

Making lectures inclusive: group activity

Collection: Inclusive teaching

Resource: Inclusive lectures

Approximate duration

45 minutes

Learning outcomes

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

Introduction

This activity will give participants the opportunity to explore the issue of accessibility in English lectures by engaging in detail with a deliberately 'bad' video example. It is an activity that makes use of a list of guidelines for inclusive lecturing (located inside this folder in HumBox) adapted from the English Subject Centre's seed guide *Inclusive Teaching*. You may like to supplement your preparation for the session 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. These materials will provide you with ways of responding to questions (and perhaps objections) from the group about the rationale behind the guidelines.

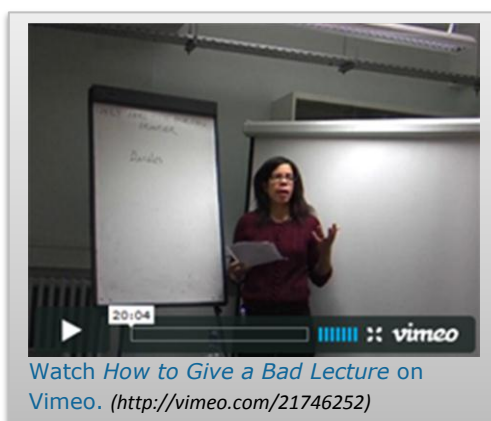
You might find it desirable to stress to the group the fact that the problems disabled students have encountered with lectures in English Studies have mainly been linked to the issue of clarity, and that therefore the recommendations in the guidelines for inclusive lecturing repeatedly underline the importance of making the structure and content--and the purpose and function--of every lecture as clear as possible. It is important that the group understands that taking this step does not involve 'spoon-

feeding': clarity *per se* does not stop a lecture from being stimulating and intellectually demanding.

The activity

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

1. Download the [guidelines on inclusive lecturing](#) from the same resource folder as this one in HumBox, print them out, and distribute them to the group.
2. Tell everyone to read the guidelines.
3. Start a plenary discussion by asking everyone if they have any immediate reactions to any particular recommendation. (Usually, one or more of the recommendations will produce some opposition.) Discuss the rationale behind, the desirability of, and the practicality of implementing the controversial recommendations. (See the note on preparation for the session in the Introduction above.)
4. Play the video below of Nicole King's 'bad lecture' on *Brokeback Mountain*.



Before playing the video, tell the participants to evaluate the 'inclusivity' of Nicole's bad lecture against the recommendations in the guidelines. Give each participant a number between 1 and 3. All 1s must focus on the intellectual content and structure of the lecture; all 2s must focus on Nicole's delivery of the lecture; all 3s must focus on the use of external aids such as 'PowerPoint'.

5. Structure the concluding plenary by asking successively 2s, 1s and 3s what they made of the lecture, opening out the discussion into more general topics as appropriate.



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.

Rather than using a deliberately 'bad' lecture as the basis for the session, you may prefer to use a clip from a genuine lecture, given by a skilled lecturer unaware of the inclusive lecturing guidelines. The examples in The Pool are:

Bob Eaglestone, 'A Science of Literature'



Hannah Crawford, 'Shakespeare's London'



3 | 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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Sean Matthews, 'The Odour of Chrysanthemums'



More about each video can be found in the [Large group teaching](http://humbox.ac.uk/2914/) (<http://humbox.ac.uk/2914/>) area of The Pool.

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

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