



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



Trinity Inclusive Curriculum Project

#InclusiveTrinity Symposium

1st September 2023

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.



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



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.”



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Professor Lorraine Leeson

Associate Vice Provost for Equality, Diversity and Inclusion





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Dr Joanne Banks

Trinity-INC School Champion Lead and Assistant Professor in the School of Education

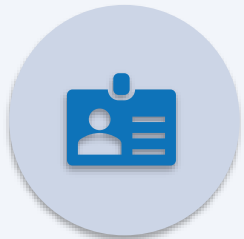
The National UD Charter for Tertiary Education

Building on momentum....



ALTITUDE

**THE ALTITUDE CHARTER
FOR FET AND HIGHER EDUCATION**



**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....**



ALTITUDE

THE ALTITUDE CHARTER
FOR FET AND HIGHER EDUCATION

The 4 Pillars of UD in Education

Strategic Foundations & Scaffolding

Teaching & Learning

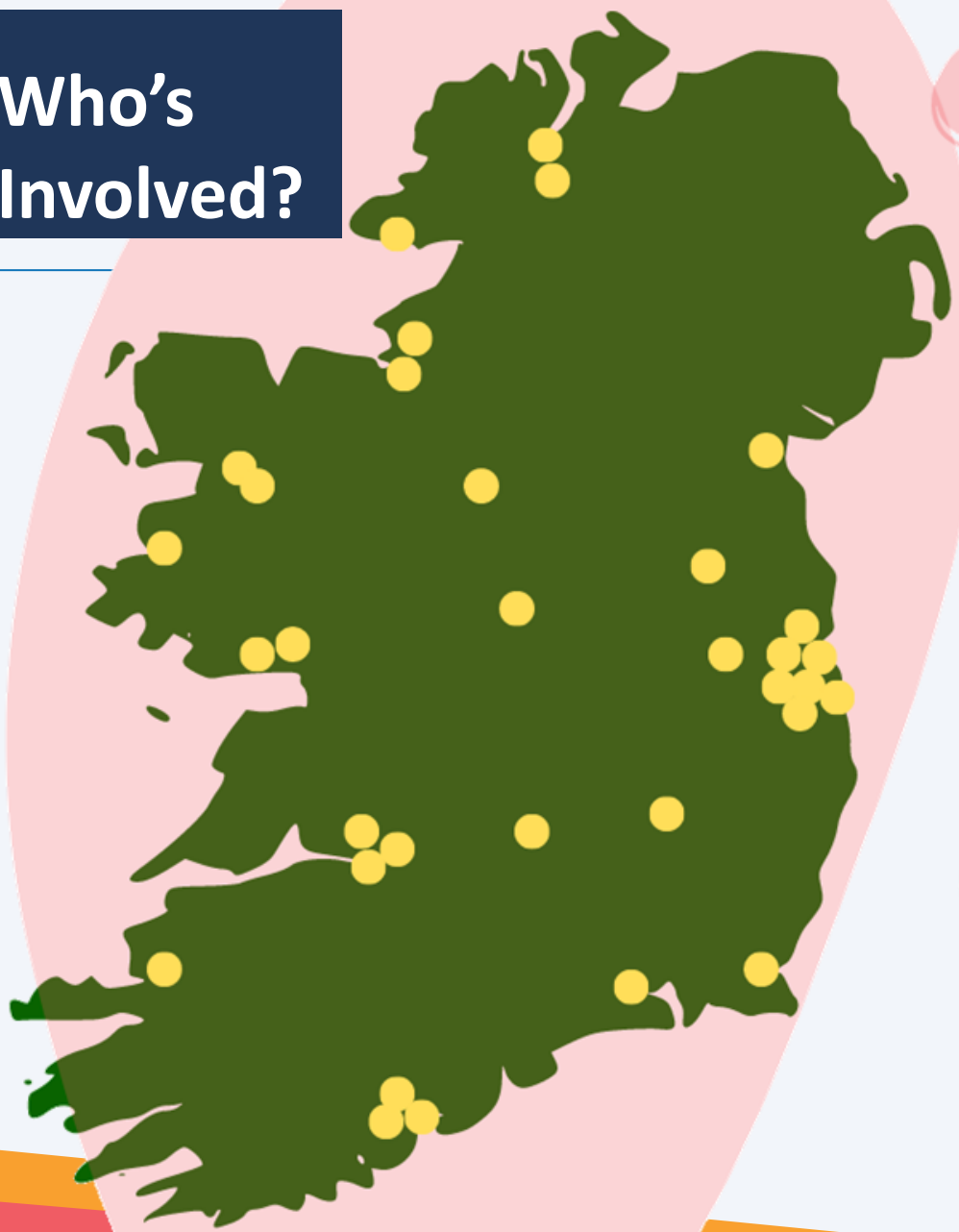
Supports, Services &
Social Engagement

Physical
Environment

Digital Environment

(Burgstahler, 2009; Kelly and Padden, 2018)

Who's Involved?



