



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

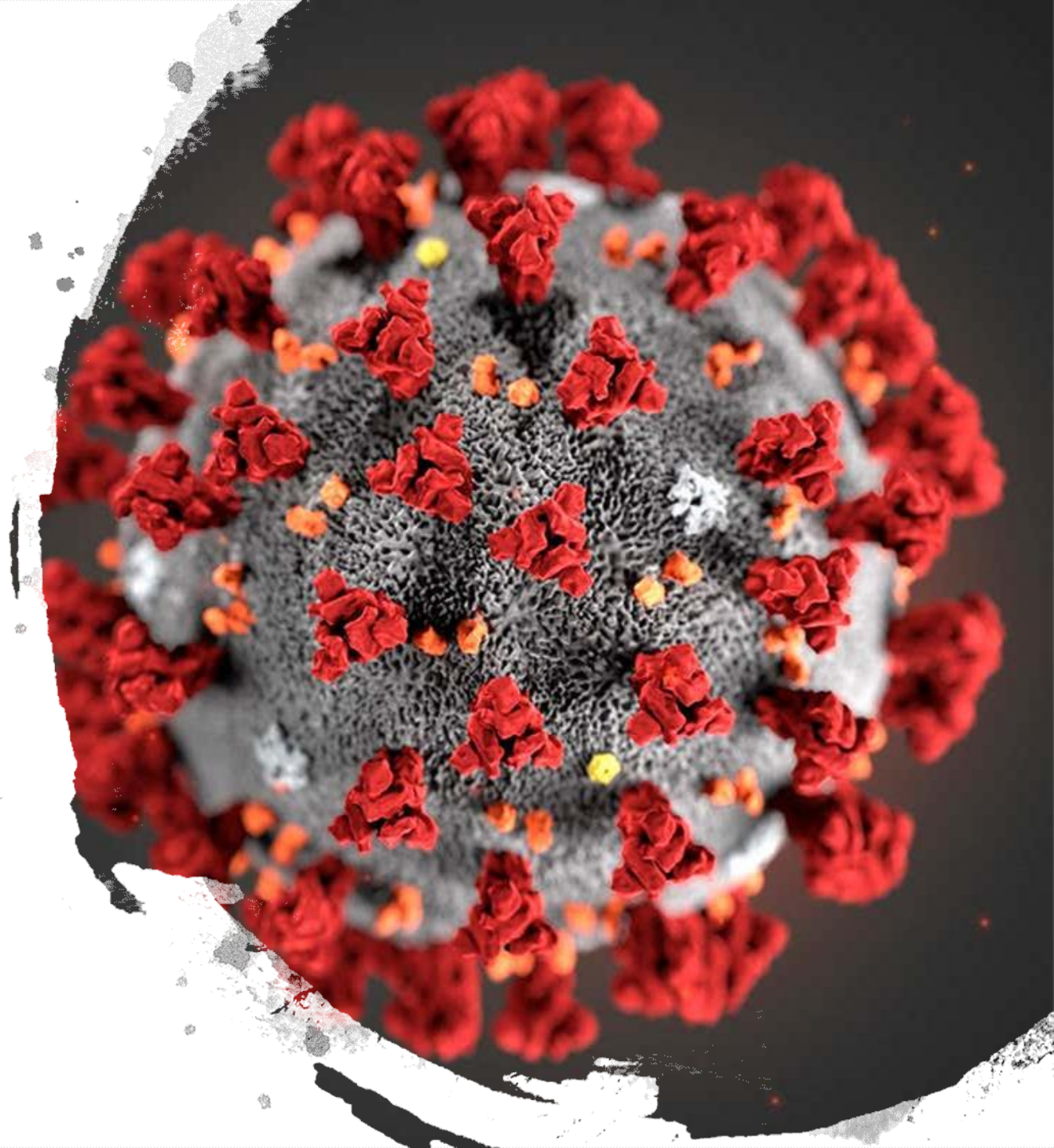


Towards Inclusion - Impacts, Responses and Resources: The Experiences of Students with Disabilities on Learning from Home during Covid-19 – Trinity College Dublin

