



Trinity-INC 2024 Symposium



Venue: Portal, Trinity Business School

Date: 29/11/2024

Time: 9:30 AM - 1:30 PM

Editor: Seán Adderley

Scribes: *Vitalis Bengano, Rose Doolan Maher*

The Trinity Inclusive Curriculum Project's (Trinity-INC) 2024 symposium articulated the national policy context on inclusion in third level education, showcased Trinity's-INC best inclusive curriculum practice, and engaged with key stakeholders on implementing an inclusive university culture. It provided participants with a rounded understanding of inclusion in the curriculum in third level education and with best practice to envision Trinity as a leading institution on inclusion.



From Left to Right: Equality Officer, **Joel McKeever**; Associate Vice Provost for Equality, Diversity, and Inclusion, **Prof. Lorraine Leeson**; Trinity-INC Student Partner, **Mac Sizeland**; Evaluator, **Prof. Roy McConkey** (of Ulster University); Evaluator, **Ann Swift**; Academic Director, **Dr Edurne Garcia Iriarte**; Trinity-INC Project Manager, **Seán Adderley**; Head of Equality, Diversity, and Inclusion, **Dr Siobán O'Brien Green**.

Trinity-INC Project Manager, **Seán Adderley** and
Trinity-INC Academic Director, **Dr Edurne Garcia Iriarte**



Programme

WELCOME

Provost Dr Linda Doyle (video message)

OPENING

Prof. Lorraine Leeson, Vice Provost for Equality, Diversity and Inclusion

NATIONAL CONTEXT – KEYNOTES

Dr Louise Callinan, Head of Access Policy, Higher Education Authority (HEA), National Access Plan

Dara Ryder, CEO (AHEAD), UD Charter/ALTITUDE

Chair: Dr Patricia McCarthy, School of Education

TRINITY-INC OVERVIEW

Seán Adderley, Trinity-INC

Student Partner Programme Video

Chair: Dr Siobán O'Brien Green, Head of Equality, Diversity, and Inclusion

TRINITY-INC EVALUATION DISCUSSION

Dr Edurne Garcia Iriarte, Trinity-INC

Prof. Roy McConkey, Evaluator

Ann Swift, Evaluator

Tracy Galvin, Ulster University

Prof. Michael Shevlin, School of Education

Dr Vivian Rath, School of Education

Chair: Dr Joanne Banks, School of Education

BREAK | INTERACTIVE SHOWCASE OF INCLUSIVE CURRICULUM INITIATIVES AT TRINITY

Trinity Centre for People with Intellectual Disabilities (TCPID), Student Counselling Service, Dept. of Anatomy, The Lir / Black Studies, School of Psychology, Dept. of Physiotherapy, School of Education, School of Engineering, School of Maths, School of Business, Centre for Deaf Studies.

PANEL DISCUSSION:

REFLECTIONS ON AN INCLUSIVE CURRICULUM AND SHAPING THE FUTURE

Prof. Lorraine Leeson, Associate Vice Provost for Equality, Diversity and Inclusion

Prof. Martine Smith, Dean of Graduate Studies

Prof. Vincent Wade, The Senior Lecturer and Dean of Undergraduate Studies

Chair: Prof. Michael Shevlin, School of Education

CLOSE

Dr Edurne Garcia Iriarte

Seán Adderley

Trinity-INC

Welcome

The symposium opened with a recorded message from Provost Linda Doyle. Acknowledging the importance of an inclusive agenda within the national policy context, she recognised the hard work of key stakeholders, including the Equality, Diversity and Inclusion (EDI) Office, School of Education, disAbility Service, and the Trinity Access Programmes. She emphasised the need to move forward in a meaningful way, ensuring that research and lived experience inform inclusive practices.

Opening

Prof. Lorraine Leeson

ASSOCIATE VICE PROVOST FOR EQUALITY, DIVERSITY AND INCLUSION.

