



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# The Trinity Inclusive Curriculum Project Presents:



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**Ross's Accessibility  
Tip of the Week: The  
Complete Collection**



Welcome to the Trinity Inclusive Curriculum Project (Trinity-INC) Accessibility Tips of the Week Compilation!

We have compiled all 46 of “Ross’s Accessibility Tips of the Week” published on the Trinity-INC social media platforms between 2022 – 2023.

Use the table of contents to navigate to a specific topic or tip. Feel free to copy any of the information from the document for use elsewhere.

**Tip:** Download the document as pdf and open in Adobe to easily copy the images.

**Please note:** the images in this document have no alternative text. This is to avoid repetition for those using screen readers. So, if you use an image from this document, please be sure to add some alt-text. Not sure how? [Check out our quick how-to guide on YouTube](#)

Contact [trinityinc@tcd.ie](mailto:trinityinc@tcd.ie) for more information.



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## Trinity Inclusive Curriculum Project


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## Week 1: Alt Text

- Alt text refers to words that describe an image that is posted to social media a website, or placed in a document.
  - Alt text can be helpful for many people, but particularly those who use screen readers.
  - Make sure to include as many details of the image as possible, including colours!
  - It's simple, just say what you see!
- .....



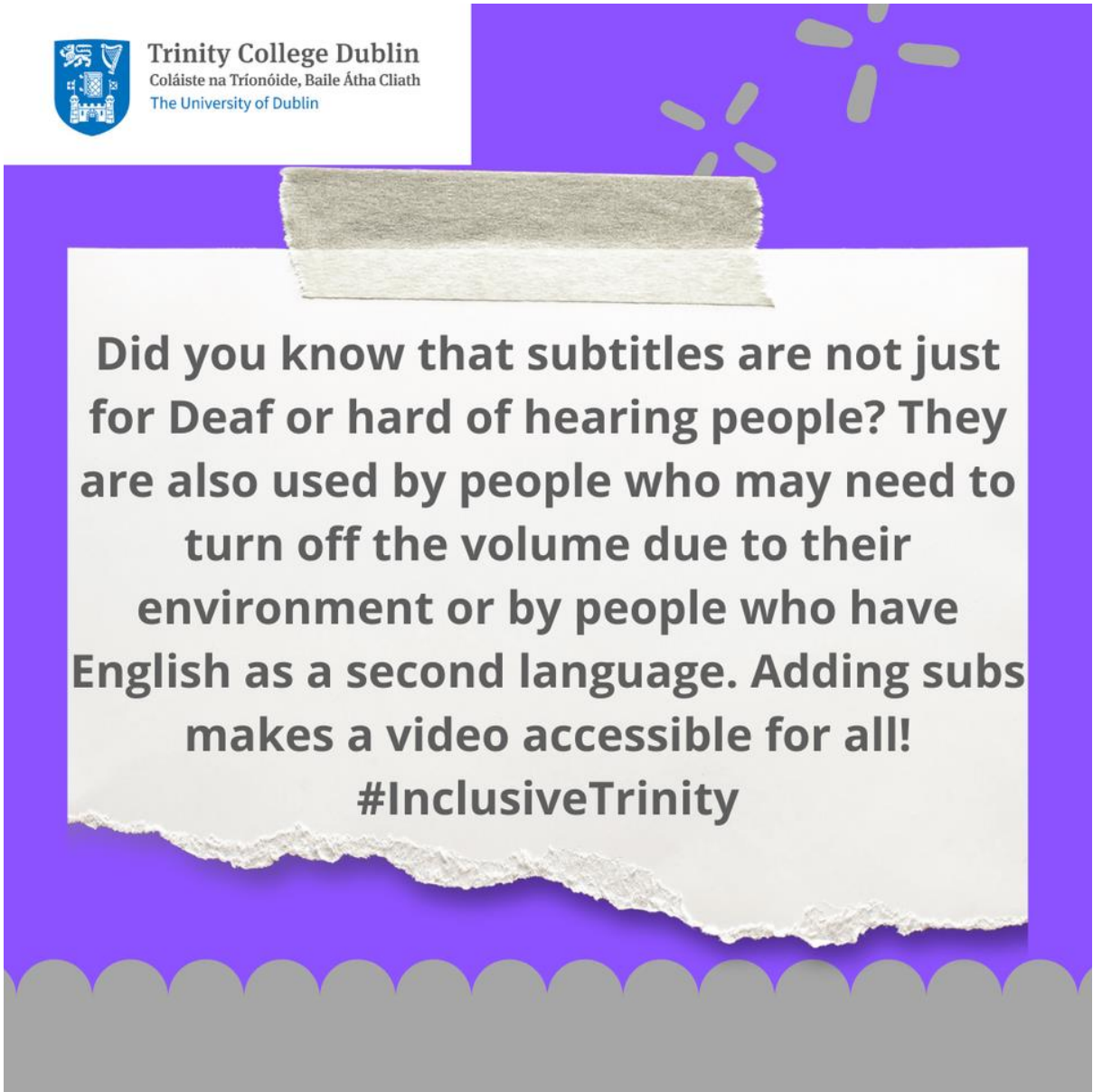
- 
- **Alt-text is words that describe an image that is posted to social media, a website or placed in a document.**
  - **Alt-text can be helpful for many people, but particularly those who use screen-readers.**
  - **Make sure to include as many details of the image as possible, including colours.**
  - **It's easy, just say what you see!!**



## Week 2: Subtitles

Did you know that subtitles are not just for Deaf or hard of hearing people? They are also used by people who may need to turn off the volume to their environment or people who have English as a second language. Adding subs makes a video accessible for all! #InclusiveTrinity

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**Did you know that subtitles are not just for Deaf or hard of hearing people? They are also used by people who may need to turn off the volume due to their environment or by people who have English as a second language. Adding subs makes a video accessible for all!**

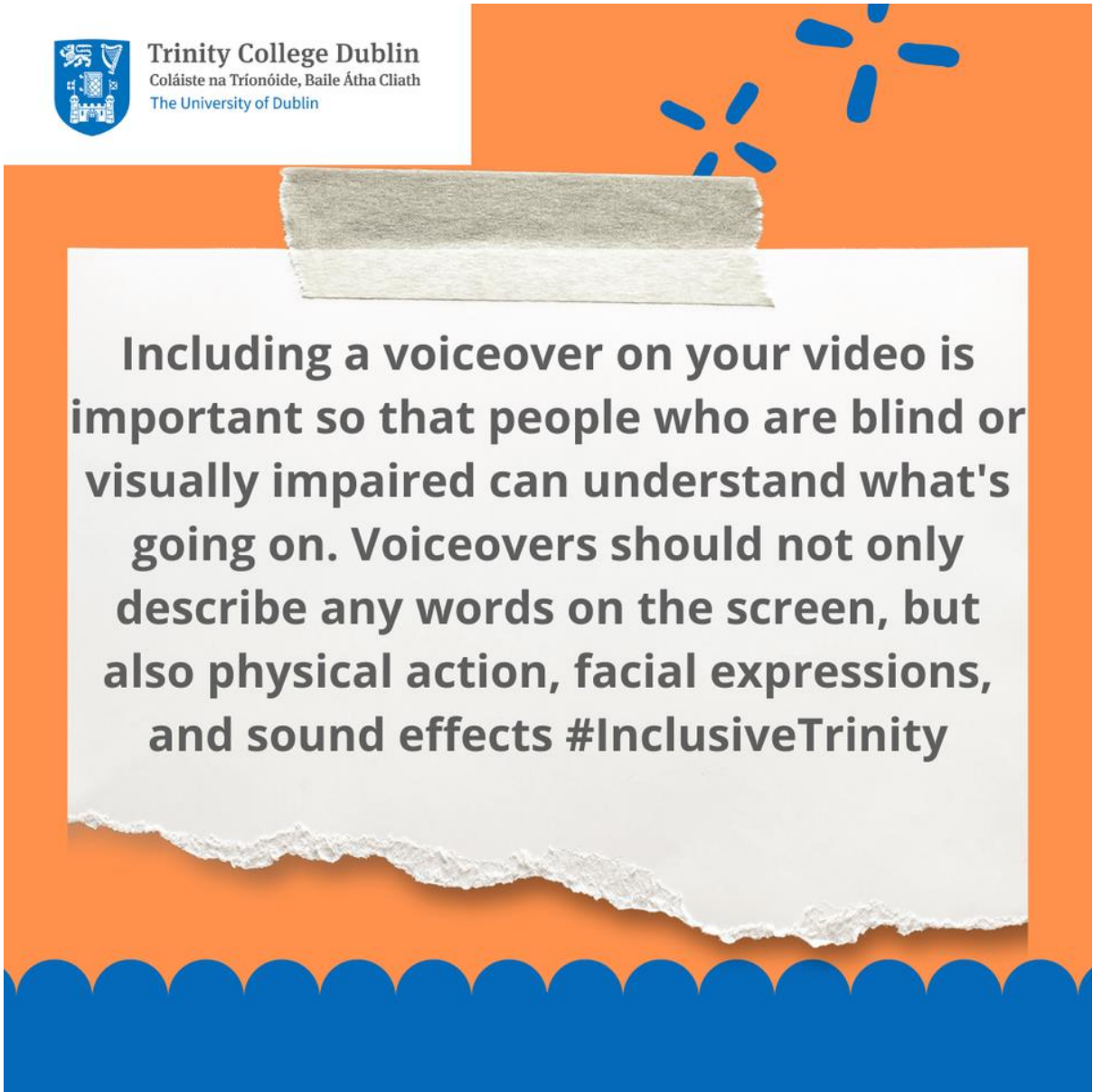
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## Week 3: Voiceovers

Including a voiceover on your video is important so that people who are blind or visually impaired can understand what's going on. It not only describes any words on the screen, but also physical action, facial expressions, and sound effects. #InclusiveTrinity

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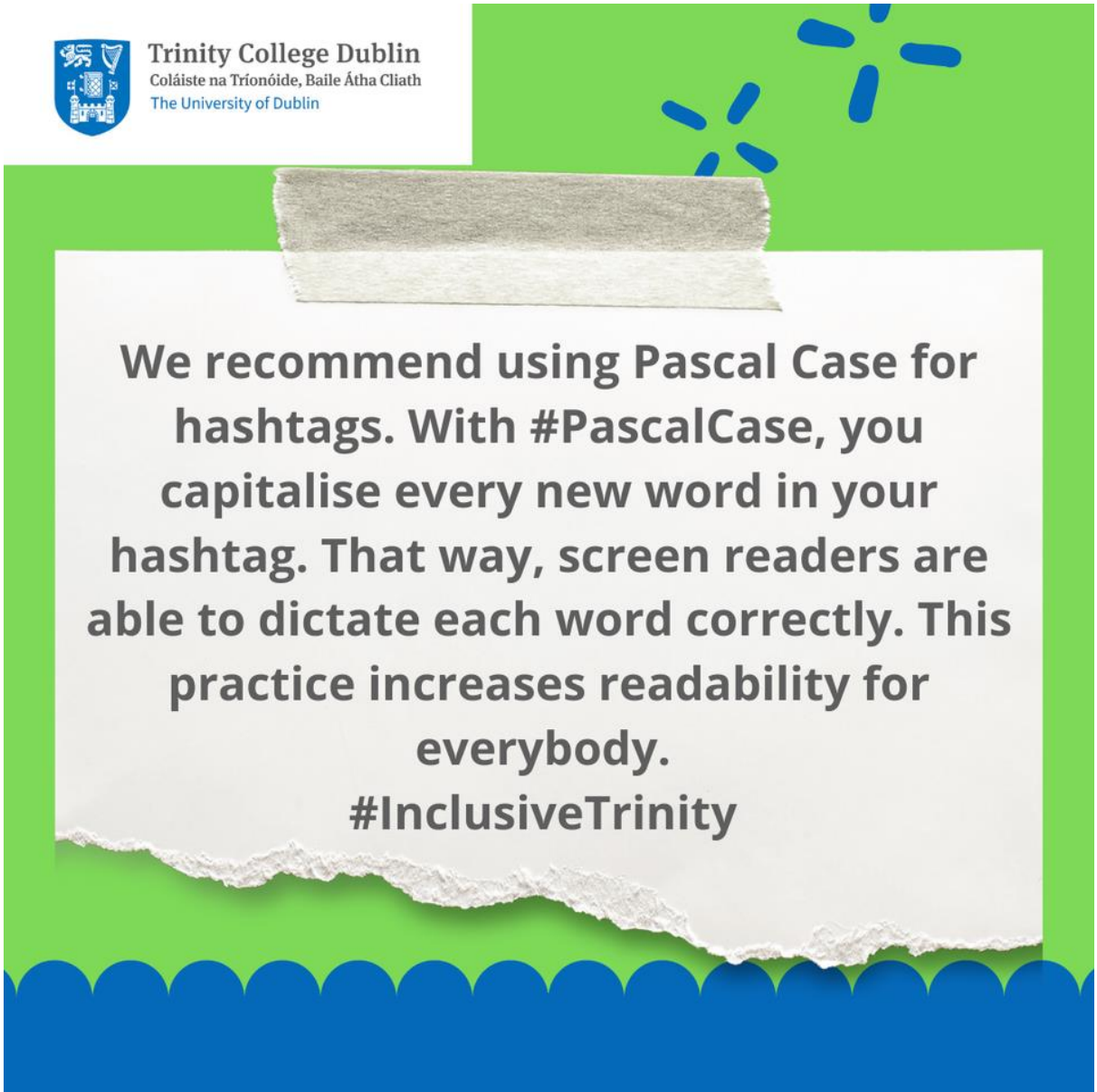
**Including a voiceover on your video is important so that people who are blind or visually impaired can understand what's going on. Voiceovers should not only describe any words on the screen, but also physical action, facial expressions, and sound effects #InclusiveTrinity**