HEA - Sharing of Good Practice in Higher Education Access and Participation during COVID-19
Declan Treanor & Declan Reilly, Trinity Disability Service, March 11th 2021

Main points:

- March & April 2020 – initial impacts of COVID-19 on students
- Summer 2020: Trinity Ability Co-op launched. Out of crises comes opportunity
- Disability Service Tech Kit Online Learning Survey
- Online learning resources developed by the Trinity Disability Service
- Impact of COVID-19 on professional courses
- Conclusion



Immediate responses

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Disability Service

 **DS Solutions Drop-in**

Monday to Friday
11am to 3pm (Term Time)
Contact: askds@tcd.ie or +353 1 8963111

Scan the QR code to book your Drop-in appointment



Email: askds@tcd.ie Phone: 01 896 3111/087 113 3185 Web: www.tcd.ie/disability

- Digital transformation - Printing House Square
- Needs assessment [moved online](#) via MS Teams
- Developed [online meeting guidelines](#) for students
- Online drop-in sessions 11-3 daily book [by scanning a QR code](#)
- Asked students what they wanted via surveys and focus groups
- Students via Ability co_op produced a video on [issues with online learning](#) – over 2000 views
- Disability Director sat on the Trinity online teaching & assessment working group
- Developed [online assessment exam](#) changes for April 2020

March & April 2020 – initial impacts of COVID-19 on students



zoom



- Undergraduate Students with disabilities feedback on online learning in COVID-19– SU Disability Officer and Disability Service Trinity College Dublin
- Ahead Survey - Learning from Home During Covid-19: A Survey of Irish FET and HE Students with Disabilities.

Student feedback

- The responses from 141 students in Trinity during late March and early April 2020 indicated that 49.5% said that their online learning experience was positive, 29% said it was negative, 18% had a mixed experience.
- The key findings of the Ahead survey were that more than half of the respondents either disagreed (35%) or strongly disagreed (17%) with the statement 'I am coping well with learning from home'.



Out of crises comes opportunity



- Launched in the summer of 2020, the Trinity Ability Co-op is a collaborative initiative between students, staff

Mission:

- To make Trinity an inclusive environment for students with disabilities
- To raise awareness of the challenges that students with disabilities face on a day-to-day basis
- To provide an opportunity for students to develop graduate attribute skills

www.abilitycoop.com

Co_op Café

Getting involved with Clubs and Societies
with a disability



Thursday 29th
6pm

Trinity Ability co-op achievements

- Developed online social media on multiple issues impacting students
- Met Vice Provost Equality, Diversity & Inclusion
- Gave immediate feedback to Disability Service on arising online needs and service requirements
- Awarded funding from Equality Fund and Trinity Trust to make Trinity more inclusive and produce expert by experience resources
- Summer intern and graduate interns employed for summer 21
- Printing House Square – got own space in new building

Disability Service Tech Kit Online Learning Survey

August 2020 – preparation for 20/21 & COVID-19 impacts



- **Do you have access to your own computer at home?** **88%** 93 of 106 students responded 'yes'
- **Do you have a quiet place where you can study?** **78%** 83 of 106 students responded 'yes.'
- **Do you have any AT needs to support your online learning?** **82%** 87 of 106 students responded 'no'

Online learning resources

developed by the Trinity Disability Service


- Adaptation to remote Disability Service delivery
- Learning to Learn Online' module for Trinity students.
- Adapting our Teaching for Learning Online' module for academic staff
- Online Assessment – supporting students and staff
- Disability Service worked with IT Services in developing Blackboard Ally and Closed Captioning in Panopto





