Making lectures inclusive: individual activity

Collection: Inclusive teaching

Resource: Inclusive lectures

Approximate duration

45 minutes - 1 hour

Learning outcomes

To become aware of some key elements in making lectures inclusive.

Introduction

This activity makes use of a list of guidelines for inclusive lecturing (available in a Word doc inside this folder in HumBox) adapted from the English Subject Centre's seed guide *Inclusive Teaching*. You may like to supplement this activity by looking at the inclusive teaching guide and perhaps also at the report, *Staying the Course: The Experiences of Disabled Students of English and Creative Writing*, which contains the research which underpins the guide. If you have time to follow up these references, you will quickly discover that the problems disabled students have encountered with lectures in English Studies have mainly been linked to the issue of clarity. Accordingly, the recommendations in the guidelines for inclusive lecturing repeatedly underline the importance of making the structure and content--and the purpose and function--of every lecture as clear as possible. Taking this step does not involve 'spoon-feeding': clarity *per se* does not stop a lecture from being stimulating and intellectually demanding.This activity will give you the opportunity to explore the issue of accessibility in English lectures by engaging in detail with performances by three inspiring lecturers--and one deliberately 'bad' one.

The description of the activity assumes that you have experience of lecturing. If you do not, it is still possible to undertake most of the activity.

The activity

You might like to combine this activity with an activity in the Large group teaching (http://humbox.ac.uk/2914/) area of The Pool, such as Peer reviewing lectures (http://humbox.ac.uk/2925/) or How to give a bad lecture (http://humbox.ac.uk/2915/).

1. Download and read the guidelines on inclusive lecturing from the same resource folder as this one in HumBox. If you have experience of lecturing, put an asterisk by any recommendation in the list you do not currently put into practice.
2. Watch one or more of the extracts below from lectures by English lecturers. The first three lectures were given by lecturers unaware of the guidelines for inclusive lecturing and so do not observe some of the guidelines. The fourth lecture has been specially staged for The Pool as a 'bad lecture'.

Bob Eaglestone, 'A Science of Literature'

Watch A Science of Literature Videoclip on Vimeo. (http://vimeo.com/18713741)

Hannah Crawforth, 'Shakespeare's London'

Watch Shakespeare's London Lecture Videoclip on Vimeo. (http://vimeo.com/26867216)

Sean Matthews, 'The Odour of Chrysanthemums Nicole King, 'Bad Lecture on *Brokeback Mountain*'

Watch Odour of Chrysanthemums – lecture videoclip on Vimeo. (http://vimeo.com/21069834)

Watch *How to Give a Bad Lecture* on Vimeo. *(http://vimeo.com/21746252)*

If you would like to find out more about each lecture, look at the activities linked to each video in the Large group teaching area of The Pool (http://humbox.ac.uk/2914/). To assess the inclusivity or otherwise of the first three lectures, you may like to view them in full: relevant links appear in the 'Links & References' section below.

3. As you watch the extract or extracts, note down areas where the lecturers practice might have been different had they been aware of the guidelines. You might like to use the following headings:
   o Delivery
   o Content (structure, argument, phrasing)
   o External aids (handouts, 'PowerPoint', etc.)

   If the relevant recommendations had been put in place, would any intellectual content have been lost?
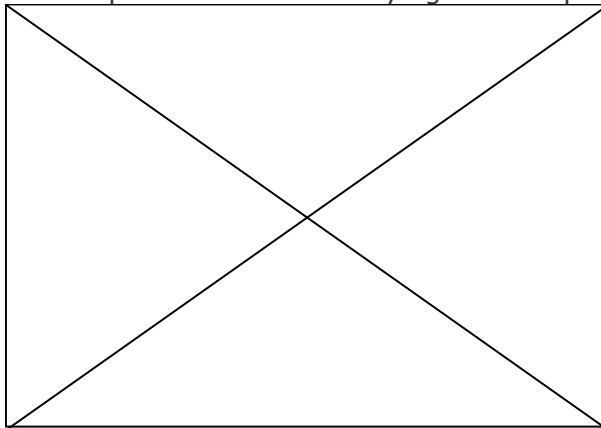
4. Choose three items from the guidelines that you feel might have helped the lecturer be more inclusive if they had been implemented.
5. Write an imaginary piece of peer feedback for the lecturer, using the following structure:
   o Aspects of the lecture that exhibited 'best practice' in lecturing inclusively.
   o Aspects of the lecture that might have caused problems for some students.

o Your key recommendations for ways in which the lecturer might like to adapt their practice.

6. Note down any ways in which you feel you might alter your lecturing practice as a result of undertaking this activity.

Links & References

- *Inclusive Teaching*. An English Subject Centre 'seed guide'. A short guide to how to teach in the most helpful way possible for the largest possible number of undergraduates.

- *Staying the Course: The Experiences of Disabled Students of English and Creative Writing.* The English Subject Centre report which formed the basis for the seed guide. This report contains many vivid quotations from disabled students about their experiences when studying our discipline.

- Bob Eaglestone's entire lecture:

Watch A Science of Literature Videoclip on Vimeo. (http://vimeo.com/18713741)

- Hannah Crawforth's entire lecture:

Watch *Shakespeare's London* on Vimeo. http://vimeo.com/26681280

- Sean Matthews's entire lecture, in two parts:

Part 1   **Part 2**

*Watch the Odour of Chrysanthemums lecture- part 1*on Vimeo.
(http://vimeo.com/21066940)

Watch the Odour of Chrysanthemums lecture- part 2 on Vimeo.
(http://vimeo.com/21067524)

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 1:** Respect for individual learners

- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

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/

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
    - **Making lectures inclusive: individual activity (*you are here)**
    - 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