## Week 4: Pascal Case

We recommend using Pascal Case for hashtags. With #PascalCase, you capitalise every new word in your hashtag. That way, screen readers are able to dictate each word correctly. This practice increases readability for everybody.  
#InclusiveTrinity

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capitalise every new word in your  
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#InclusiveTrinity**



## Week 5: Blackboard Ally

Blackboard Ally allows staff to make their documents more accessible. Students can download learning material in diverse formats such as audio, html or ePub, allowing them to access the information in a way that suits them. For more info visit the Trinity INC website. #InclusiveTrinity

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**Blackboard Ally allows staff to make their docs more accessible and students can download learning material in diverse formats such as audio, html or ePub. Students can then access the file in a way that suits them. For more info, visit the Trinity-INC website! #InclusiveTrinity**



## Week 6: Font and Size

Changing your font is an easy way to make your text accessible. A sans-serif font (Tahoma, Arial) is easier for people with visual impairments to read. Keep it at size 12 and above for maximum accessibility! For more info, visit the Trinity-INC website! #InclusiveTrinity

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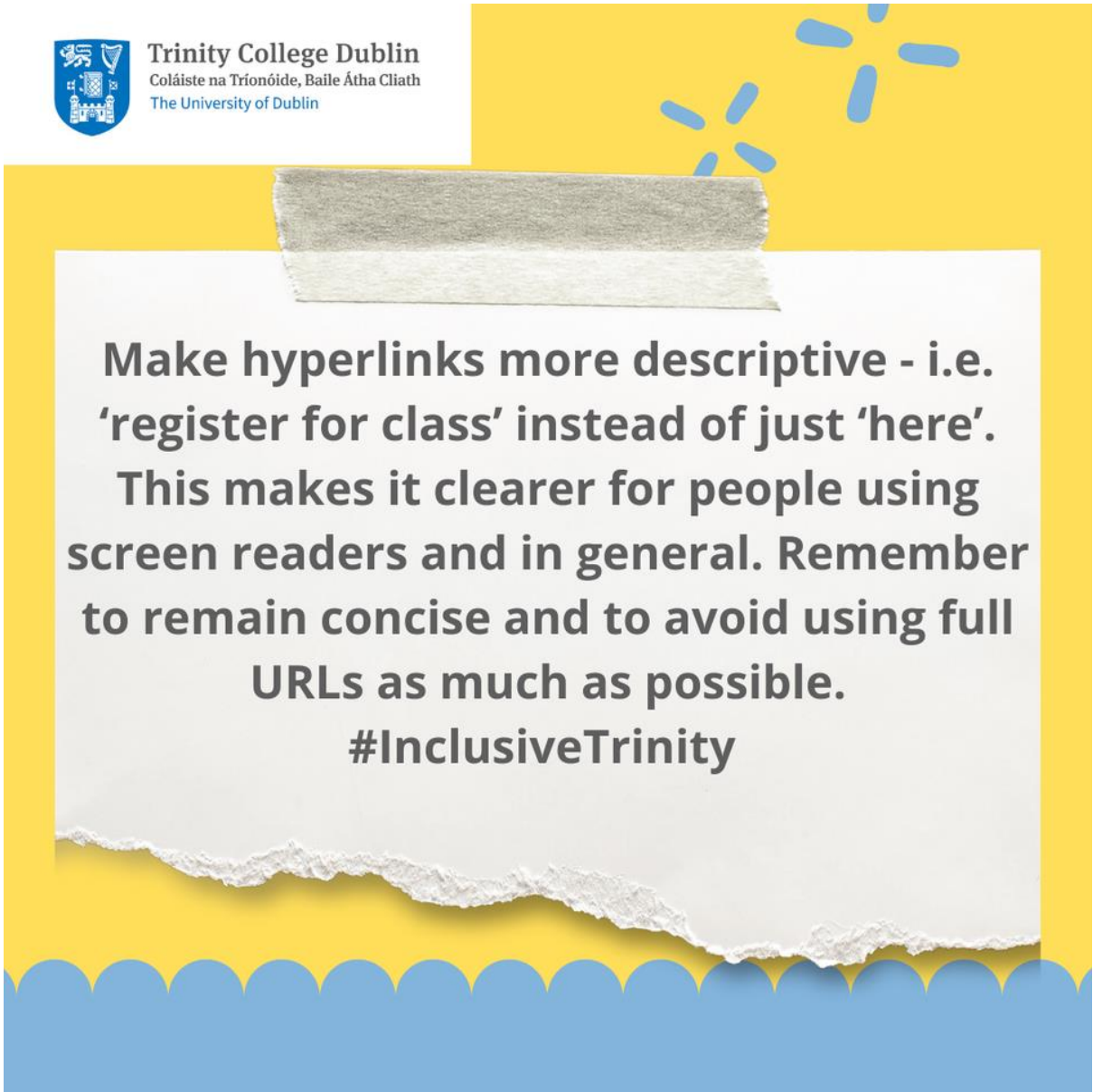


## Week 7: Hyperlinks

Make hyperlinks more descriptive - i.e. 'register for class' instead of just 'here'. This makes it clearer for people using screen readers and in general. Remember to remain concise and to avoid using full URLs as much as possible.

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'register for class' instead of just 'here'.  
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## Week 8: Pronouns

Include your pronouns when you introduce yourself and in your email signature or on any other virtual platform. This act of allyship creates a more welcoming space for trans and non-binary people to share their pronouns. It also normalises sharing pronouns instead of assuming them based on presentation. #InclusiveTrinity

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## Week 9: Student Diversity

When teaching, assume diversity among your students. In addition to visible circumstances, many students have hidden challenges and disabilities. Assuming diversity can help you adopt an inclusive mindset, supporting you to make your teaching inclusive for all. #InclusiveTrinity

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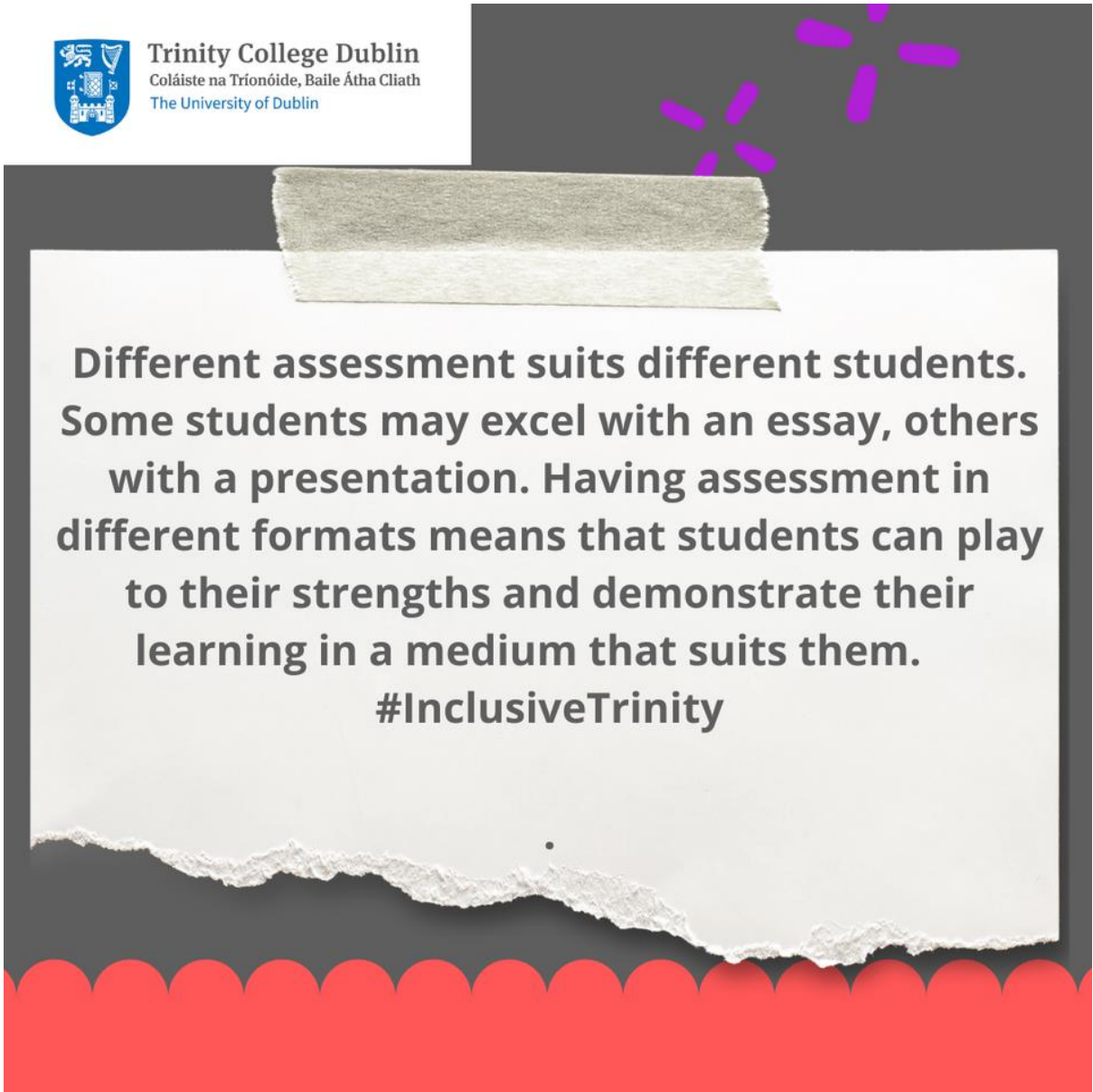
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#InclusiveTrinity**



## Week 10: Multiple Means of Assessment

Different assessments suit different students. Some students may excel with an essay, others with a presentation. Having assessment in different formats means that students can play to their strengths and demonstrate their learning in a medium that suits them. #InclusiveTrinity

