

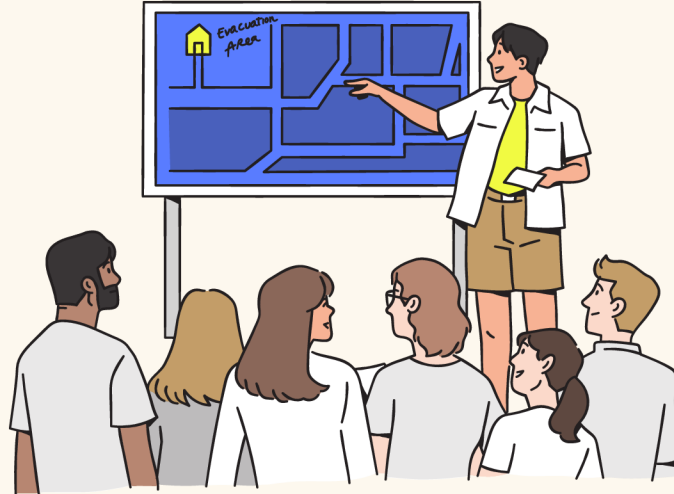


# Inclusive Teaching in Engineering

The School of Engineering – Dr Kevin Kelly, Eva Cunningham

## 1 Aim

To create and disseminate information resources for School of Engineering Staff, that demonstrate in the very specific context of Engineering, what can and should be done to address the broader topic of Inclusive Curriculum.



## 2 How was this explored?

The first task was to review the broader context and to benchmark other engineering educational institutions. The second was to identify specific examples and good practice. The third was to assemble this into accessible reference information and finally to disseminate this through appropriate school communication channels.

## 3 Results

Having taken on board feedback on this and a number of other areas, a school SharePoint site was set up to act as a central information point and guide for resources, including material on (re-)designing content for Inclusivity.

Staff liked that it was practical and realistic rather than 'preachy' or overly aspirational.

## 4 Impact

Given the scale of the project, the impact is necessarily modest, but tangible nonetheless – encouraging educators to think ab initio in terms of best practice and to identify 'low friction' improvements to existing resources.



## 5 Outputs

Included in the staff SharePoint there are links to these resources.

Scan for video presentation



Scan to download poster



**INCLUSIVE TEACHING IN STEM**

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

### YOUR TEACHING MATERIAL

#### LECTURE PRESENTATION?

Use one of the standard Trinity PowerPoint templates as they are clear and accessible. Upload your slides to Blackboard so students can access them outside of lectures.



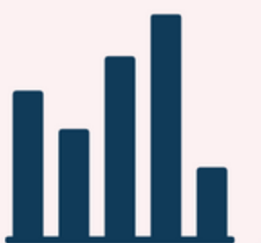
#### EQUATIONS?

For legibility and accessibility, use an equation editor like Mathematica or Microsoft Equation Editor. Both are free and available to Trinity staff and students. Avoid handwritten sums and equations.



#### CHARTS AND GRAPHS?

Graphs should be legible. There should be a secondary information source, such as a table for any graphs or charts with important figures.



### IN THE LECTURE THEATRE

#### WORKING THROUGH A CONCEPT/ DIAGRAM?

Consider using the document scanner or using an application like Microsoft Whiteboard. This allows for easier uploading of material after lectures. This also means students at the back will be able to see what you are doing!