- The HEA (Higher Education Authority) promotes equality and opportunity through important mechanisms.
- Trinity-INC marks a key milestone in a higher education landscape that has evolved and broadened significantly.
- Trinity-INC enhances diversity, supports education, taps into untapped potential, and proactively identifies and responds to both hidden and overt curriculum barriers, ensuring all students feel a sense of belonging.
- Trinity-INC amplifies the voices of marginalised groups.
- This symposium brings together key stakeholders—national and local policymakers, academics, professionals, students, and key college leaders—who are committed to mainstreaming inclusion at Trinity College Dublin.
- The Trinity-INC team has been quietly and consistently inspiring us with their significant work since the project's inception. Their efforts have helped establish the National Charter for Universal Design in Tertiary Education, ALTITUDE (All Learners are Transformatively Included Through Universal Design in Education), to ensure that higher education is inclusive by fostering student participation.
- The symposium brings together the CEO of AHEAD, Dara Ryder, and Dr Louise Callinan, from the HEA to present the National Access Plan to provide a courageous space for conversation on inclusivity in the curriculum of Trinity.
- The goal is to gain insights and formulate recommendations for an inclusive curriculum.



2 photos of Associate Vice Provost for Equality, Diversity and Inclusion, **Prof. Lorraine Leeson** – Delivering the opening address.

- A key priority is connecting the dots across essential areas, including the Trinity Access Programmes, disAbility Services, Library Services, Student Learning and Support Services, the EDI Office, and the Trinity-INC Advisory Board.
- Much has been accomplished, but there is still a great deal more to do.
- The current situation can be likened to a Venn diagram with three circles—Teaching & Learning, EDI, and College Strategy—that barely touch. The ultimate aim is to ensure these circles fully and properly overlap.
- Aligning Teaching & Learning, EDI, and working with the College Registrar to help set the strategic direction and close identified gaps.
- Quoting Dr Patricia McCarthy: “Equity is everybody’s business.”
- This symposium provides a platform to engage with the national agenda and review progress made to date.
- The hope is that attendees will leave today feeling excited and inspired, with a renewed appreciation of how far we have come through the Trinity-INC project.

NATIONAL CONTEXT

Keynotes

CHAired BY

Dr Patricia McCarthy

Chair opens the session and expresses delight at having the speakers here to place Trinity-INC into the national context.



Dr Patricia McCarthy (right), School of Education – introducing the first session on the National Context and **Bernadette Ferguson Irish Sign Language (ISL) interpreter (left)**.

Dr Louise Callinan- Head of Access Policy, Higher Education Authority

NATIONAL ACCESS PLAN 2022 - 2028

- The 4th National Access Plan (NAP) 2022-2028 marks the first time there is a statutory requirement for institutions to report to the HEA on their access plans.
- The Plan focuses on the full student life cycle, from pre-entry activity to promoting student success and enhancing graduate outcomes for underrepresented groups.
- The ambition of the Plan is to increase diversity in the higher education student population, and the Plan recognises the importance of fostering inclusive higher education environments to realise this ambition.
- Collaboration with individuals and communities is essential to increasing representation across HE Priority Groups.
- Students with intellectual disabilities (ID) are a key priority in the plan.
- The Plan acknowledges that there are life circumstances that can lead to disadvantage and create barriers to higher education participation, such as experience of domestic violence, homelessness, and the criminal justice system.
- The Plan sets a target to increase the transition rate between school and higher education for new entrants from socio-economically disadvantaged areas by 12% over the lifetime of the Plan (from 42% to 54%). Based on current data, we are on track to achieve this target (44% in 2020/21).
- There has been a modest increase in participation by students from the Traveller community (from 33 in 2020/21 to 36 in 2022/23), and more sustained effort is required to accelerate participation in higher education.
- Clear strides have been made in supporting students with disabilities:
 - Increased uptake in services for ASD (Autism Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), and learning disabilities.
 - Increased numbers of students with disabilities supported by the Fund for Students with Disabilities (FSD) and registering with HEI disability support services.
- Progression to postgraduate study remains lower for students from the priority groups in the Plan, and further work is needed to address this.
- With rising diversity, it is time to reshape teaching and learning environments to meet students' evolving needs.
- The demand for individual student supports is increasing – institutions must create more inclusive environments in response.
- Universal Design (UD) must be a priority in shaping inclusive education.
- Students should be able to reach their academic goals from a position of equal strength. Supporting student success requires a holistic institutional approach integrating inclusive physical and digital spaces, policies, and procedures.
- The HEA has provided strategic funding initiatives to higher education institutions to support measures to increase diversity in the higher education student population and to develop inclusive higher education environments. The PATH 4 Phase 1 - Universal Design Fund is an example of such funding, and it has supported higher education institutions to:
 - Develop quiet sensory spaces.