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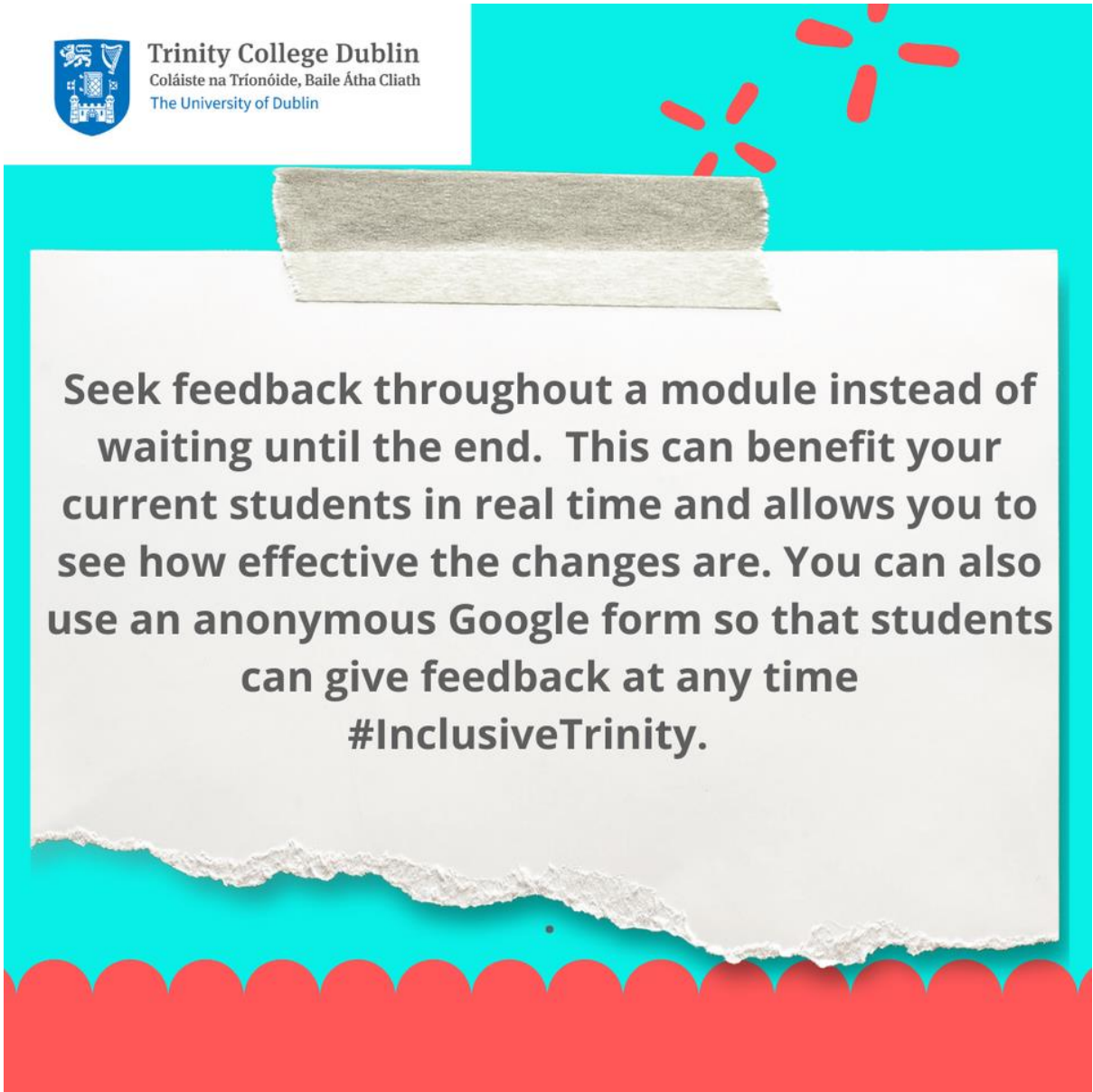
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with a presentation. Having assessment in  
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## Week 11: Feedback

Seek feedback throughout a module instead of waiting until the end. This can benefit your current students in real time and allows you to see how effective the changes are. You can also use anonymous Google forms so that students can give feedback at any time. #InclusiveTrinity

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## Week 12: Ally Accessibility Checker

Use Blackboard Ally's accessibility checker to see how accessible your document is. This is found next to the document on Blackboard. If it's green, you're good to go. Ally also tells you how to fix accessibility issues so your material can be used by everyone. #InclusiveTrinity

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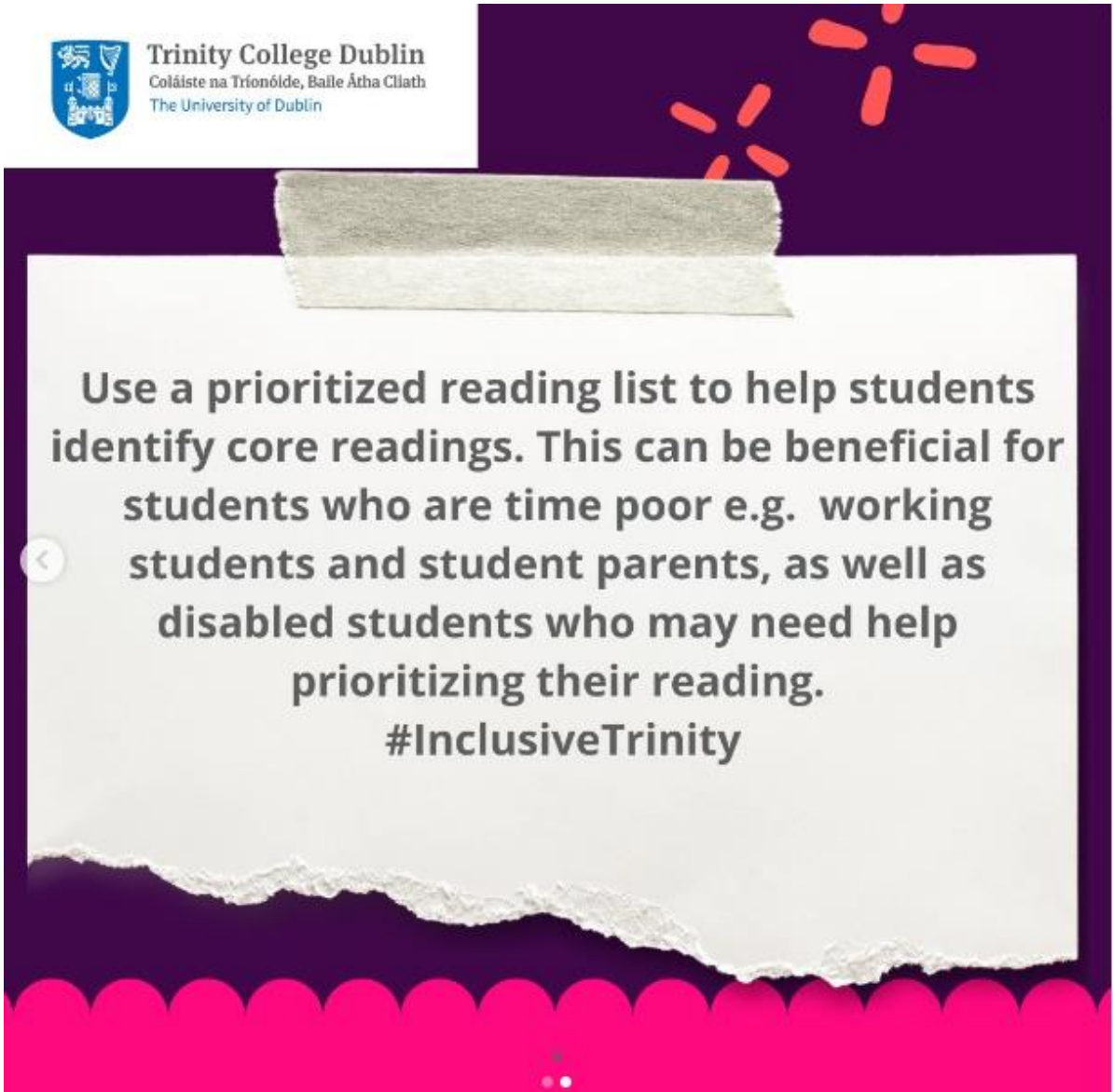
## Week 13: Prioritised Reading List

Use a prioritized reading list to help students identify core readings. This can be beneficial for students who are time poor e.g. working students and student parents, as well as disabled students who may need help prioritizing their reading. #InclusiveTrinity

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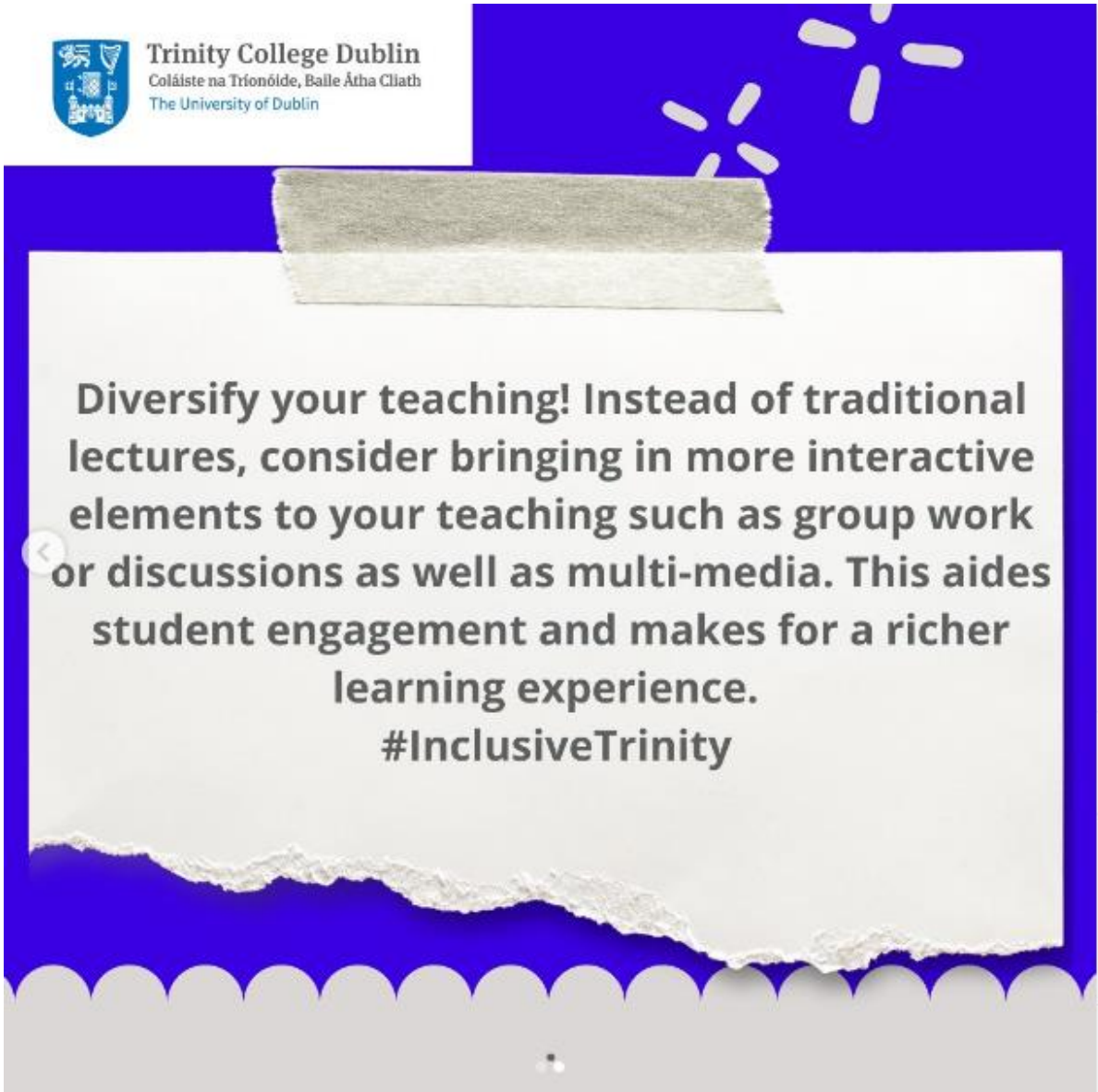
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## Week 14: Multiple Means of Engagement

Diversify your teaching! Instead of traditional lectures, consider bringing in more interactive elements to your teaching such as group work or discussions as well as multi-media. This aids student engagement and makes for a richer learning experience. #InclusiveTrinity