Academic year 2020/21 – online reboot

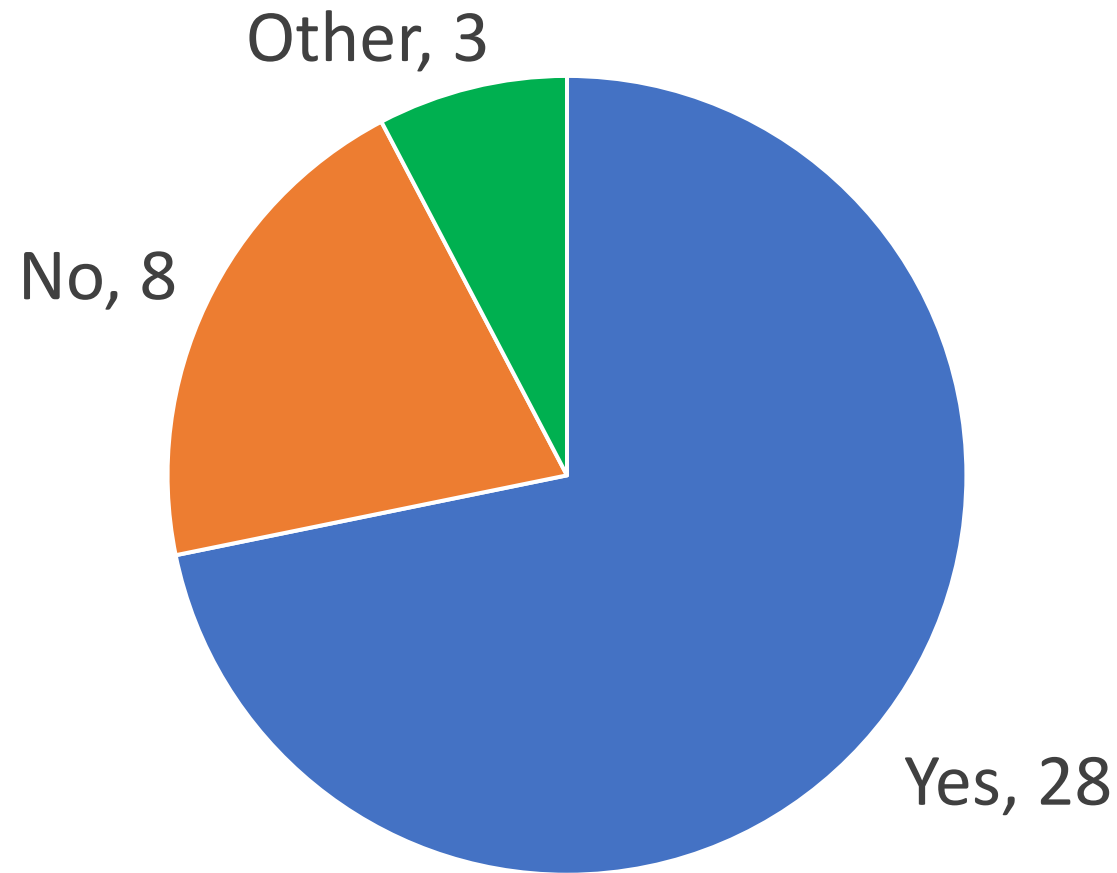
- Online orientation happened for students and parents
- Blackboard module – asks disability supports
- The Disability Service has also worked with the Centre for Academic Practice in the development of a VLE module 'Learning to Learn Online'
- Reviewed online exam offering and updated
- Weekly online webinars on topical subjects – working remotely etc
- Week Ability co_op café meet up and Autism drop in group
- Trinity agreed online capturing and captioning of all recorded lectures
- 600 students applied for disability supports so far...

