



# Creating Accessible Resources

## Designing and Publishing Written Resources

- Have the font size set at a **minimum** of 12 points.
- Use accessible sans-serif fonts such as Arial, Calibri or Verdana, and avoid 'fancy' fonts like Chalkduster or *Lucida*. Also avoid serif fonts (i.e. those with small lines at the end of each character) such as Times New Roman or courier. These fonts can be visually distracting.
- Use dark font colours with a plain white background (for digital formats).
- Avoid garish or unnecessary colour.
- Avoid clip art to brighten up the handout.
- Think about different ways to show information on handouts; consider charts, diagrams and tables as well as text.
- Use short bulleted or numbered points, not blocks of text.
- Use wide margins, and left alignment; do not justify text as this can make reading more troublesome.
- Don't use upper case letters for whole words.
- Use bold for highlighting rather than italics or underlining.
- Keep plenty of white space for note taking and annotation. Line spacing should be a minimum of 1.5 lines.
- To aid note taking consider providing students with a framework handout of key headings so that they can structure their notes.

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- Wherever possible release handouts at the start of a module so that students can prepare for classes.
- Make use of 'Microsoft Word Accessibility Checker' to determine if your resources are designed in an accessible format.

## Designing PowerPoint Presentations

- Use an accessible font such as Arial or Verdana, or any Sans-Serif font, to ensure the text is easy to read.
- Use a font size of 24 or bigger.
- Use dark fonts on a light background.
- Beware of using reds and greens within presentations or on whiteboards; these colours are less accessible to students with visual impairments.
- Provide minimal text on each slide to avoid cognitive overload as students try to listen and read simultaneously. *Typically* this would be no more than seven lines of bullet points.
- Make sure diagrams and images are of a clear resolution to be shown on a large screen without distortion (this is usually a resolution of 72 pixels per inch (ppi) but most importantly consider a quick visual check from the back of the room).
- Use bullet points, simple diagrams and pictures, but avoid unnecessary content such as animated decorative images.
- Consider the use of video clips to engage learners.



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- Where possible use the 'notes' field to add explanation to the slides: this will be useful for people viewing the presentation online and especially for revision purposes.
- While slides are an important tool for teaching, try to build activities in to each session or even just periods of rest for students to take in what they have heard at least every 15 minutes or so. While evidence does vary about how long people can concentrate for, we know that it is very challenging to fully concentrate for an hour long session.

### Acknowledgements

This information has been adapted from:

Guide to Inclusive Learning and Teaching (2017), Harper Adams University.

Universal Design Principles Checklist (2012), Department of Education and Training (Qld).