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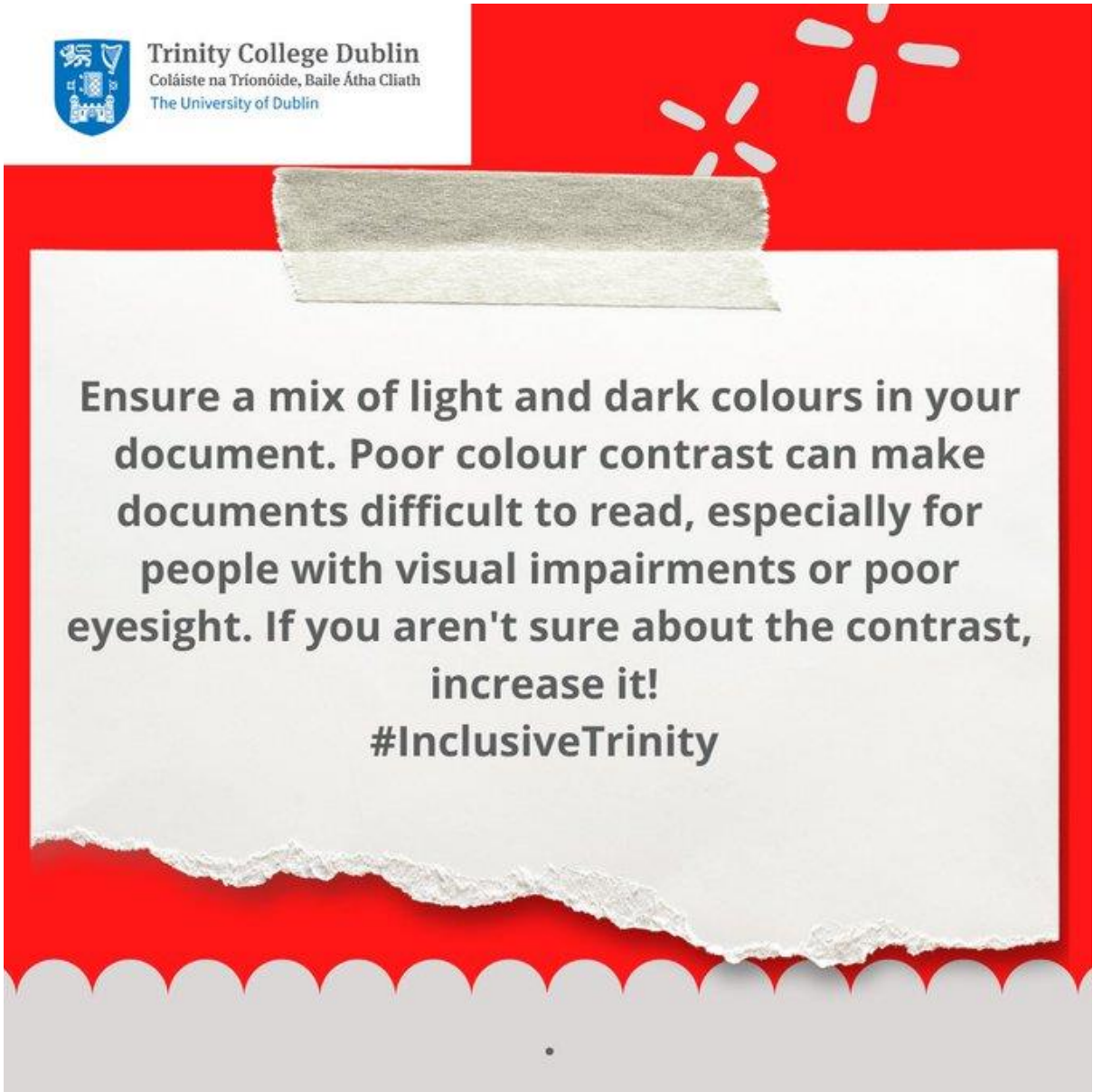
**#InclusiveTrinity**



## Week 15: Colour Contrast

Ensure a mix of light and dark colours in your document. Poor colour contrast can make documents difficult to read, especially for people with visual impairments or poor eyesight. If you aren't sure about the contrast, increase it!  
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## Week 16 Happy Holidays

As we wrap up the term, be mindful that not everyone celebrates Christmas. Opt for a more neutral greeting this year, such as “Happy Holidays!” #InclusiveTrinity

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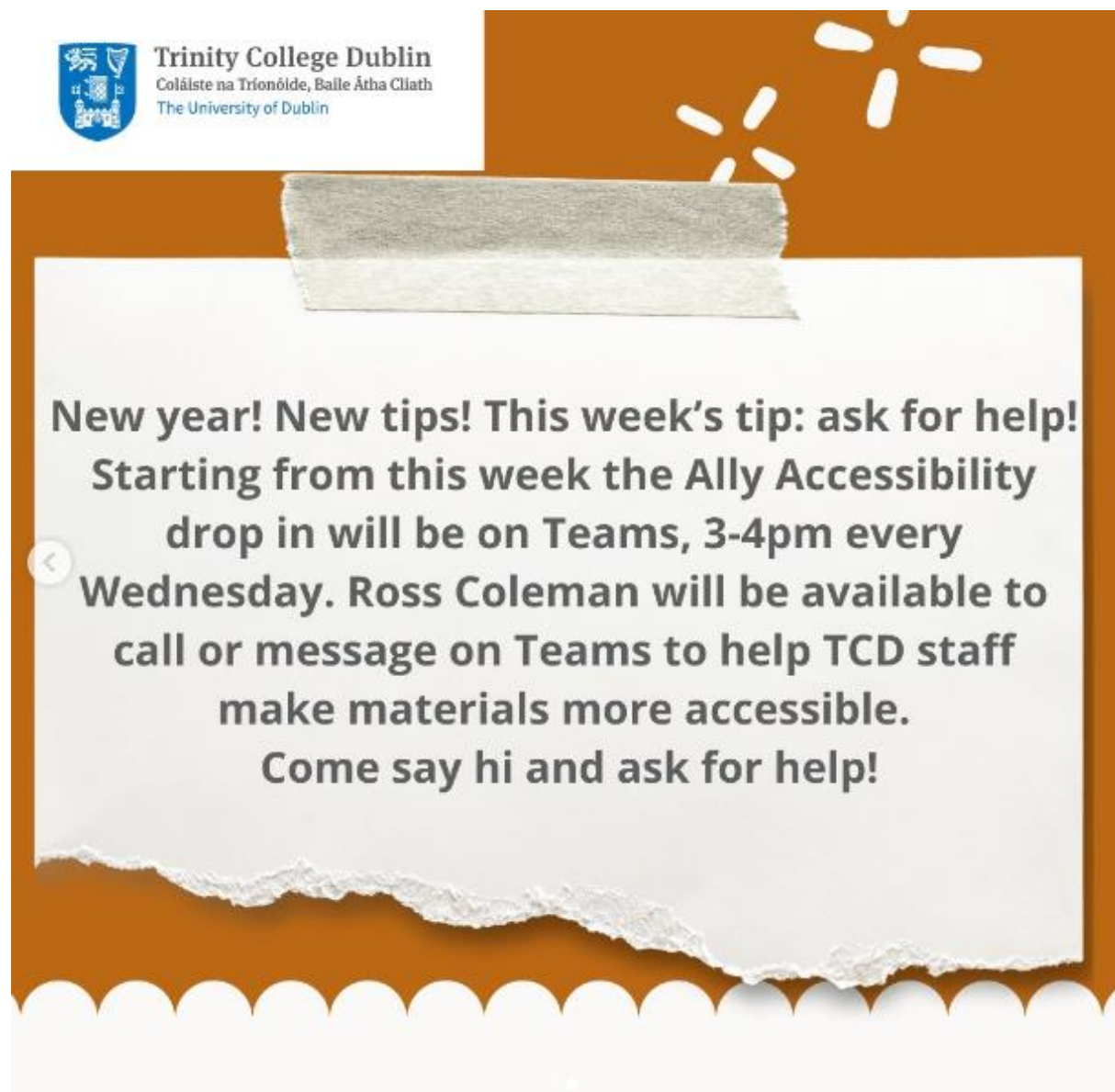


## Week 17: Ask for Help

New year! New tips! This week: ask for help! Starting from this week the Ally Accessibility drop in will be on Teams, 3-4pm every Wednesday. Ross Coleman will be available to call or message on Teams to help TCD staff make materials more accessible.

Come say hi and ask for help!

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## Week 18: Blackboard Layout

Make your Blackboard module easier to navigate with a clear layout, descriptive titles, and built in subsections and folders. Students will have fewer queries - saving time for everyone.

[Check out our 5min overview to see how to do this.](#)

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**#InclusiveTrinity**



## Week 19: Drop in Hours

Use 'drop-in hours' instead of 'office hours.' This less formal language helps students who are apprehensive about approaching lecturers outside of class. Students feel more comfortable asking questions which ultimately improves their learning. #InclusiveTrinity

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**are apprehensive about approaching lecturers**  
**outside of class.**

**Students will feel more comfortable asking**  
**questions which ultimately improves their**  
**learning!**

**#EasyWins #InclusiveTrinity**



## Week 20: Module in Inclusive Teaching Practices

Top up your weekly fix of tips! Sign up for our module on Inclusive Teaching and Learning. Starting Feb 20th, this 'light-touch module' will teach you about Universal Design for Learning to make your practices more inclusive.

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**Enrol now! Follow the link in our bio.  
#InclusiveTrinity**




## Week 21: Diverse Reading Lists

Diversify reading lists with work by scholars from diverse backgrounds and minority groups. This will increase the breadth of ideas students are exposed to and also help some students see themselves reflected in the curriculum, increasing their engagement. #InclusiveTrinity

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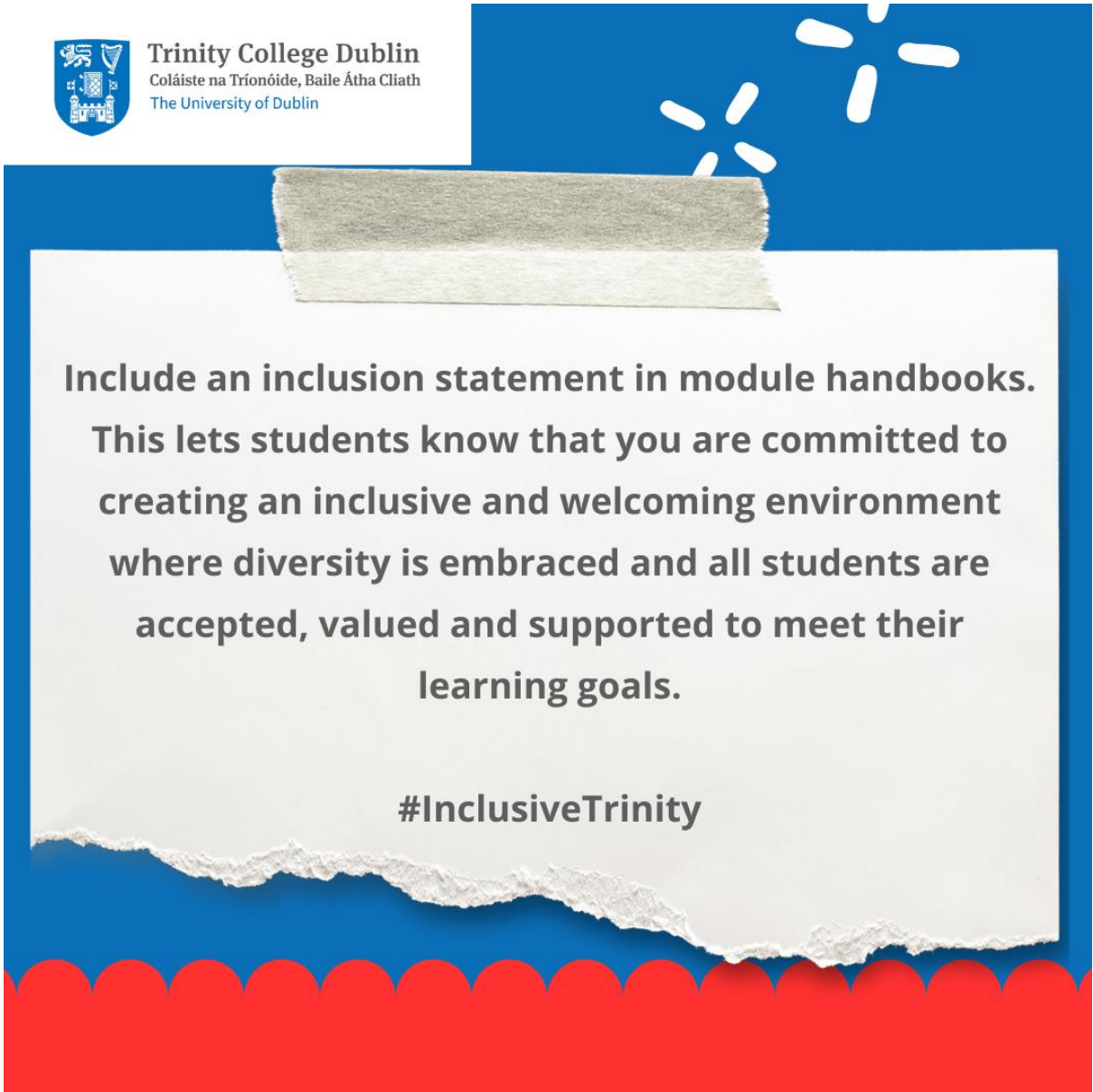
## Week 22: Inclusion Statements