National Collaborators

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



ALTITUDE

THE ALTITUDE CHARTER
FOR FET AND HIGHER EDUCATION

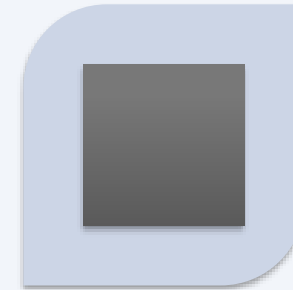
What could the UD Charter mean for Trinity?



WHOLE SYSTEMS
APPROACH



SUSTAINABILITY IN
SERVICE PROVISION



COHESION IN UD
ACROSS TRINITY



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Provost Linda Doyle



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Presentations





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Siobhán Dunne

Head of Teaching, Research & User Experience

The Library of Trinity College Dublin

Inclusive Library Practices

Contact: siobhan.dunne@tcd.ie

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 men's lives
Book - by Nick Rumens - 2011



The everyday lives of gay men: autoethnographies of the ordinary
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 Jurček¹, **Brian Keogh²**, **Greg Sheaf³**, **Trish Hafford-Letchfield⁴**, **Agnes Higgins²***

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.

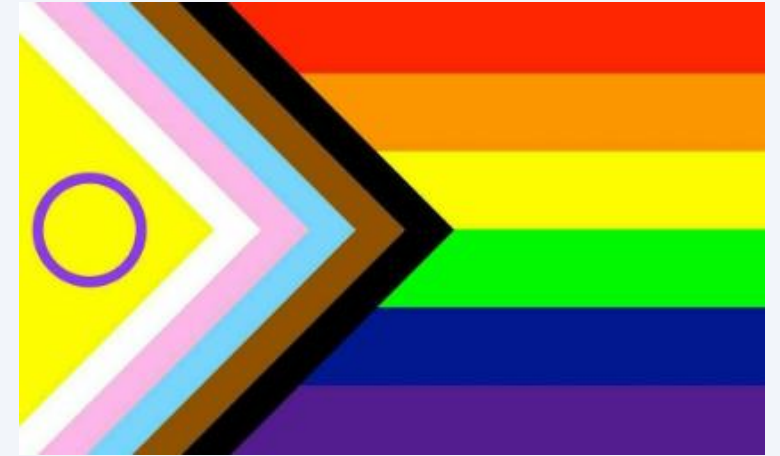
**Tours start in the library foyer.
No need to register. All are welcome.**

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”



