Welcome

- **Housekeeping**
- **Catering – help yourself!**
- **Need a breather? Feel free to use couches outside**
- **Student Partners are here to help you**
  - Provost Linda Doyle
  - AVPEDI Professor Lorraine Leeson and all at the EDI Office
  - HEA Access Funding
  - Trinity Library, Siobhán Dunne
  - Trinity-INC Student Partners
  - Trinity-INC team
  - Dr Joanne Banks and all the speakers throughout the morning

Trinity Inclusive Curriculum Project (Trinity-INC)

An inclusive curriculum is one in which all students, regardless of personal circumstances, or learning backgrounds, abilities or strategies, have equitable opportunity to engage fully in their studies and achieve their learning goals.

Dr Rachel Hoare

Project Director

Dr Derina Johnson

Project Manager

Sean Adderley

Student Partner Liaison / Comms Officer

Why do we exist?

Trinity-INC Alignment with Trinity Strategic Plan 2020-2025

Goal 1: We will foster an ever more diverse and inclusive student community

Goal 8: We will be one Trinity community.

An Inclusive Trinity supports the Trinity Graduate Attributes.

To **Think** Independently

To **Communicate** Effectively

To **Act** Responsibly

To **Develop** Continuously

What do we mean by 'curriculum'?

The "intended educational experience" in the lecture theatre, laboratory or seminar room PLUS "hidden curriculum" in the library, work placements, etc. as well as in the culture of the classroom and wider College.

Requires a whole-of-College commitment, underpinned by a ethos of inclusivity for all.

Four (equal & interconnected) pillars of project initiatives

Academic
Supporting professional development and creating a community of practice at the School level.

- School Champions
- Accessibility Champions
- Inclusive Initiatives

Student
Supporting awareness raising of inclusion challenges and successes

- Trinity-INC Student Partners.

Institutional
Embedding inclusivity in College policies, strategy and discourse related to curricula, programme development and teaching practices.

Student Supports (as support pillar)
Sharing knowledge and building capacity across College to meet support needs of all students, and developing a College-wide intersectional standpoint.
(2023-24: Inclusive Initiatives)

Trinity-INC Advisory Board

Supporting Excellence in Teaching and Learning
Universal Design for Learning

Trinity-INC Module in Inclusive Practices

New Roll out commencing 18th Sept!

This Professional Learning Module draws on the principles of Universal Design for Learning to provide an inclusive framework for the practice of those who teach or who support teaching and learning at Trinity.

Attendees receive **UDL Digital Badge** from National Forum for Teaching & Learning

Structure: 20 hours over 8 weeks. Flexible and light-touch engagement involving self-directed learning, peer group meetings and hybrid seminars

Feedback from previous attendees:

"We were deeply struck by how big a difference can be made by applying small changes."
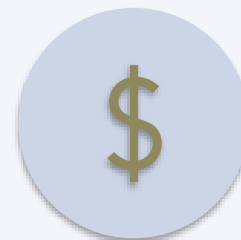
Building on momentum….

PROFESSIONAL DEVELOPMENT

POSTGRADUATE OFFERINGS ON UD

EVENTS AND AWARDS

FUNDING (PATH 4)

RESEARCH

The UD Charter for Tertiary Education

CHARTER – WHY DO WE NEED ONE?

POSITION PAPER – EXPLANATORY DOCUMENT

TOOLKIT – HOW TO….