Include an inclusion statement in module handbooks. This lets students know that you are committed to creating an inclusive and welcoming environment where diversity is embraced and all students are accepted, valued and supported to meet their learning goals. #InclusiveTrinity

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**#InclusiveTrinity**



## Week 23: Peer Support

Looking for ideas on how make your teaching more inclusive?  
Why not talk about it with one of your colleagues. Sharing  
ideas with peers is an important part of practicing inclusive  
teaching. You can refine your ideas and learn from each  
other. #InclusiveTrinity

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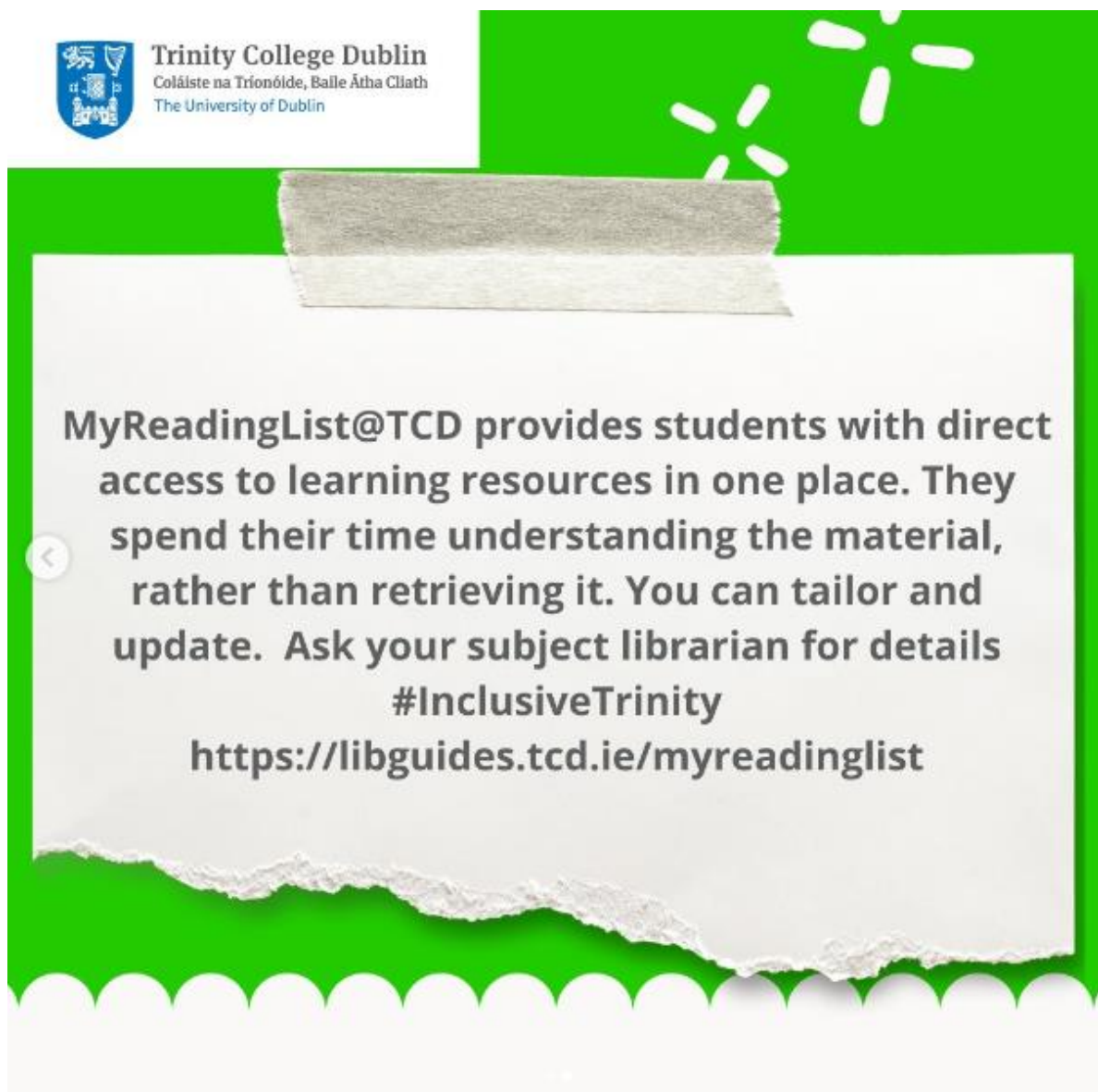


## Week 24: MyReadingList@TCD

MyReadingList@TCD provides students with direct access to learning resources in one place. They spend their time understanding the material, rather than retrieving it. You can tailor and update. Ask your subject librarian for details.

#InclusiveTrinity

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## Week 25: Seachtain na Gaeilge

Chun Seachtain na Gaeilge a cheilúradh, tá Trinity-INC théis fiseán a chur ar fáil ina bpléitear an inrochtaineacht as Gaeilge. Creidimid go bhfuil an Ghaeilge ann do chách! Féachaigí ar an bhfísean ar ár gcainéal Youtube!  
#InclusiveTrinity

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**#Trínóidelonchuimseach  
#InclusiveTrinity**



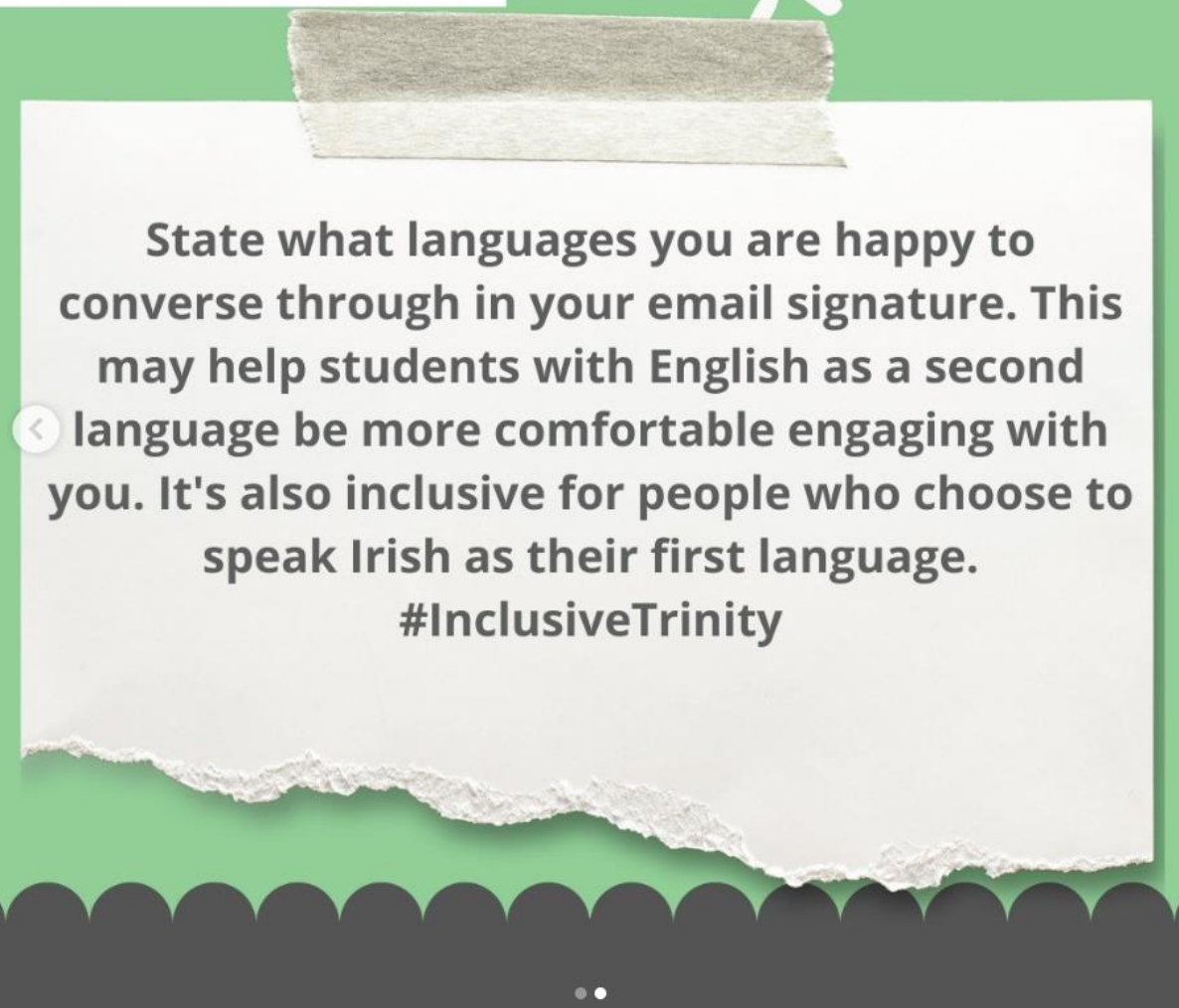
## Week 26: Email Signature

State what languages you are happy to converse through in your email signature. This may help students with English as a second language be more comfortable engaging with you. It's also inclusive for people who choose to speak Irish as their first language. #InclusiveTrinity

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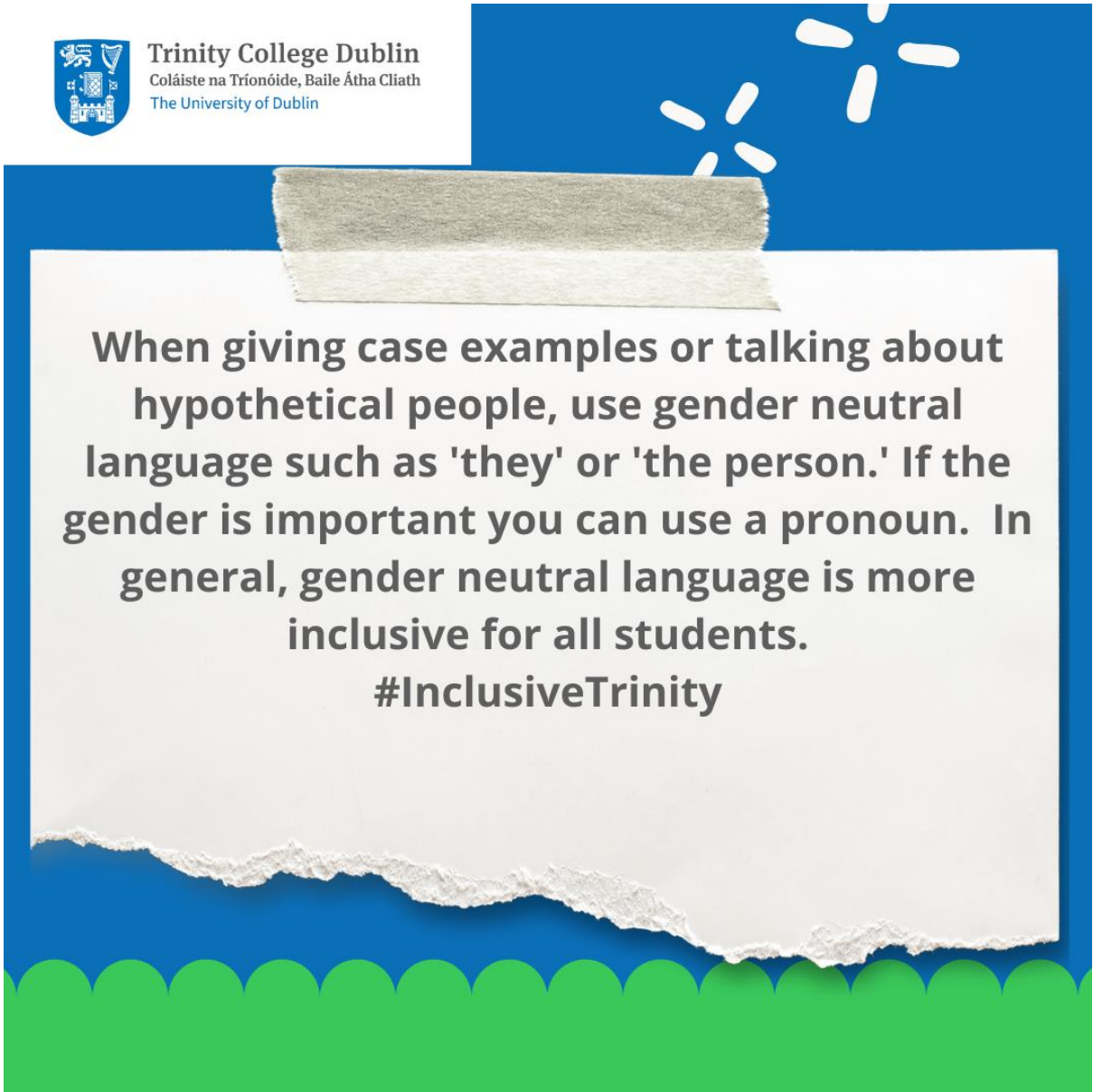




