

Lecture Delivery Best Practices Checklist

This checklist is intended for faculty who are delivering a lecture (in person or recorded), so the experience is made more accessible for everyone. For online delivery, it is presumed the selected platform and tools already have built-in accessibility features.

- ✓ Prepare your lecture in advance, with at the very least an outline for yourself to keep things on track and thus make it easier to understand
- ✓ Keep your lecture in short segments (10 to 20 minutes), each with its own “title” and focus
 - Introduce each section to your audience by stating its focus and objectives
- ✓ Speak clearly and directly to your audience
 - Consider practicing your lecture in front of a colleague or professional (one of the CTL audio producers) to get feedback on your delivery
 - Practice, practice, practice so the “mechanics of the delivery” don’t distract from the content
- ✓ If a concept or acronym is not common nomenclature with the intended audience, take the time to explain it
- ✓ If there are complex equations that are included in the lecture, take the time to verbalize them so that they can be effectively communicated to the visually impaired and understood better by everyone
- ✓ If there are complex charts or graphs, again, take the time to verbalize them so that they can be effectively communicated to the visually impaired and better understood by everyone
- ✓ For any other visual elements (i.e. graphics or slides), make sure to:
 - Follow the best practices for any visual being brought into any activity
 - Do not rely on color alone to convey meaning
 - Make sure any important text is clear and easy to read
 - Do not have flashing, flickering, or animated text or objects
 - Describe all graphics (except those that are purely decorative)
 - e.g., Instead of saying, “Let’s discuss this heat map”; try saying, “Let’s discuss this heat map of Maryland that shows population health risk scores across the state.”
 - e.g., Instead of saying, “This graph is typical of ...”; try saying, “This clustered bar graph, showing the average BMI by gender across different age groups, is typical of”
 - Relay the key points of the graphic
 - If there is text on the image that participants are expected to read, verbalize it
 - If there is part of the image that should be receiving focus, verbalize where attention should be drawn and describe the details
 - e.g., Instead of saying, “Look at the bone matrices on this slide”; try saying, “In this illustration, let’s talk about the magnified cross sections of bone along the right side of this slide....”
- ✓ For any annotations (i.e., whiteboard-type activity), make sure to describe what you are doing
 - Describe any background visuals
 - Describe what is being highlighted, modified, or otherwise annotated
 - If the tool that is selected for annotations is important, describe the tool or its type of annotation
 - e.g., “On this scatter plot of the correlation of infant mortality rate and total fertility, we are crossing out the outliers with a red X before drawing an estimated line of best fit with the yellow highlighter.”

- ✓ Distribute accessible digital handouts for the lecture's slides (and any related readings) to the audience in advance.
- ✓ **For face-to-face lectures**, keep the physical environment in mind
 - Mobile or modular learning spaces are ideal where seating accommodations can be made for anyone needing more space or needing to be closer to the lecturer and/or projected display(s)
 - Background noise should be minimal
 - Lighting should be sufficient for anyone taking notes
 - Try not to have “back lighting” where your face is in the shadow and always face the audience when speaking
 - Try not to move around much to aid lip-readers and to avoid distraction