

Best Practice for Lectures: a Checklist (2024)

How to Prepare for, Facilitate, and Wrap-Up Your Online/Face-to-Face (F2F) Lectures

1. Before lecturer-led session	
I have created my MS Teams link for my lecturer led sessions and copied the links to the <i>Module Information</i> tile of mymodule page.	
I have set up my register in the relevant myLMS module page under the <i>Module Information</i> tile.	
I have informed my students, if necessary, how they should prepare for their lecture , e.g. by posting on the discussion forum on myLMS. <i>(Learn more here on this ‘flipped classroom’ approach, which can help boost your engagement with students during lectures).</i>	
I have informed my students on the mode of delivery (online or F2F), if necessary.	
I have checked that my students know when this session will take place, by checking that the relevant date on their timetable corresponds with the details on myLMS . If I feel they needed reminding , I have posted this via the relevant myLMS forum.	
I have done a quick check using myLMS Logs and/or course completion settings (you will find this in your “report” section of your module to see how my students have progressed in their learning on myLMS in preparation for the lecture.	
I have had a look at my students’ Learning Journey on myLMS this week, so that I can refer to the activities/material they have been engaging with, and so that I can remind them of upcoming assessments/activities.	
<p>I prepare the content of my lecture and plan how I will facilitate active learning, by ensuring I have done the following:</p> <ul style="list-style-type: none"> • I have liaised with my Module coordinator to obtain access to the relevant slide deck that I need to use. • If the slide deck has been prepared on by behalf by a colleague, I consider ways that I can still enhance my lecture by referring to a recent case study / a current event / my own experience / a fictional scenario that would be relevant and interesting to my unique cohort of students. • I prepare for interactive and online learning (see next column) and start thinking about the thought-provoking questions I can pose to my students. <p><i>See more tips here on preparing an Effective PowerPoint presentation, and on facilitating active learning.</i></p>	
I have checked the loadshedding schedule to make sure contingencies are in place.	
If I am having an in-person session I have checked that the venue supports the learning activities planned e.g., group discussions, projector, or whiteboard demonstrations.	
If I am having an online session, I have checked that my webcam, speaker, and microphone are working.	

2. During a Synchronous Lecturer-Led Session	
I join my class whether online or F2F at least 10 minutes ahead of time .	
I start my session by welcoming my students, and outlining what we will be focusing on during the lecture. I also set the 'rules of engagement'* for the session. <i>*e.g.: Encouraging them to raise their virtual 'hands' when they want to ask a question / post in the chat / to feel free to let you know when you need to slow down your pace or repeat something, etc.</i>	
I inform my students that I am recording my session if it is online, and I remember to press 'record' .	
I keep my camera on for online sessions. I give my students the option to turn on theirs.	
I take attendance during the session by sharing the code for students to mark themselves present.	
Throughout the session I refer to my slide deck to focus my students on the relevant topic, but I also pause to check that they are following me, allow them to raise questions or give feedback.	
I clearly link the lecture with the content and activities students have engaged with via myLMS that week. I allow students time to also share their questions on that material and/or upcoming assignments / assessments.	
I am mindful to facilitate active learning by posing questions to students and integrating appropriate discussion/reflection activities . I try to encourage students who are not participating in the class by creating easy ways for them to engage (e.g. using polls, think-pair-share or group discussions, or even online emojis to share their response to an argument/idea). I keep an eye on hands raised (online or F2F) or comments/questions made in chat (online).	
I give my students a body break in longer sessions.	
I conclude my session on time, and by making sure students understand what they need to learn next on myLMS, which assessments are due and what will be covered in the next synchronous session.	

3. After Synchronous lecturer-led session	
I upload my recording link to myLMS within 24 hours (for online)	
I gather and reflect on student feedback on my lecture(s). <i>*There are various ways to do this, and you can consult with your COP / module coordinator / line manager on the best way to do this in your faculty, and in the context of your module.</i>	