The 4 Pillars of UD in Education

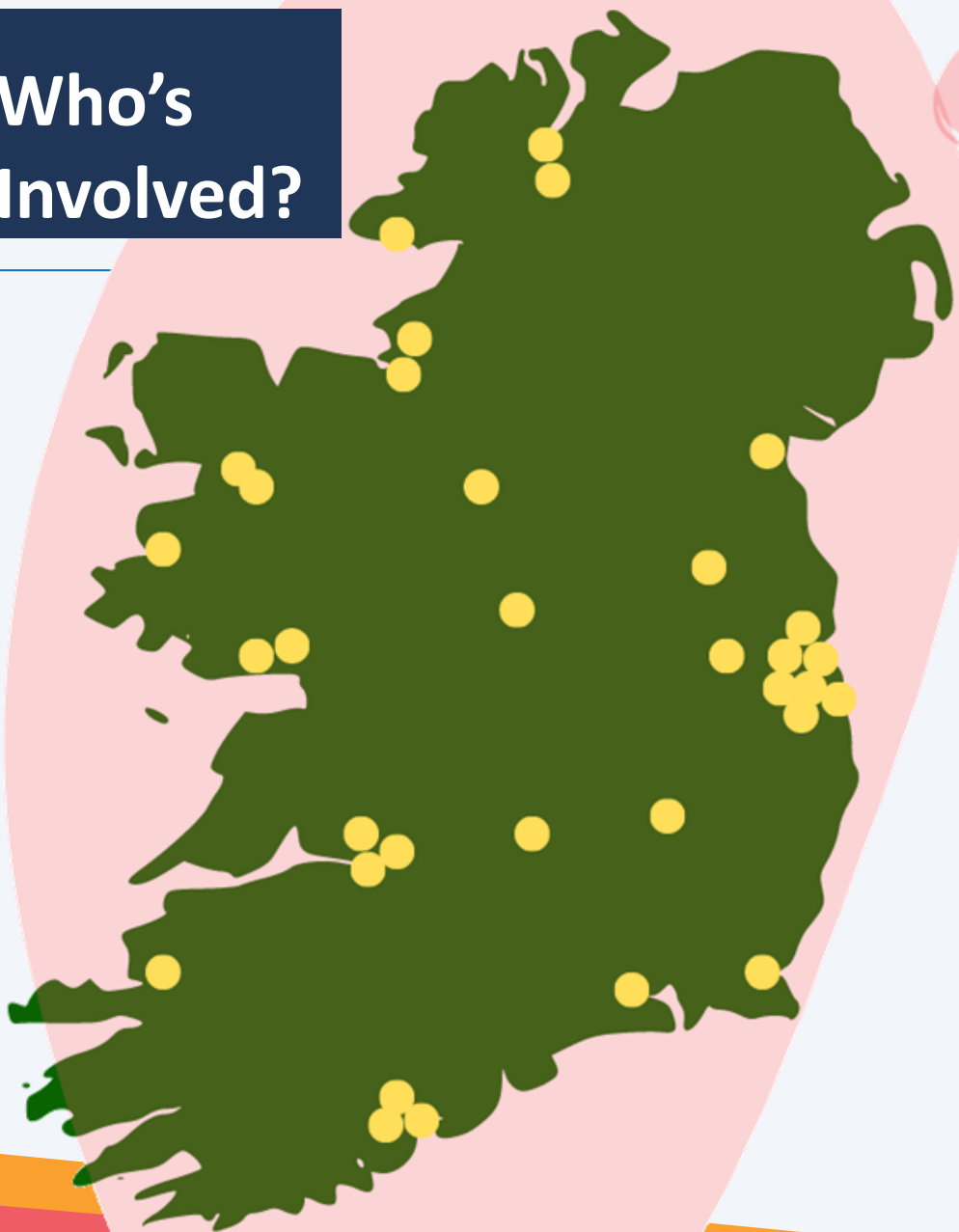| Strategic Foundations & Scaffolding			
Teaching & Learning	Supports, Services & Social Engagement	Physical Environment	Digital Environment

(Burgstahler, 2009; Kelly and Padden, 2018)

Who's Involved?

- AHEAD (Lead Collab)
- Education & Training Boards Ireland (ETBI)
- Irish Universities Association (IUA)
- National Tertiary Office
- SOLAS
- Technological Higher Education Association (THEA)

Official HE Partners

- ATU (Lead)
- MTU (Partner)
- UCD (Partner)
- UoG (Partner)

Regional Collaborators

- CETB
- CDETB
- DCU
- Donegal ETB
- Hibernia College
- IADT
- LMETB
- MU
- MIC
- MSLETB
- SETU
- TCD
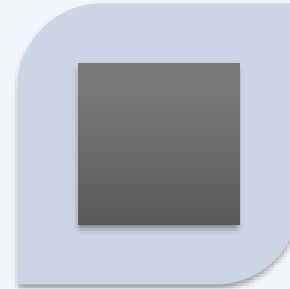- Tipperary ETB
- TUD
- TUS
- UCC
- UL

What could the UD Charter mean for Trinity?

WHOLE SYSTEMS APPROACH

SUSTAINABILITY IN SERVICE PROVISION

COHESION IN UD ACROSS TRINITY

Presentations

Inclusive Practices:
Reading Lists and Systematic Reviews

A+ Our Top Picks

Three queer lives: an alternative biography of Fred Barnes, Naomi Jacob and Arthur Marshall
Book - by Paul Bailey - 2001

Lesbians on television: new queer visibility & the lesbian normal
Book - by Kate McNicholas Smith - 2020

Queer company: the role and meaning of friendship in gay ...
Book - by Nick Rumens - 2011

The everyday lives of gay men: autoethnographies of the or ...
Book - edited by Edgar Rodríguez-Dorans; Jason Holmes -

RESEARCH ARTICLE

Defining and researching the concept of resilience in LGBT+ later life: Findings from a mixed study systematic review

