Lecture Materials in Advance

All faculty colleagues endeavor to make high quality Class / Course materials available to their students. However, some students have particular access needs requiring additional attention which can be supported by making Class/Course materials, for example the PowerPoint presentation prepared to support a lecture, available in advance and by clearly signposting any supplementary Class/Course materials for access by students following a taught session.

This accommodation will only be requested from ARS in the case that a student has a substantial difficulty in taking accurate notes in class on account of their disability. The notes to be provided may include lecture notes (which can be in abbreviated form), PowerPoint and overhead slides. Handouts given out in individual lectures should also be provided in advance. Guest lecturers on the course should be advised to supply their notes in advance of the course beginning.

Ideally the notes should be provided in electronic format; this facilitates alternative format provision where it is necessary or use of text to speech software. Posting the notes and PowerPoints via Sakai is an excellent solution.

Moving beyond the rationale above it is worth considering that providing lecture notes in advance for everyone has benefits for those who; wish to prepare for a lecture in advance; students who find lectures become exercises in speed writing rather an active cognitive engagements; mature students with lower stamina who find it difficult to write continuously for an hour and could use a handout; students who find it hard to follow the structure of the lecture aurally and can gain structure from the handout; international students who find it difficult to write and listen simultaneously in a second language and students who sometimes miss classes for medical reasons. This is a 'Universal Design' approach and is strongly encouraged by ARS.

In addition, providing students with illustrative diagrams showing relationships among key concepts to be discussed in a lecture can boost student learning and recall, especially for students who have difficulty organizing bits and pieces of related information into a cohesive mental framework; providing supportive material in advance can make a big difference in helping students grasp and lock in key concepts presented in a lecture. Some students are very good at building these mental frameworks on their own, but others struggle with the process; these students benefit considerably from getting extra support in advance of the lecture.

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