## Week 27: Gender Neutral Language

When giving case examples or talking about hypothetical people, use gender neutral language such as 'they' or 'the person.' If the gender is important, you can use a pronoun. In general, gender-neutral language is more inclusive for all students. #InclusiveTrinity

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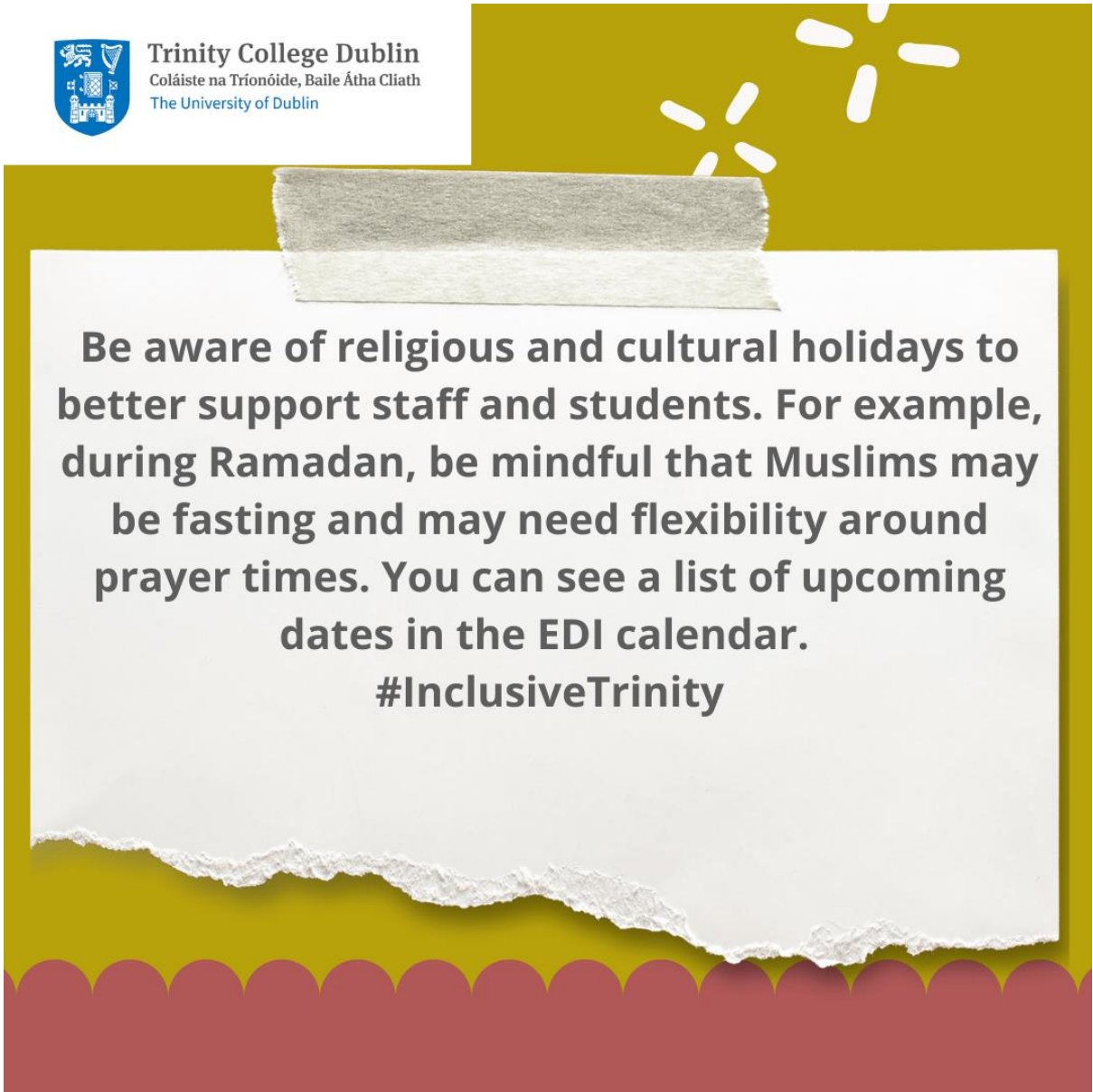
## Week 28: Cultural and Religious Holidays

Be aware of religious and cultural holidays to better support staff and students. For example, during Ramadan, be mindful that Muslims may be fasting and may need flexibility around prayer times. You can see a list of upcoming dates in the EDI calendar. #InclusiveTrinity

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## Week 29: Assistive Technology for All

Promote the use of assistive technology among all your students. Trinity has access to a wide array of free AT that can help students with notetaking, organisation and essay writing. Available to the whole Trinity community through the Disability Service website. #InclusiveTrinity

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## Week 30: Flexible Deadlines

As we approach exam season, be mindful that some students have hidden burdens such as caring responsibilities, invisible disabilities or part time jobs and may need flexibility around deadlines. Being compassionate and understanding is a key part of inclusion. #InclusiveTrinity

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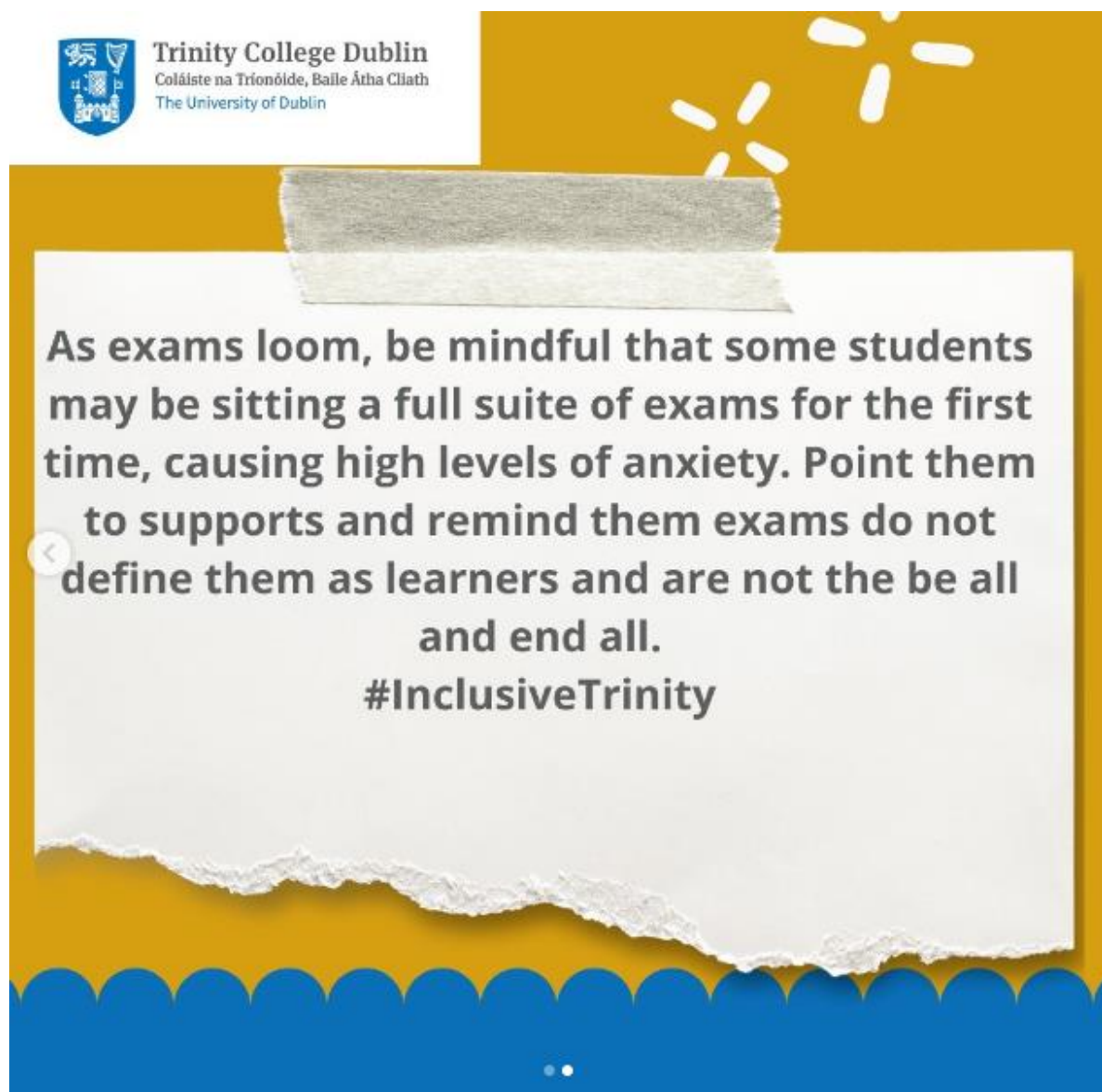
**#InclusiveTrinity**



## Week 31: Exam Anxiety

As exams loom, be mindful that some students may be sitting a full suite of exams for the first time, causing high levels of anxiety. Point them to supports and remind them exams do not define them as learners and are not the be all and end all.  
#InclusiveTrinity

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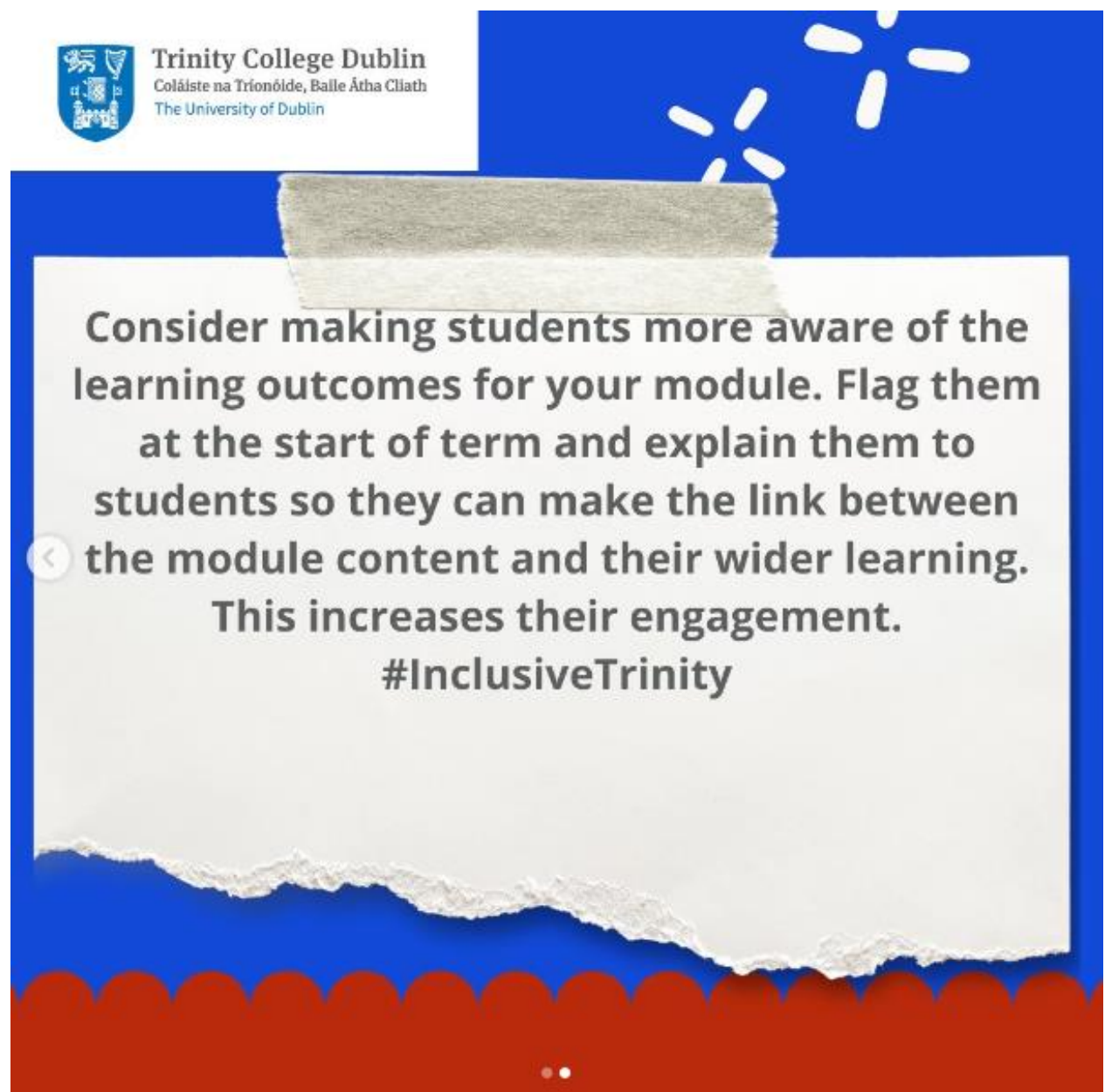