Anže Jurček [1], **Brian Keogh** [2], **Greg Sheaf** [3], **Trish Hafford-Letchfield** [4], **Agnes Higgins** [2] *

1 Faculty of Social Work, University of Ljubljana, Topniška ulica, Ljubljana, Slovenia, 2 School of Nursing and Midwifery, Trinity College Dublin, Dublin, Ireland, 3 The Library of Trinity College Dublin, Dublin, Ireland, 4 School of Social Work & Social Policy, University of Strathclyde Glasgow, Glasgow, Scotland

⊜ These authors contributed equally to this work.
* ahiggins@tcd.ie

Inclusive Practices:
Sensory Library Tours

Do you find the Library overwhelming or challenging to navigate?
Do you have difficulty with noisy environments?

The Library and the Disability Service are pleased to offer small group tours to help students tackle some of the common environmental issues that contribute to sensory overload.
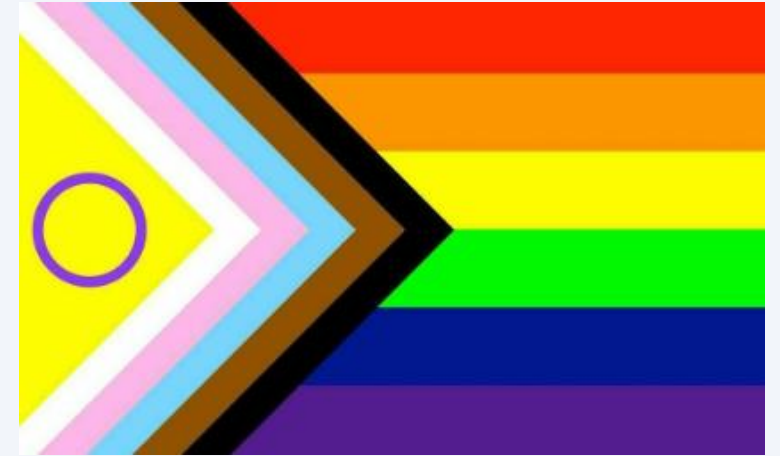
Tours start in the library foyer.
No need to register. All are welcome.

Inclusive Practices:
Engendering a sense of belonging

Inclusive Practices:
Understanding our positionality

Disclaimer for a Diversity and Inclusion workshop: 'Planning and Managing Your Research Process' (PhD module PMRP1001- 202223)

"Your facilitators are three white, Irish, cisgendered people with good intentions. We are limited by our own experiences – your lived experiences will be invaluable. We aren't setting out to offend. We want to draw on a shared experience of common humanity"

#inclusiveTrinity

Trinity Careers Service – UDL-led audit of activities
Overview sample

Trinity Careers Service – UDL-led audit of activities
Sample of a specific activity discussion

	Provide Multiple Means of Engagement Aim: Purposeful & Motivated Students Why?		Provide Multiple Means of Representation Aim: Resourceful and Knowledgable Students What?			Provide Multiple Means of Action and Expression Aim: Strategic and Goal Directed Students		
	Think about **why** students will engage with the activity. Does it have options so all students can: 1. Feel engaged, relevant, interested? e.g. Optimize relevance, authenticity, minimize distractions, 2. Sustain their effort and motivation? e.g. heighten salience of goals, scaffolding for visualization, connect with their experience 3. Regulate their own learning/engagement? e.g. self-reflection, peer to peer support, personally appropriate goals		Think about **what** students are learning. Does it have options that will help all students: 1. Reach a useful and high level of comprehension and understanding. Offer alternative format of materials e.g. visual, auditory, charts 2. Understand the context, expressions, language used. Clarify language and symbols used 3. Understand and integrate the learning available. Provide background knowledge, context, big ideas, relationships between knowledge, provide interactive models, facilitate transfer of skills/ information, multiple entry points			Think about **how** students are expected to engage with the activity and express themselves. Does the activity provide options that help all students: 1. Physically and practically participate e.g. assistive technologies, range of time, speed 2. Express themselves fluently using different tools & media e.g. text, visual, audio... 3. Think and act strategically e.g. reflection time, overcome impulsive, short-term reactions to their environment and instead target long-term goals, plan effective strategies for reaching these goals, monitor progress, and modify strategies as needed, provide tools to assist students to organize themselves such as checklists, note taking, portfolio		
	In this activity, what options for users are available to...							
Recruit Their Interest	Sustain Their Effort and Persistence	Self Regulate Their Engagement	Perceive/Receive the information	Understand the language/symbols/images used	Comprehend and deeply understand the information	Physically participate	Communicate/Express Their ideas	Plan/Manage Resources/ Monitor Progress
publicised in multiple formats and channels with info on why relevant to different demographics. Appointments can be self-booked in MyCareer or by contacting the Laidlaw Team.	drop-ins are run with knowledge of individual student learning needs / as part of overall development plan. Options are given for time of day/meeting format and made available throughout the year	students can request appointments at any time ad-hoc to suit their needs and on any topic	available in person or online. Information given in short and long form.	efforts are made to ensure it is in plain, accessible language. Written format only.	Drop-in sessions are noted on the overall learning framework and indicated as one activity that contributes to their development plan. Student leads the session content with guidance from the facilitator, asking questions as needed	Drop-ins available in-person and online at all times. Text option variant available. Online environment through Office 365 is assumed to be W3C compliant	Students are encouraged to prepare the topic of the drop-in in their own format, options are given for how the session is run/what output comes from it	Students are asked to add the meeting to their Personal Development Plan. Check-in sessions are encouraged around key times on the calendar.
								Resources are