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Joel McKeever

Student Employability Officer, Trinity Careers Service

Trinity Careers Service – UDL-led audit of activities

Overview sample

		People Make Means of Engagement For Prospective Student Activities						People Make Means of Engagement For Existing and Enrolled Student Activities						People Make Means of Engagement For Existing and Enrolled Student Activities							
		What are our central goals with regards for this activity? (and/or Central Goals for the entire activity)						In this activity, what options for users are available to...													
Area	Sub-Area	Event or Activity	Place or Location	Timing	Media or Tools	Staff or Facilitator	Support or Resources	Assessment or Evaluation	Feedback or Reflection	Engagement or Participation	Accessibility or Inclusivity	Flexibility or Adaptability	Personalization or Customization	Choice or Control	Autonomy or Agency	Meaning or Purpose	Relevance or Interest	What are our central goals with regards for this activity? (and/or Central Goals for the entire activity)	How do we measure success for this activity? (and/or Central Goals for the entire activity)	What are our central goals with regards for this activity? (and/or Central Goals for the entire activity)	How do we measure success for this activity? (and/or Central Goals for the entire activity)
Info Programs	1-to-1 meeting of person	Engagement																			
Info Programs	Group appointments																				
Info Programs	Inclusivity Workshops																				
Info Programs	Relative Reports																				

Trinity Careers Service – UDL-led audit of activities

Sample of a specific activity discussion

L	M	N	O	P	Q	R	S	T
Provide Multiple Means of Engagement Aim: Purposeful & Motivated Students Why?			Provide Multiple Means of Representation Aim: Resourceful and Knowledgeable 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 that all students can: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Physically and practically participate e.g. assistive technology, 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 those goals, monitor progress, and modify strategies as needed, provide tools to assist students to organize themselves such as checklists, note taking, portfolios 		
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



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William Reynolds
Trinity-INC Student Partner

**School of Medicine Inclusive Teaching Practices and
Curriculum: A Final Year Students' Perspective**

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**



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Mac Sizeland

Trinity-INC Student Partner

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



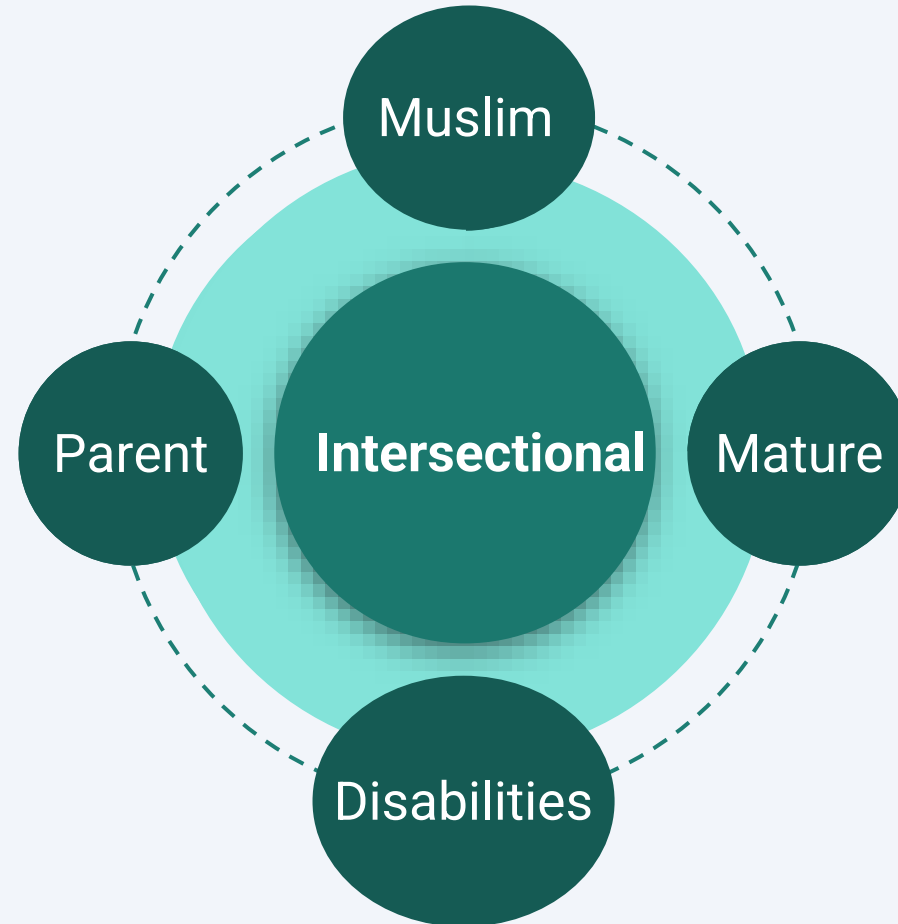
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Martina Smith