## Week 32: Learning Outcomes

Consider making students more aware of the learning outcomes for your module. Flag them at the start of term and explain them to students so they can make the link between the module content and their wider learning. This increases their engagement. #InclusiveTrinity

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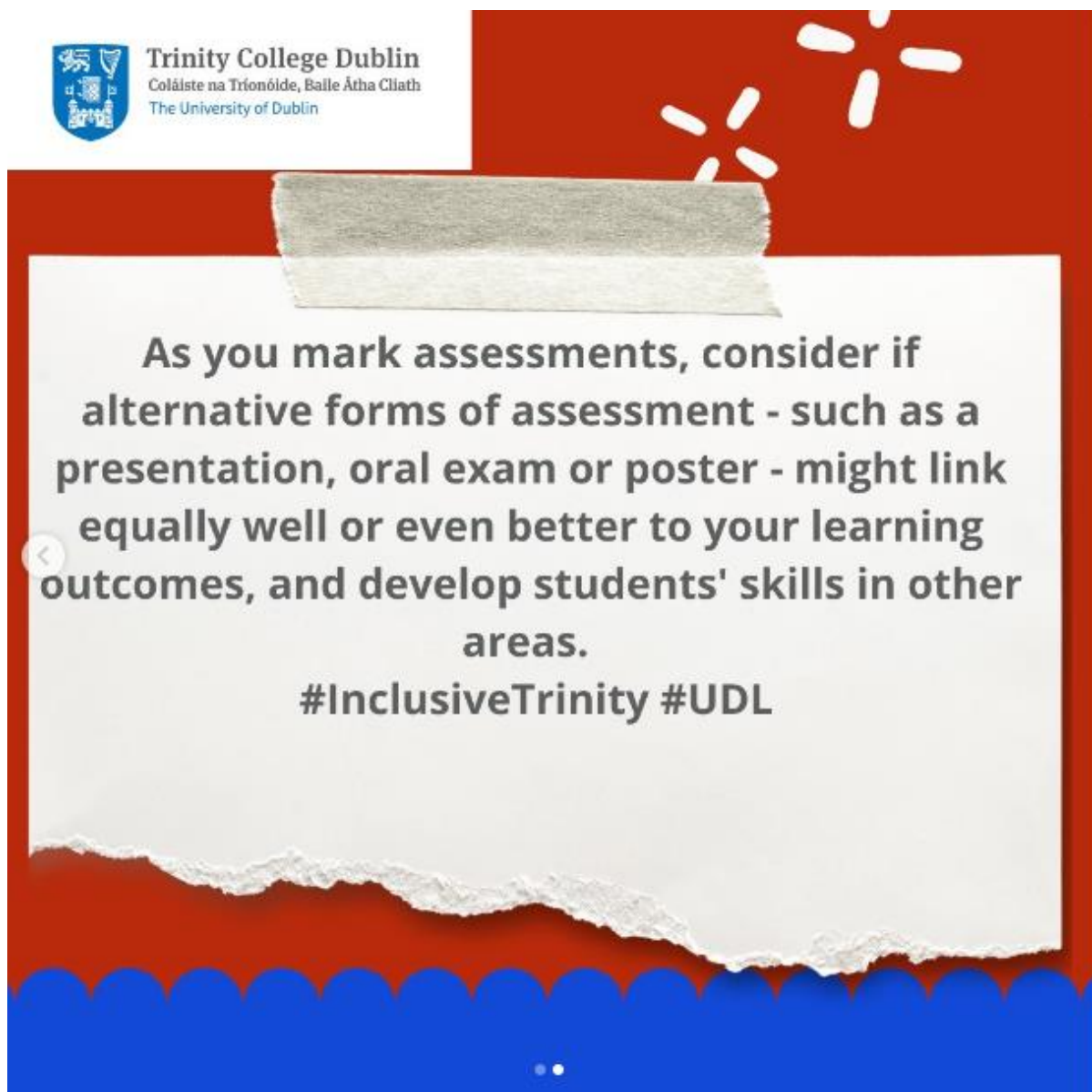


## Week 33: Alternative Forms of Assessment

As you mark assessments, consider if alternative forms of assessment - such as a presentation, oral exam or poster - might link equally well or even better to your learning outcomes, and develop students' skills in other areas.

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## Week 34: Targeted Feedback

When giving feedback, focus on areas the student could improve in future work, rather than justifying the grade. This gives them direction and supports them to become expert learners who take ownership over their progress.

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**#InclusiveTrinity**  
**#UniversalDesignforLearning**



## Week 35: #GlobalAccessibilityAwarenessDay

In honour of #GlobalAccessibilityAwarenessDay, we have a guest tip! Listen to Trinity-INC Student Partner Micah Chisholm talk about the importance of accessibility for inclusion. To get started on your journey, check out the Trinity-INC Website for resources! #InclusiveTrinity

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**#InclusiveTrinity**

**#GAAD**



## Week 36: Plain English

Use Plain English in your communications. Clarity benefits all students, and is critical for Deaf students, students with English as a second language, and students with intellectual disabilities. Plain English makes your content inclusive to all.  
#InclusiveTrinity

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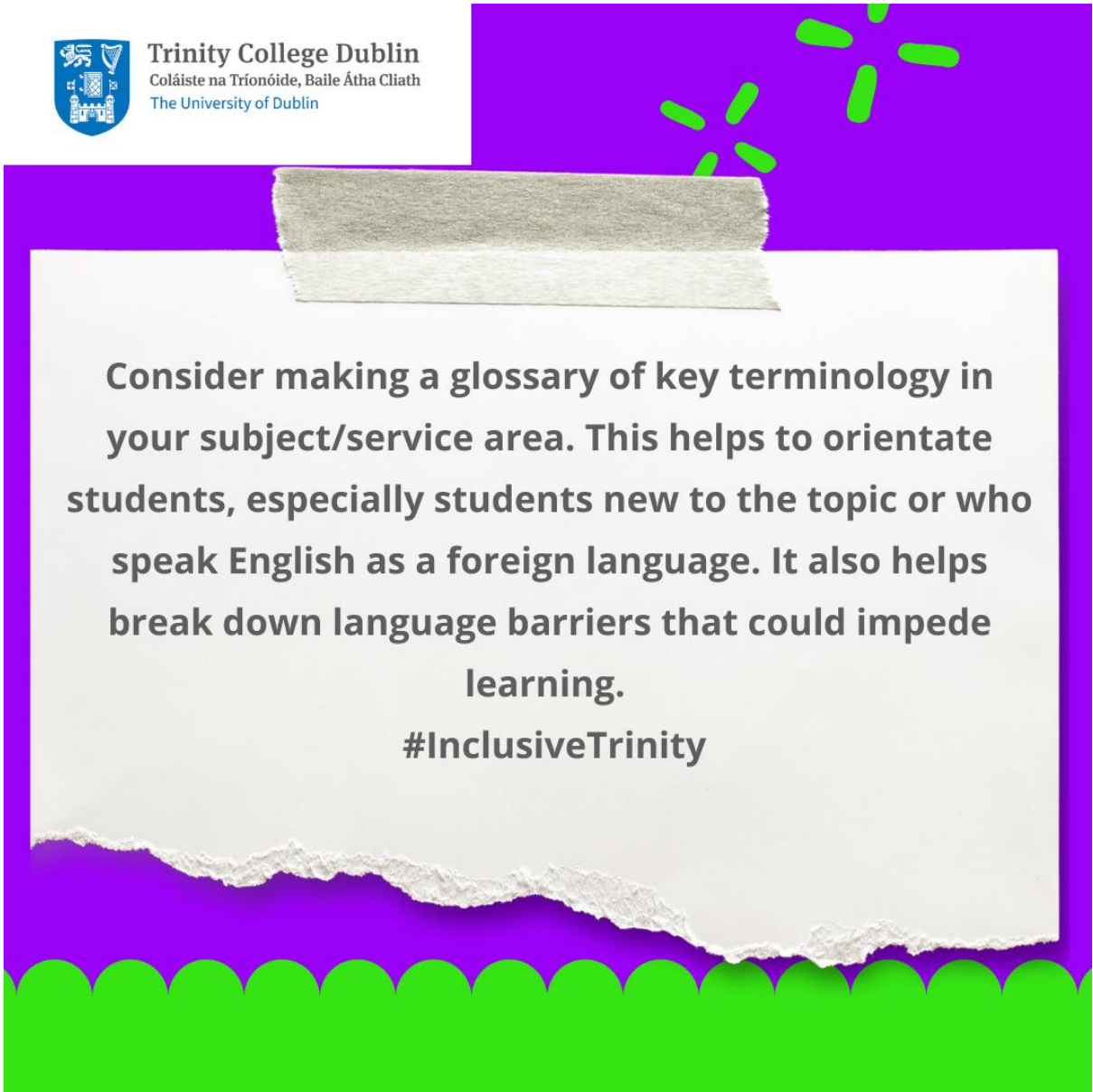
**#InclusiveTrinity**



## Week 37: Glossary

Consider making a glossary of key terminology in your subject/service area. This helps to orientate students, especially students new to the topic or who speak English as a foreign language. It also breaks down language barriers that could impede learning. #InclusiveTrinity

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**#InclusiveTrinity**



## Week 38: Microsoft Office Tools

Did you know that Microsoft Office has a suite of free accessibility tools? Tools like Dictate and Immersive Reader are great for students with English as a second language or disabled students. Consider promoting these tools to students at the start of term. #InclusiveTrinity