Inclusive Teaching

- Lecture slides available online in pdf format

- Most lectures available as online recordings with auto generated Panopto captions

- Clear list of learning objectives and/ or reading lists provided in most modules

- Practicals, bedside tutorials, role playing sessions etc. which seeks to link theory and practice where applicable

- Student feedback often gathered at end of modules and always at the end of the year

- New school of medicine student welfare officer for the academic year 2023/24

Inclusive Curriculum

- **Most lectures address the epidemiology of diseases**

- **Efforts made to diversify examples of how conditions present, not just the standard white heterosexual male**

- **Lectures to address LGBT healthcare with a focus on the specific nature of trans healthcare issues**

- **Ample placement opportunities enable students to apply the theory they have learnt as well as to learn in a different style**

- **Mixture of practical and written exams, with various written assessment methods used**

Further Recommendations

- Availability of lecture recordings and timetables can be improved

- Students with exam accommodations should receive them for practical exams

- Further diversification of patient examples particularly in areas like skin colours in dermatology

- Earlier introduction of LGBT healthcare with a further focus and more material on trans healthcare

- Financial assistance afforded to students particularly in regards to placements outside of Dublin

- More structure provided in placement settings, students can feel isolated

Mac Sizeland

Trinity-INC Student Partner

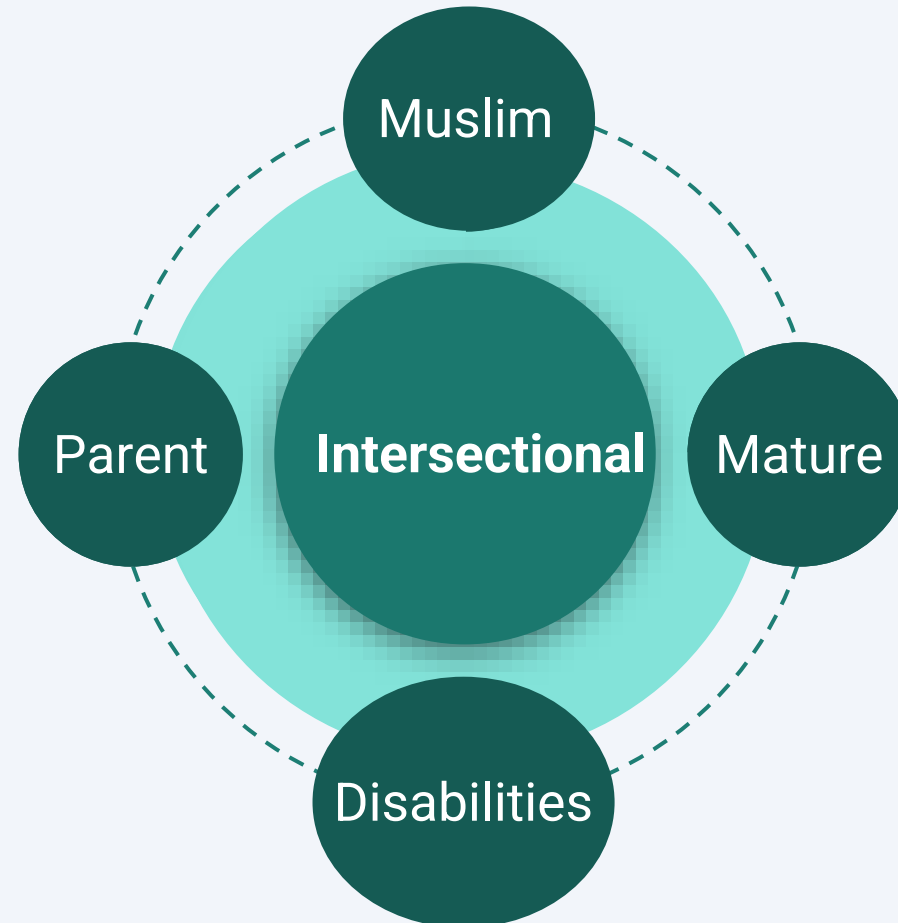**Questions and Responses when Bringing Awareness of Trans Issues in the Classroom**