Trinity-INC Student Partner

The Intersectionality of Disadvantage as a student

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





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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]

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]

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]

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]



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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



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Eva Cunningham

**Trinity-INC Inclusive Initiative:
Inclusive Teaching in Engineering
Academic Lead: Dr Kevin Kelly**

SF Engineering with Management

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**



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Gabriel Byczynski

Trinity-INC Inclusive Initiative:

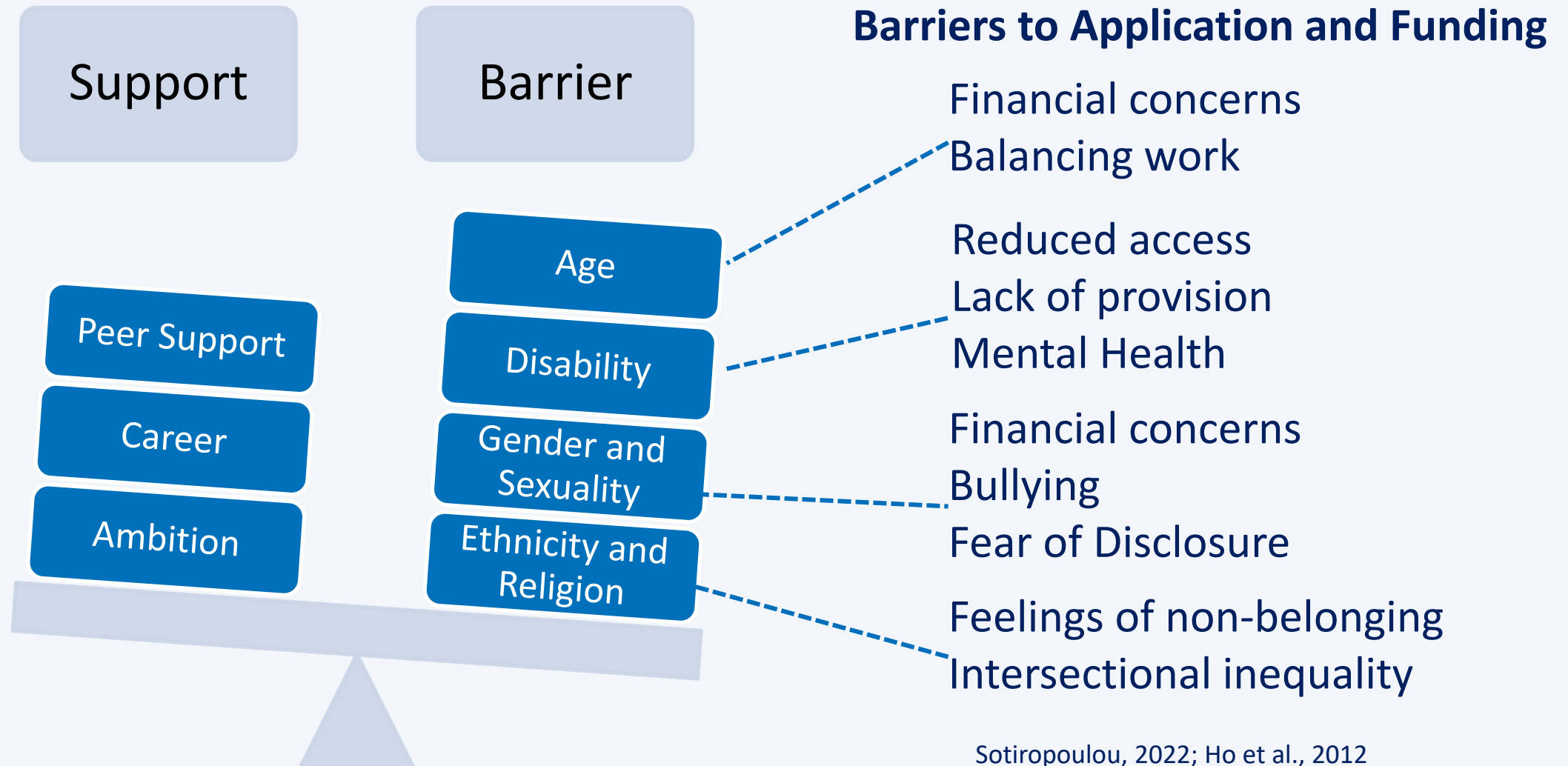
Understanding Undergraduate Students' Equality, Diversity, and Inclusion Concerns Regarding Postgraduate Study in Psychology

