CELT Style Guide

For lectures, workshops, seminars and other learning activities

## Planning:

Minimise or avoid using any of the following elements within learning activities where they are not necessary to learning outcomes:

* physical effort, loud noise, flashing/flickering lights, strong smells, large amounts of social interaction, food or drink, take place in an unfamiliar or very different environment (small spaces, outdoors, different location).

If they are required, signpost when they will occur.

Prepare backups in case of technological failure.

Consider providing or incorporating concept-mapping or other visual cues of your main points in addition to textual and verbal information.

## Make available ahead of time:

* Slides, lecture notes, and handouts.
* A glossary of unfamiliar or new terms - this can be provided within slides/notes, a separate document, or a link to an online source.
* Written instructions for any activities that may be happening - lab work, group activities, etc.

These should be, where possible, electronic files as this will enable alternatives (such as braille, text-to-speech, etc) to be created more quickly. The Disability & Dyslexia service can advise on how this is done if needed (new software potentially coming soon that will enable all students to convert materials between formats - check with D&D).

## Setting up:

If possible, consider altering the layout of the room to work for your session (facing the speaker for presentations, separate tables for group work, etc).

Provide printed handouts, readings, slides, etc.

Set up Panopto to record the session (if appropriate) to make available for students to watch/listen later.

## At the start:

Give an explicit structure for sessions and activities and refer back to this as you proceed.

Set out conventions for behaviour at the outset - raising hands, debate, pronoun usage, talking, noise levels, politeness, when asking questions is appropriate, etc. Remember to set out behaviours you want to encourage as well as those that are discouraged.

## During:

Face learners when speaking and use microphones where they are available. Try to limit your movement around the room when speaking.

Make reading aloud voluntary.

If participants are speaking (to the whole group or within small groups) ensure they do so one at a time and can be seen by others.

Ensure that any information presented on screen is either described (if it is an image), read out, or explained in some way.

Leave slides/screen views in place long enough for slower viewers to understand what is being shown.

Write out any unfamiliar words or acronyms that come up on the screen/whiteboard/paper.

Check understanding at regular intervals to ensure communication and presentation methods are working.

Take mini-breaks or change activity types regularly.

When talking to an unfamiliar audience avoid using gendered descriptions of people to call upon them (the **person** in the red top, rather than the **lady** in the red top).

## After:

Make sure Panopto recording is uploaded, processed, and available to view.

Add any unfamiliar or difficult words/acronyms that came up in the session to the online resources - upload a text file, add a Blackboard item, add to central glossary, append to slides.

If any objects have been created during the session (eg thought maps, models, plans) make sure they are recorded in some way. For text-based objects it is best if the text can be typed up (as well as or instead of photographing it) to ensure greatest accessibility. Physical objects can be photographed or filmed and a description provided.