The Intersectionality of Disadvantage as a Student

Being a muslim in Trinity

- **Trinity Muslim Student Society**

- **Prayer rooms**

- **Muslim awareness week**

➢ **Social connection, understanding,**

➢ **Facilitation**

A mature student in Trinity

- **Mature Student Society**

- **Mature Student Officer**

- ➢ **Social connection**

- ➢ **Moral, Financial and academic support**

A student with disabilities at Trinity

- **Trinity disability service**

- **Occupational therapist**

- **Lens report**

➢ **Accommodations on exams and assignments**

➢ **Help in managing workload**

➢ **Counselling and advice**

A student parent in Trinity

- **Parent-student officer – Financial, academic and moral support**

- **Sports and activity camps for its students' children**

- **Financial assistance**

Inclusive Teaching Toolbox

Lecture recordings

Extensions

More flexibility with timetables

Greater awareness and sensitivity

INCLUSIVE TEACHING TOOLBOX

Jaishree Malik

Trinity-INC Student Partner Initiative:

Geographical community, ethnicity, and culture representation in M.Phil Courses at Trinity

malikj@tcd.ie

Questions asked included...

- Thinking about your Trinity MPhil course, do you feel like your community and culture were represented adequately and appropriately within the scope of the course content?

- Do you think your course material requires more expansion and inclusion of various cultures and communities?

- Reflecting upon the lecturers on your course, how many do you think would be open to including a wider cultural and geographic representation in their syllabus?

Notable comments and responses

"Yes, there were white people, Americans, and queer people represented (not very hard to do) — I would have like to see more intersectional representation" [School of English]

The ideal solution would be to have more diversity amongst lecturers allowing them to teach their own perspectives and to lower barriers for students that have a non European or American education background. [School of Languages, Literatures and Cultural Studies]

I come from the Middle East...it was kind of referenced but in an ignorant and offensive manner with no research. It was more like stereotypes instead of actual cultural representation [School of Computer Science and Statistics]

This seems less an issue of openness on the part of the lecturer and more an adherence to what is always done. [School of English]

Dr Kathleen McTiernan

Trinity-INC Accessibility Champion

How can we make lectures more accessible and inclusive?

Dr Kathleen McTiernan
Chartered Psychologist, School of Linguistic, Speech and Communication Sciences.
Kathleen.mctiernan@tcd.ie

Top tips for making lectures more accessible

Font Type: Sans serif, e.g. Calibri or Arial (this template uses Calibri) size 20+

Spacing on slides and Alt Text for pictures

Use Accessibility Checker

Make materials available in advance of lectures

Storytelling is a powerful teaching technique

Use headings to lead students through the "story" of your lecture

Use examples related to student contexts

Consistently use 3 Blackboard folders each week labelled Prepare, Engage and Explore

Dewey's 4 Principles of Education

Discussion

Learning by doing

Interactive

Integration

Lecture Slides & Teaching Material

- **Students should be able to see what is being taught**

  - The document scanner and software can help with this

- **The standard Trinity template or Trinity-INC template should be used for lecture slides**

- **Microsoft Accessibility Checker can check both old and new notes for accessibility issues and issue recommendations**

Blackboard and The In-Person Lecture Experience

- **Lecture notes should be posted online to Blackboard**

  - Posting these before class will allow students to prepare and follow along as well as study material after class

- **Students should absorb information during lectures, not just copy down slides**

- **If you are unable to stand beside the lectern with the microphone, request a free or roving mic**

Assignments

- **Timely notification of upcoming assignments**

- **Individual feedback**
  - If this is not feasible general comments on an assignment can be given to the class

- **Make sure you will have the time for corrections during the semester – plan ahead**

