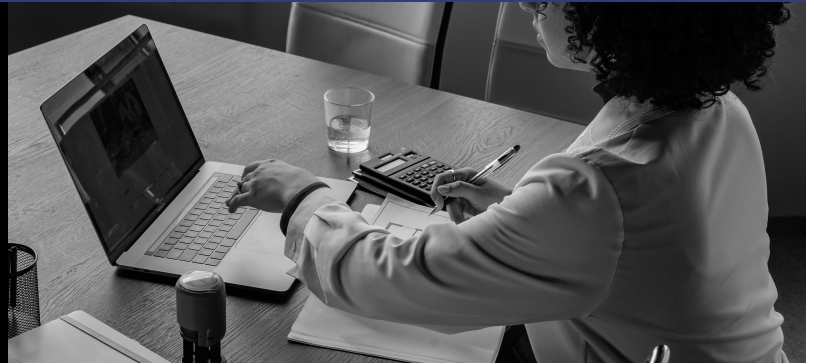# Best Practices: Classroom Technology

Every class utilizes some sort of classroom technology. Small changes in how materials and content are presented can ensure all students are learning.

Here are some best practices when it comes to using classroom technology:

1. Mic Up! 🎤

Ensure all students can hear your presentation by using the microphone provided in each classroom. While the microphone styles can differ, they are all connected to the speaker systems within the room.

✏️ **Testing 1, 2, 3!** Before you start the lecture, grab the microphone, turn it on, and test it out to ensure the volume level is appropriate and that it is working correctly.

✏️ **Repeat questions and responses.** Because students are not provided a microphone, it is helpful to repeat or rephrase questions and responses to ensure all students hear their peer's interactions during lectures and in-class discussions.

2. Utilize Closed Captions and Subtitles 🎬

Following a Universal Design for Learning (UDL) principle, offering subtitles for live presentations is an easy way to support all learners. Additionally, turning on closed captions when showing a video is also an effective practice.

✏️ **Enable Subtitles!** If you use PowerPoint during lectures, turn on the subtitles so the program captures what you are saying while you are saying it. See the [PowerPoint: Enable Subtitles KB article](#) to learn how.

✏️ **Turn on Closed Captions.** Most videos offer some form of closed captions; although, not all are accurate. To turn them on, simply select the CC button found in the video player.

- Preview all captions for accuracy and, when possible, edit them to make them more accurate. If videos are stored in My Media, see the [Kaltura Editing Captions article](#) to learn more.
- If a video does not include captions, [upload the video to My Media](#) to have them automatically-machine captioned. This also works for [YouTube videos](#) that are uploaded to My Media as well.

3. Use Descriptions and Accessible Fonts 🖊️

Not all students disclose a visual disability and many may have trouble deciphering and decoding images due to a visual impairment. When possible, use descriptive language to help them understand what they are seeing.

✏️ **Describe yourself!** Use descriptive language about yourself. For example, "I am a white, cisgender female with short brown hair. I am wearing a blue blouse with black pants."

✏️ **Describe images!** Use descriptive language to help explain the significance of an image, chart, or graphic used in presentations. Narrate/describe what is being written on the whiteboard or being presented through a document camera. Zoom in on images or writing when appropriate.

✏️ **Use accessible fonts!** When possible, use a sans serif font (such as Arial, Calibri, or Tahoma), which is easier to read on a screen. Font size should be no smaller than 14 points.

✏️ **Write legibly!** When writing on a whiteboard, print the words and write them in a size (2" or larger) so it is legible for all students. Use dark-colored markers such as black or blue.

4. Offer Alternative Formats of Materials 📚

Some students may require an alternative format of materials that can be read by magnification or a screen reader, but it takes time to set up the technology. When possible, provide it to them ahead of time in Canvas.

✏️ **Provide an outline!** Provide an outline or a graphic organizer to help students follow along with the lecture. Outlines can be created in Microsoft Word and run through the accessibility checker.

✏️ **Have a digital copy!** Provide a digital version of the presentation or materials and ensure alternative formats are accessible (i.e. scanned documents have had optical character recognition [OCR] completed, images have alt text or descriptions included).