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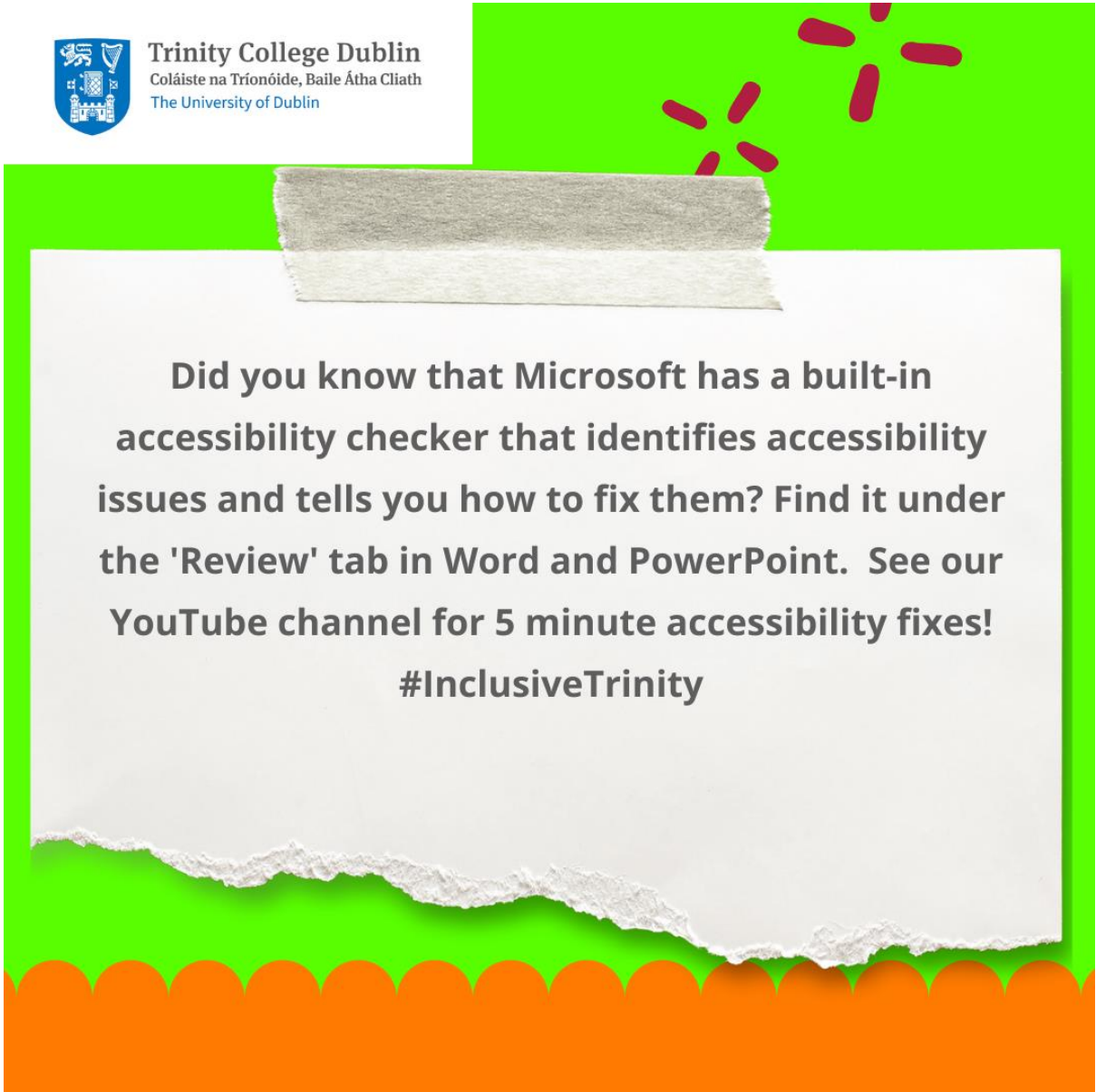
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## Week 39: MS Office Accessibility Checker

Did you know that Microsoft has a built-in accessibility checker that identifies accessibility issues and tells you how to fix them. [See our YouTube channel for 5-minute accessibility fixes!](#) #InclusiveTrinity

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**Did you know that Microsoft has a built-in accessibility checker that identifies accessibility issues and tells you how to fix them? Find it under the 'Review' tab in Word and PowerPoint. See our YouTube channel for 5 minute accessibility fixes!**

**#InclusiveTrinity**



## Week 40: ISL Interpreters for Staff

Did you know that Trinity now has two part-time Irish Sign Language interpreters available to staff? If you need to book an interpreter for meetings or events, you can do so at [their booking page on the Trinity Equality website](#). #InclusiveTrinity

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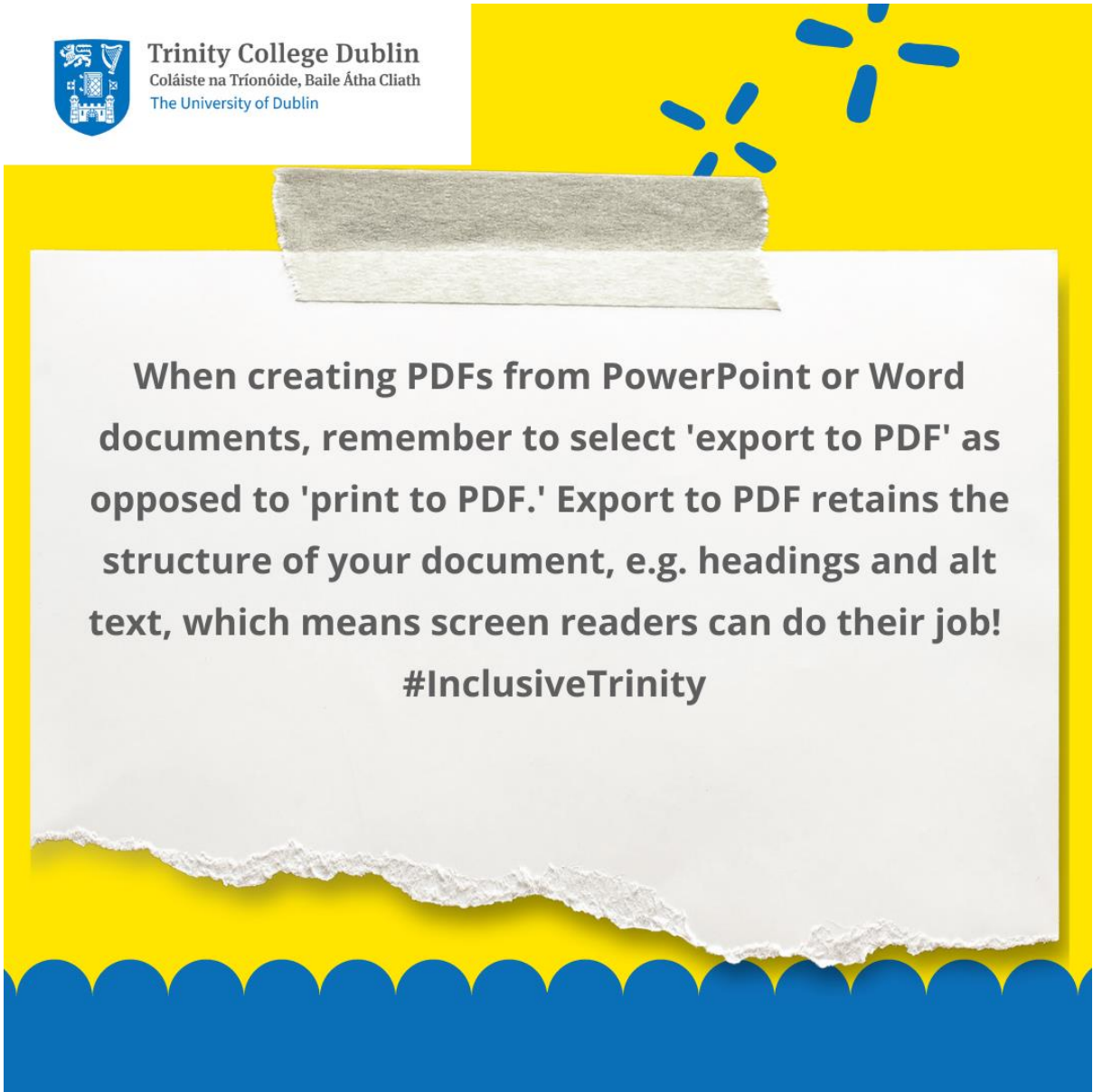
Did you know that Trinity now has two part-time Irish Sign Language interpreters available to staff? If you need to book an interpreter for meetings or events, you can do so at their booking page on the Trinity Equality website.  
#InclusiveTrinity



## Week 41: Export to PDF

When creating PDFs from PowerPoint or Word documents, remember to select 'export to PDF' as opposed to 'print to PDF.' Export to PDF retains the structure of your document, e.g. headings and alt text, which means screen readers can do their job! #InclusiveTrinity

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**#InclusiveTrinity**



## Week 42: Uploading PowerPoints

Where possible, upload your slides before your lecture, preferably in PowerPoint. Students can familiarise themselves with the material beforehand or tweak the slides according to their access needs e.g. altering font size. #InclusiveTrinity

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**#InclusiveTrinity**



## Week 43: Multiple Ways of Presenting Information

Consider multiple ways of sharing information, i.e. in addition to text-based resources, create accompanying audio or visual content. This caters to people who prefer to absorb information in different ways. #InclusiveTrinity

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## Week 44: Multiple Ways to Engage

Consider offering multiple ways for students to engage with your service. Some students find approaching a counter or making a phone call intimidating due to anxiety, language or communication difficulties. Booking online or via text can help them to engage. #InclusiveTrinity

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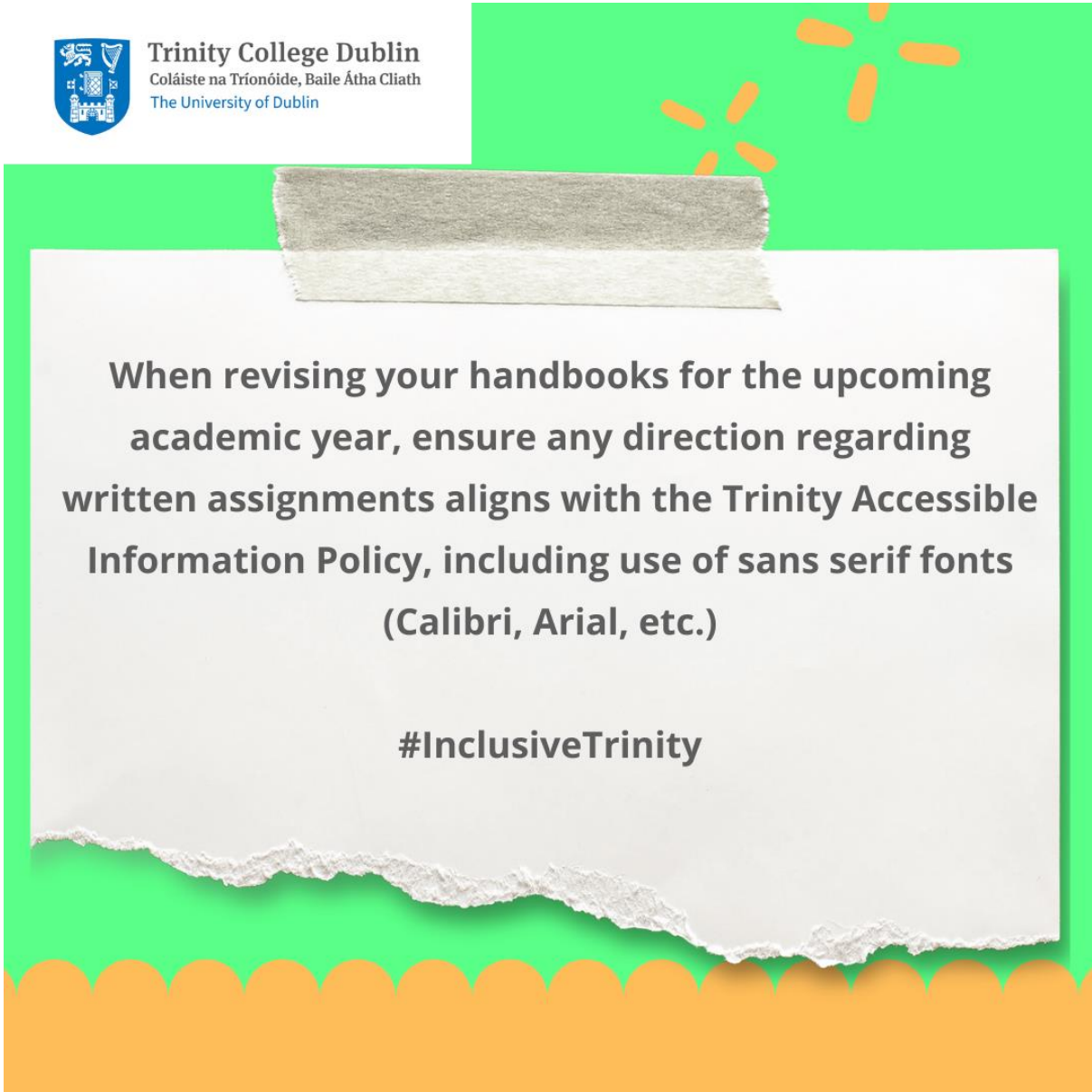
## Week 45: Revising Handbooks

When revising your handbooks for the upcoming academic year, ensure any direction regarding written assignments aligns with the Trinity Accessible Information Policy, including use of sans serif fonts (Calibri, Arial, etc.). #InclusiveTrinity

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## Week 46: Blackboard Announcements

Consider using Blackboard Announcements to make students aware of deadlines and dates. Adding hyperlinks to these announcements allows students to access the relevant information quickly which can be of great benefit to time-poor students. #InclusiveTrinity

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