Towards Meaningful Student Collaboration in EDI: Introducing the Trinity Inclusive Curriculum Project Student Partner Programme

Speakers: Dr Derina Johnson, Seán Adderley, Mac Sizeland

SETU - Equitas EDI in Higher Education, 25th May 2023

Trinity Inclusive Curriculum Project

- Commenced in October 2020: Year 1: Project defining and development.

- Review of inclusive curriculum literature and >50 consultations with staff and students across the Trinity community, plus external experts.

- Definitions:
  - Curriculum involves both what is to be taught and how it is taught.
  - An inclusive curriculum 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**.

- **Inclusion is everyone's business – whole-college involvement.**

- Dynamic nature of diversity and exclusion (COVID-19): **students at the centre** of Trinity-INC, guiding us with **real-ti**
  - Student Partner Liaison Officer

Toward meaningful student partnership

- **How to respectfully and meaningfully involve students?**

- **Summer Student Partner Programme 2021**
  - Students from backgrounds often underrepresented in and who can face the most barriers in higher education

Aim: To define the Student Partner Programme

Workshops exploring inclusion/diversity, training on key inclusivity topics (social model, UDL)

Student Showcase for Staff & launch of the Student Partner Programme

INCLUSIVITY IN TRINITY

PODCAST BY AMIRAH & ZAINAB

"The best lecturers are the ones that talk with the students and not at us"

"Videos are a great way of explaining course materials instead of so much reading"

TCD Mature Student Survey carried out by students for the Trinity Inclusive Curriculum Summer Student Partner Programme

How to be a Trans* ally in the classroom
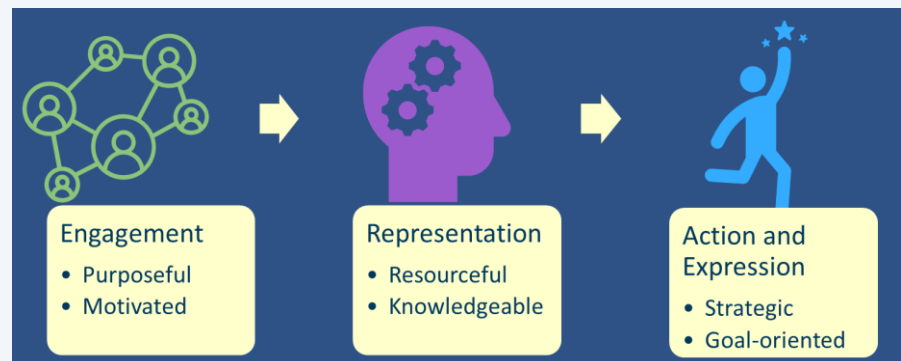
WHAT DOES TRANS* MEAN?

Values of the Students as Partners model: Flexibility, empathy and respect

Core principles and values of a meaningful partnership (Healy, et al. 2014) to supports us to elevate the student voice and work together to raise awareness or experiences of inclusion and exclusion within teaching and learning at Trinity in a process of co-creation.

Authenticity	Inclusivity	Reciprocity
Empowerment	Trust	Challenge
Community	Responsibility	

Universal Design for Learning to facilitate engagement, promote access, and empower Student Partners to use their voice.

Engagement
- Purposeful
- Motivated

Representation
- Resourceful
- Knowledgeable

Action and Expression
- Strategic
- Goal-oriented

Trinity-INC Student Partner Committee

- Ongoing recruitment (Inclusivity)

- Paid living wage (Empowerment, Responsibility, Reciprocity)

- Flexible engagement – opt in / opt out, and options for contribution (Inclusivity / UDL)

- Accessible materials (Inclusivity / UDL)

- Inclusivity commitment stated at the beginning of every meeting (Authenticity, Challenge)

- Cultivating a sense of belonging where students are valued for their contributions. (Community, Trust)

- Never have to be the 'voice', but students are encouraged and supported to use their voices (Authenticity, Responsibility / UDL)

Monthly Meetings

- Trinity-INC Updates
- Feedback (Challenge)
- Workshops / Trainings (Reciprocity)
- Co-facilitation at trainings and events (Empowerment)

Mac Sizeland – What Trinity-INC means to me as Student Partner

- **Connecting and empowering the marginalised student**

- **Creating an intersectional community**

- **Supporting student activism**

Thank you!

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