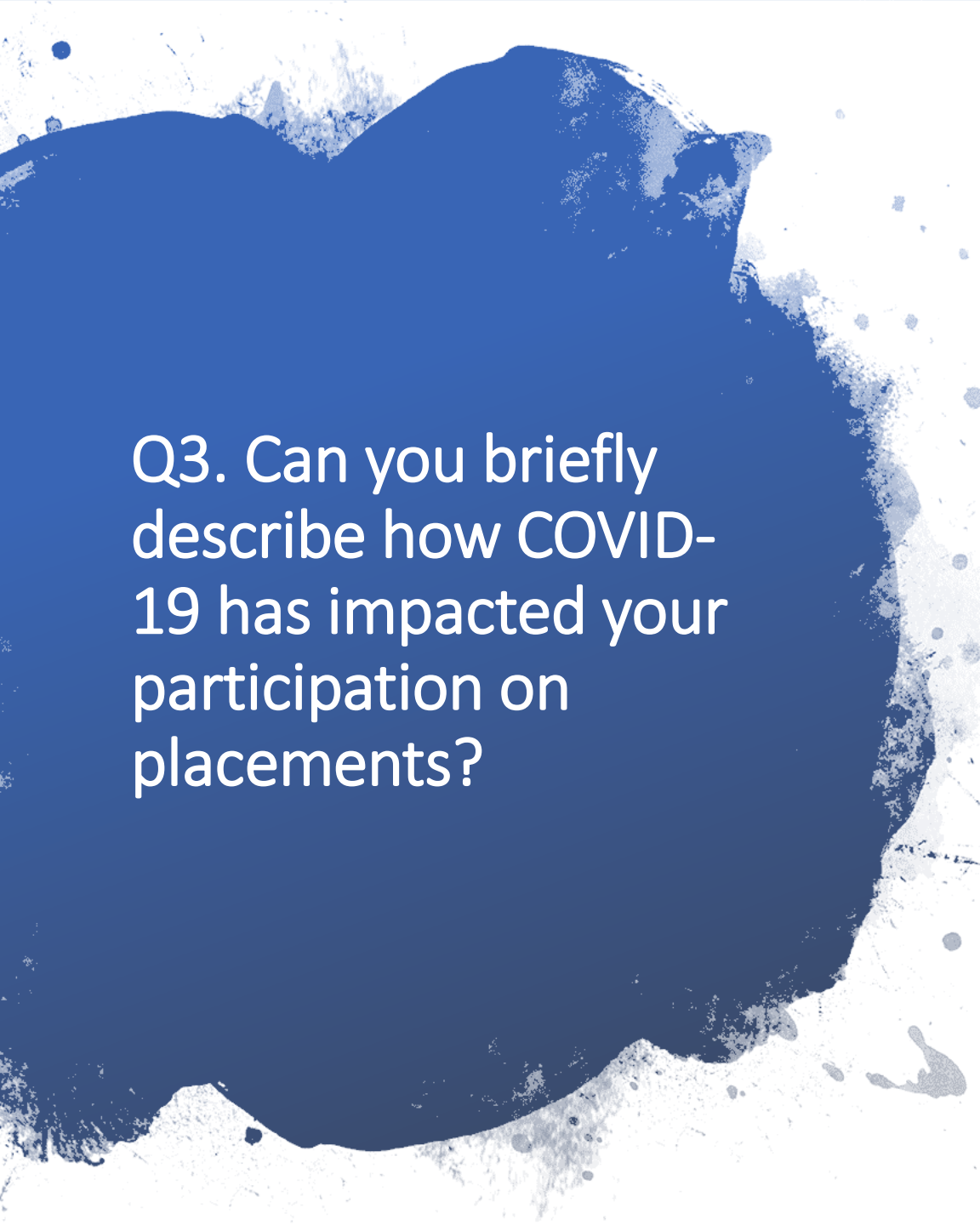


Disability Service surveyed students with disabilities on professional courses in March 2021

- Survey sent to all students from 2nd year onwards
- Survey had 8 questions and took on average 5 minutes to complete
- 39 participants across 9 professional disciplines
- Questions addressed the impact of COVID-19 on placements, placement experience, communications and supports