Gabriel Byczynski
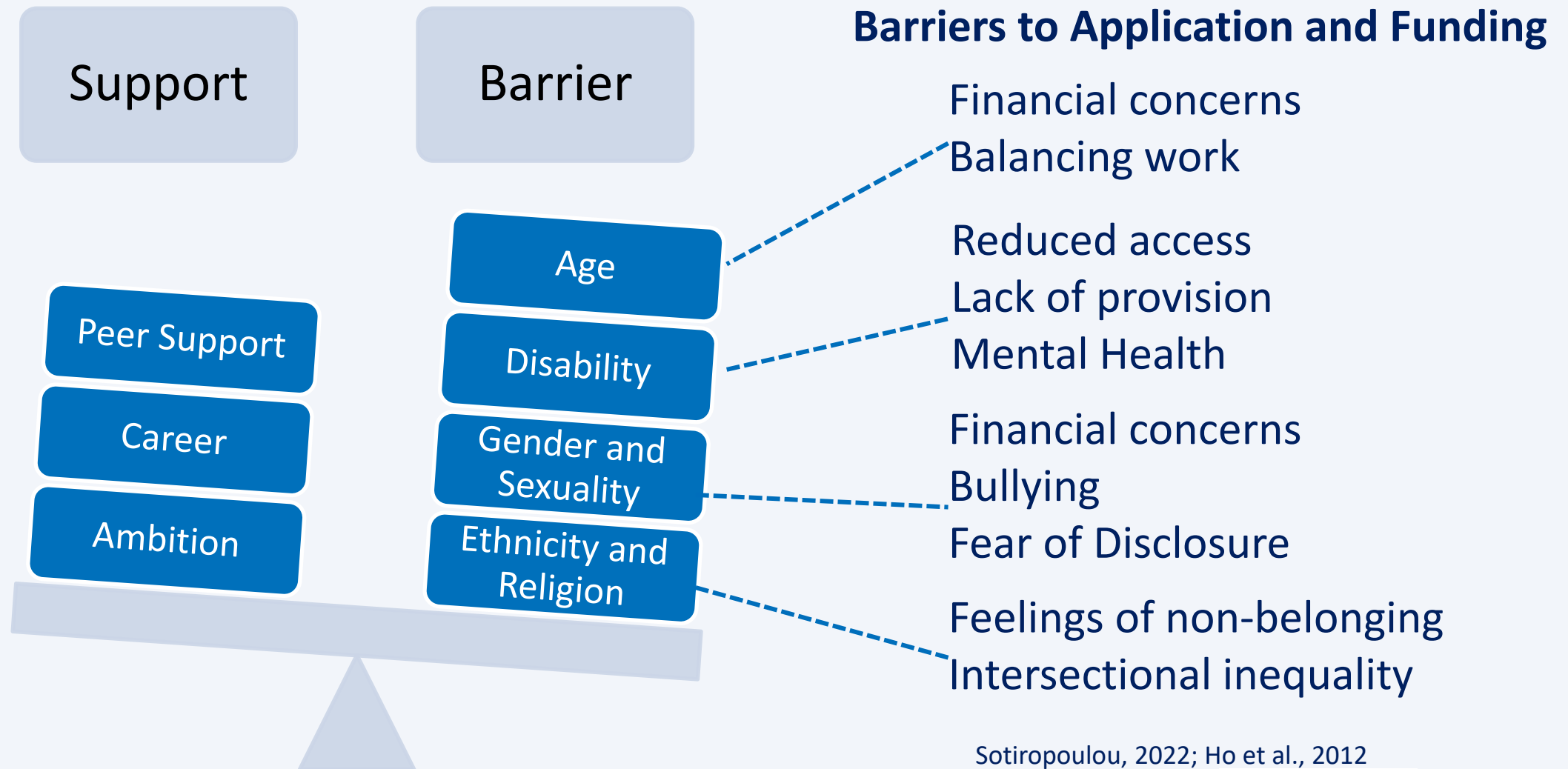
Trinity-INC Inclusive Initiative:

Understanding Undergraduate Students' Equality, Diversity, and Inclusion Concerns Regarding Postgraduate Study in Psychology

