

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.** At a minimum, make an outline for yourself to keep things on track and create a more logical flow. This makes it easier for students to process and recall.
- ✓ **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.
 - Keep background noise to a minimum.
 - Practice, practice, practice so the “mechanics of the delivery” don’t distract from the content.
- ✓ **If a concept or acronym is not commonly understood by your 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,** such as data visualizations, take the time to verbalize them so that they can be effectively communicated to the visually impaired and better understood by everyone.
- ✓ **For all 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). For example,
 - 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.”
 - 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. For example,
 - 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. For example,
 - “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.”
- ✓ **If your face will be showing during the lecture (video recording or face-to-face):**
 - Keep your face well lit. Try not to have “back lighting” where your face is in the shadow.
 - Try not to move around much to help lip-readers and to avoid distraction.
- ✓ **For face-to-face lectures, keep the physical environment in mind.**
 - Always face the audience when speaking.
 - 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).
 - Lighting should be sufficient for anyone taking notes.
- ✓ **Distribute accessible digital handouts in advance**, including the lecture’s slides and any related readings. These can be used by students for preparation, note-taking, and review. Providing relevant resources before a lecture reduces the likelihood that there will be issues in distribution and access.