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?



Sotiropoulou, 2022; Ho et al., 2012

Our Goal:

Understand the barriers of Trinity students





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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

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



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Jacqueline Whelan

Trinity-INC School Champion

**Asst. Professor, School of Nursing and
Midwifery**

whelanj1@tcd.ie

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.




Initiative - Development of a Position Statement

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School of Nursing & Midwifery



 **Trinity Inclusive Curriculum Project – Trinity-INC**

What is an Inclusive Curriculum?
An inclusive curriculum is one in which all students, regardless of background, personal circumstances, learning backgrounds, abilities, or strategies, have equitable opportunities to fully engage in their studies and achieve their learning goals.

Trinity-INC Project Goals

- Create an accessible curriculum that supports the engagement, representation, and action of all students, including those from diverse worldviews, cultures, and identities.
- Embed the principles of inclusion in all aspects of the academic cycle, across all courses, modules, and programmes at Trinity College Dublin.
- Establish Trinity College Dublin as a community of belonging and respect for diversity, where all our students feel supported in achieving their learning goals.
- Equip students with the qualities, skills and behaviours encompassed by the Trinity Graduate attributes: to think independently; to communicate effectively; to develop continuously; and to act responsibly.

equality - diversity - inclusion

www.tcd.ie/equality/projects/inclusive-curriculum
www.nursing-midwifery.tcd.ie

Why?

- Communicate University's values (Trinity Strategic Plan).
- Foster a diverse, inclusive student community.

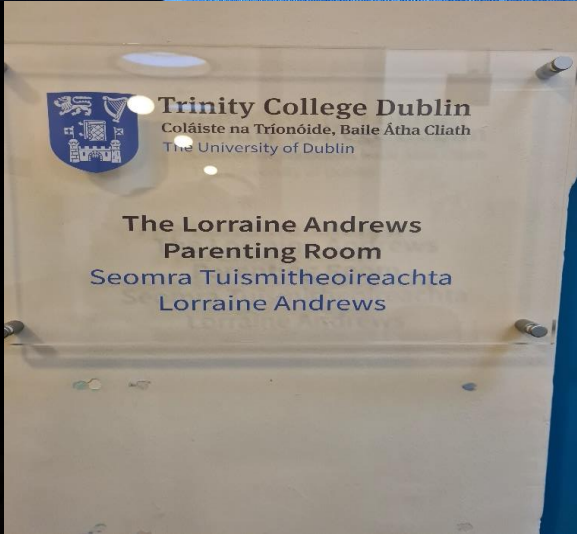
What we did

- 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



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Ionad na Tríonóide do Dhaoine le Michumair 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.



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Breaktime





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Reflexive Workshop



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.



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**Thank you for attending,
please leave us feedback!**

**For more information about the project,
see our website:**

www.tcd.ie/equality/projects/inclusive-curriculum/