecturers to explore some guidelines for 'best practice' in inclusive lecturing in relation to video of English lecturers in action.

**We are very grateful to our colleagues for allowing us into their classrooms and lecture halls to observe their teaching. As you work with these examples of teaching please keep your commentary focused on pedagogy and refrain from criticisms that would be unhelpful or unkind in a face-to-face peer review or similar situation.**



1 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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## Activities within this resource

- Making lectures inclusive: individual activity
- Making lectures inclusive: group activity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

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## Resources in the inclusive teaching Collection

- Inclusive teaching: introduction to the collection
- Imaginary students: resource overview
  - Imaginary students: individual activity
  - Imaginary students: group activity
- **Inclusive lectures: resource overview (\*you are here)**
  - Making lectures inclusive: individual activity
  - Making lectures inclusive: group activity
- Inclusive seminars: resource overview
  - Making seminars inclusive: individual activity
  - Making seminars inclusive: group activity
- Inaccessible documents: resource overview
  - Making 'PowerPoint' more accessible: individual activity
  - Making 'PowerPoint' more accessible: group activity
  - Making 'Word' documents accessible: individual activity
  - Making 'Word' documents accessible: group activity
- Students, comments, conditions: resource overview
  - Inclusive teaching quiz: individual activity
  - Inclusive teaching card sort: group activity
- Departmental audit: resource overview
  - How inclusive is your department?: individual activity



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