Researching: Gabriel Byczynski, Hana Rae Quinn
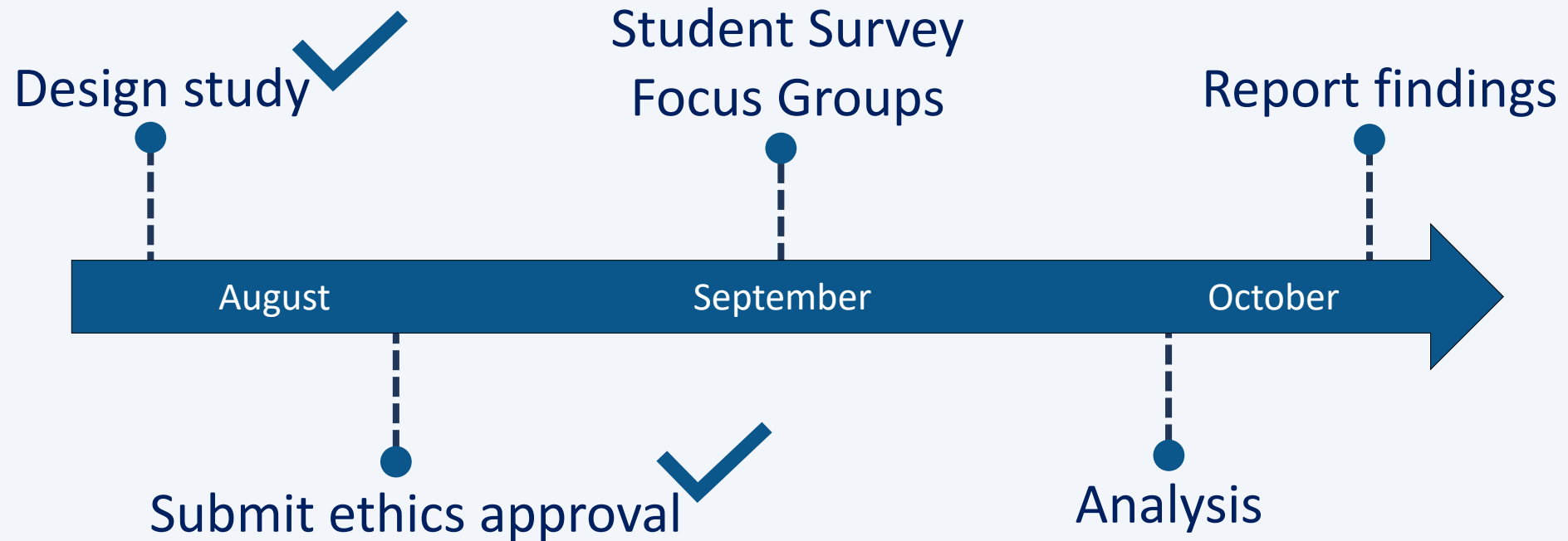
Academic Lead: Dr. Lorraine Swords

Questions, Comments, and Concerns: byczynsg@tcd.ie or quinnh1@tcd.ie

What are the known barriers to postgraduate study?

Support

Barrier

Barriers to Application and Funding

Financial concerns
Balancing work

Peer Support

Career

Ambition

Age

Disability

Gender and Sexuality

Ethnicity and Religion

Reduced access
Lack of provision
Mental Health

Financial concerns
Bullying
Fear of Disclosure

Feelings of non-belonging
Intersectional inequality

Sotiropoulou, 2022; Ho et al., 2012

#inclusiveTrinity

Our Goal:
Understand the barriers of Trinity students

#inclusiveTrinity

Shifana Niyas Mohamed

Trinity-INC Inclusive Initiative:
Reviewing Reading lists at the School, School of Religion, Theology, and Peace Studies

Co-Researcher: Adler Pruitt
Academic Lead: Dr Jude Lal Fernando

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

School of Religion, Theology, and Peace Studies

1. Scope of the Project

2. Subject Areas covered

3. Objectives of the Project

4. Obstacles and Roadblocks and how they are handled

5. Intended use of research results

6. Remarks

7. Questions

Initiative - Development of Blackboard Module Template Procedures and Guidelines

Why?

Systematic approach to module management.

Efficient consistent navigation for students and staff.

What we did

Welcome link – welcome message.

Module Overview link – with description.

Module Content link sequenced chronologically.

- **Library and Assessment Content**

Blackboard Tools for Online Teaching and Learning.