2. Since March 2020, have placements on your course being missed or incomplete due to Covid-19?

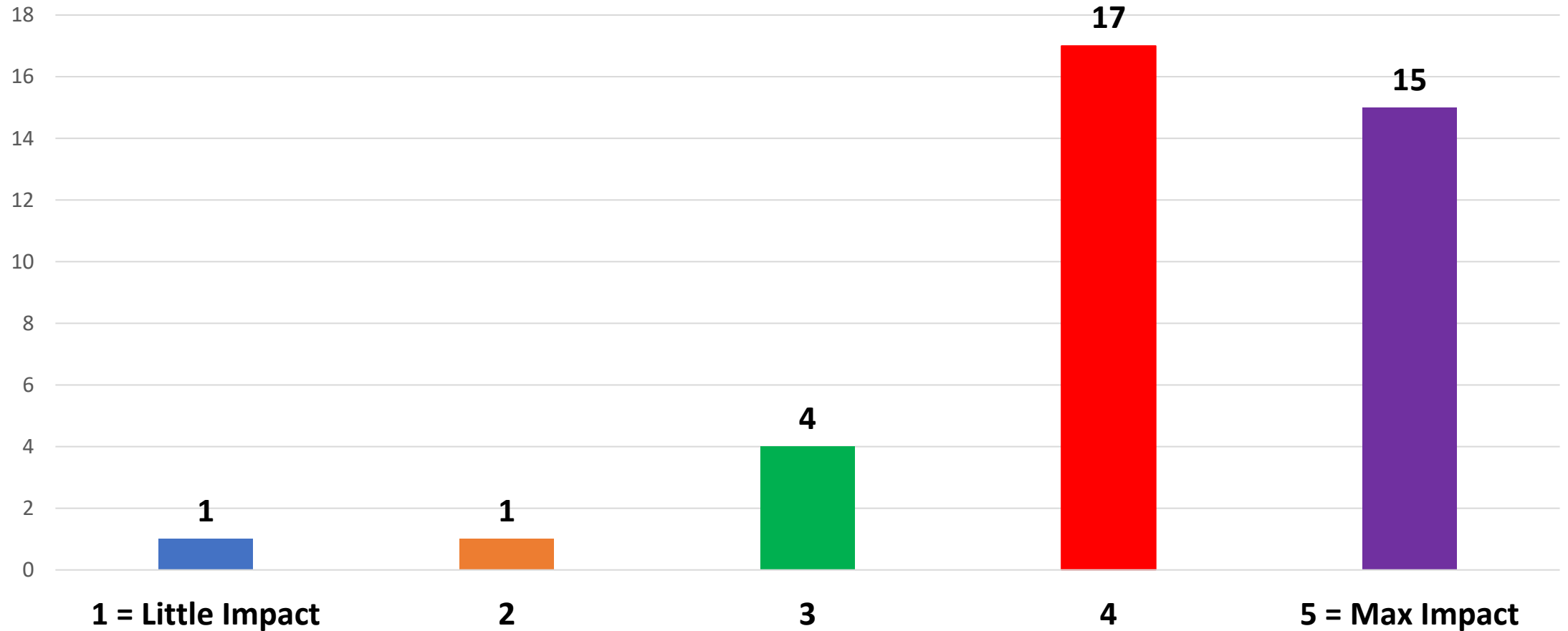




Q3. Can you briefly describe how COVID-19 has impacted your participation on placements?

- Couldn't meet clients. Social aspect gone.
- Some placements have been delayed or moved to telehealth.
- Second year placement was cancelled with an assignment in its place.
- We have been unable to see as many patients and unable to do many hands on techniques with patients.
- My placement in the community settings was cancelled in May 2020. However, in September, our third year placement went ahead.
- I did not get to complete the rest of my supernumerary placements in 3rd year which made me less prepared for my internship.

4. On a scale of 1 - 5 (with 1 indicating little or no impact and 5 indicating the maximum impact) how would you rate how COVID-19 has impacted on your placement experience?



Conclusions:

- One benefit of Covid-19, (while acknowledging that it should have all happened decades ago) is that **universities have been forced to modernise by implementing technological solutions that students with disabilities have always needed and asked for.**
- Students have been forced to be over-reliant on technology while **fundamental opportunities for academic, social, and personal development have been severely limited** and hollowed out.
- As a return to on-campus teaching emerges, we have an opportunity to strike a better balance between on and off-line teaching and learning. **Disability Services in universities are innovators and change agents.**

TECHNOLOGY:
Opportunity or
Threat?