Initiative – Student Choice in MNU22016 Assessment Process
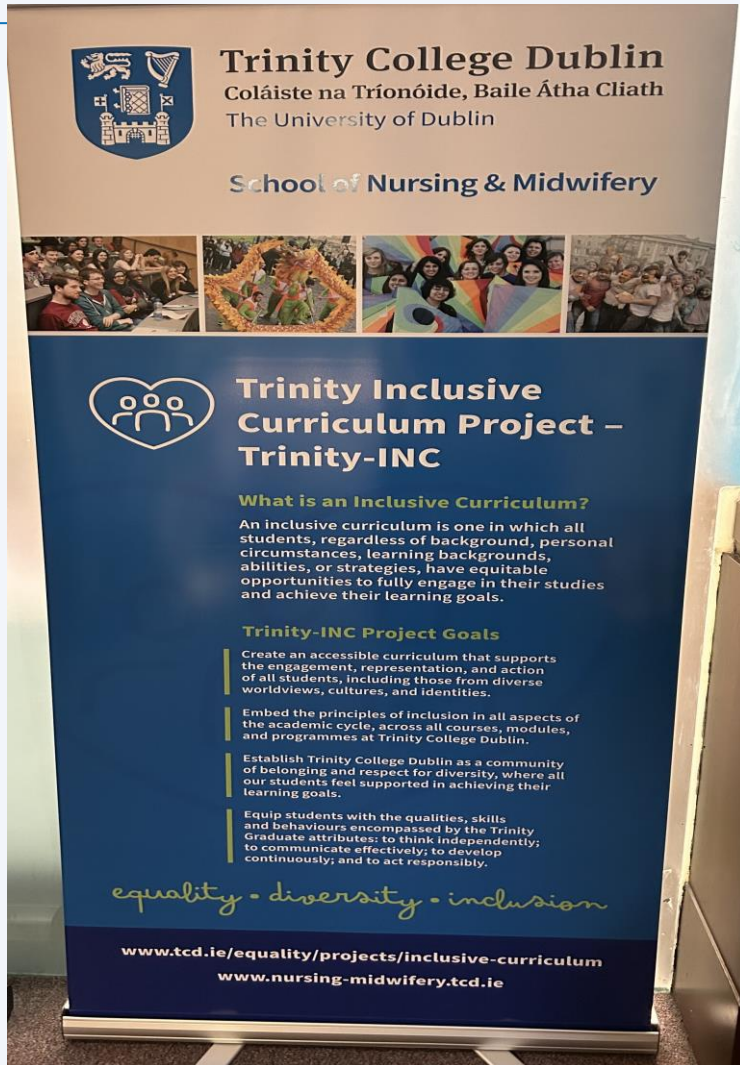
Poster Assessment 100% weighting

5 Themes

The role of the nurse/midwife in:

- Meeting the expressed spiritual needs of a patient/client/service user in everyday practice.

- Promoting informed consent in everyday practice.

- Maintaining cultural competence in everyday practice.

- Utility, application of research for advancing the evidence base of nursing/midwifery practice.

- Promoting partnership and collaboration in healthcare.

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The University of Dublin

Initiative - Development of a Position Statement

Why?

- Communicate University's values (Trinity Strategic Plan).

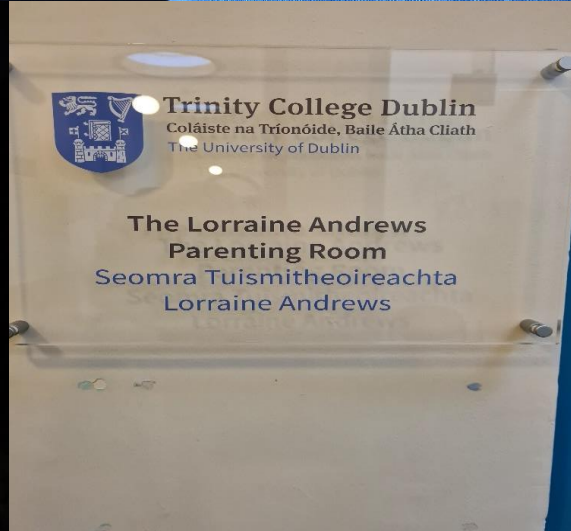- Foster a diverse, inclusive student community.

What we did

- Position Statement with 4 goals.

Outcome

- Increased awareness of Inclusive Curriculum in the School community.

- Safe, inclusive, accessible learning spaces for students.

Initiative - Development of a Mosaic

Initiative - Development of a Elective Module

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

Ionad na Tríonóide do Dhaoine le Míchumair Intleachta, Scoil Oideachais
Trinity Centre for People with Intellectual Disabilities, School of Education

Arts, Science and Inclusive Applied Practice (ASIAP)

Why?

- Develop an Inclusive and accessible module.

- Create opportunities to study alongside peers across disciplines.

- Support student well-being through student–centred education.

What we will do

- School Champions will work with Intellectual Disability Nursing Discipline experts.

Outcome

- Safe, inclusive, accessible learning spaces for students across Nursing disciplines.

Breaktime

Reflexive Workshop Part 1

1. **What things are you doing well?**

   e.g. Accessibility of materials, Your positionality, Consideration of others' backgrounds

2. **Plus One for tomorrow**

   The UDL "Plus One" approach (Behling and Tobin, 2018) encourages you to reflect on **one change** you can make to your teaching / assignments, the materials you provide, how you interact with students / others.

Reflexive Workshop Part 2: Developing a Inclusion statement

- Writing a inclusion statement can help you reflect on the strategies you use in your teaching or other ways of engaging with students.

- Think about what inclusion really means to you? (consider key issues in your area / discipline)

- How do you prioritise and value inclusion / EDI in your work?

- Outline your:
  - Values (Why)
  - Actions (What)
  - Intentions (Impact)

- Write in 1st person – the statement should be personal, and reflect your commitments.