- Develop sensory maps of campuses.
- Enhance the accessibility of physical and digital environments.
- Develop the ALTITUDE Charter, a landmark cross-sectoral collaboration, fostering inclusivity across higher and further education.



2 photos of **Dr Louise Callinan**, Higher Education Authority – National Context – speaking on the National Access Plan

Dara Ryder – CEO, AHEAD

ALTITUDE – NATIONAL CHARTER FOR UNIVERSAL DESIGN IN TERTIARY EDUCATION

- Inclusion is everyone’s business—this sentiment is widely agreed upon.
- Universal Design (UD) is both a moral obligation and an operational necessity; it is evidence-based, making inclusion both practical and achievable.
- A strong understanding of UD is necessary across all levels, from institutional stakeholders to policymakers. Awareness and integration within legislation and policymaking are improving.
- On an individual level, many have gone above and beyond to implement UD. At a strategic level, there is growing engagement and momentum.
- The Trinity-INC plan for UD must be embedded within the college’s strategic plan. The key question is: how do we make this happen because of the institution, rather than in spite of it??
- UD should be embraced as an institutional agenda, focusing on organisational change rather than placing the burden on individuals.
- Funding is available via the HEA to support these efforts.
- The initiative involves extensive cross-sectoral collaboration, with meaningful consultation across multiple sectors.
- Progress is being driven by four key areas of focus:
 - Teaching and Learning
 - Student Supports
 - Digital Environment
 - Physical Environment



2 photos of **Dara Ryder**, CEO of AHEAD – National Context –
Speaking on the ALTITUDE Charter for Universal Design in Tertiary Education.

- There is a need to track measurable outcomes—this serves as the mechanism for commitment and action under the four key pillars, highlighting the importance of both national and international policy.
- ALTITUDE serves as an institutional vehicle for shifting responsibility from individuals towards shared, collective effort.
- Acknowledgement that academics can feel overwhelmed by systemic and procedural changes—therefore, any transition must be made as feasible and flexible as possible.
- UD provides a comprehensive range of resources and signposts to support staff while also recognising and rewarding good practice across institutions.
- The ALTITUDE Charter provides structured enablers to guide this transition.
- A key question remains: how will educators fully understand the model, and how will they implement it at every level within the College? Leadership from the top is essential.
- Existing measures, some of which have been in place since the 1970s, see this as the way forward. Every institution will face challenges in this process.
- Universal Design is a process, not an endpoint.
- Now is good time to advocate for core funding, ensuring the continued growth of the voice that supports students with disabilities. A national group or community of practice at the policy level would further strengthen these efforts.

TRINITY-INC

Overview

Dr Siobán O'Brien Green

HEAD OF EQUALITY, DIVERSITY, AND INCLUSION

- Opened the session introducing Seán Adderley as a stand out partner.
- Acknowledged the central role of Dr Derina Johnson and Dr Rachel Hoare in the development of the Trinity-INC Project.



Dr Siobán O'Brien Green (right), Head of Equality, Diversity and Inclusion – introducing the second session and **Bernadette Ferguson (ISL interpreter) (left)**.

Seán Adderley

TRINITY-INC OVERVIEW

- Presented an overview of the breadth, rather than the depth, of the Trinity-INC project.
- The Trinity-INC project commenced in October 2020 with a mandate to embed principles of diversity, equality, and inclusion across all curricula within Trinity College Dublin.
- Trinity-INC operates within the Equality, Diversity, and Inclusion (EDI) Office, forming part of the wider EDI agenda at Trinity.
- Barriers to inclusion are fluid and multifaceted, spanning environmental, individual, and social factors.



2 photos of Trinity-INC Project Manager, **Seán Adderley** – Trinity-INC Overview

Definition of Inclusive Curriculum

- An inclusive curriculum ensures that all students, regardless of personal circumstances, learning backgrounds, abilities, or strategies, have equitable opportunities to engage fully in their studies and achieve their learning goals.
- Trinity-INC aligns with the TCD Strategic Plan 2020-2025:
 - Goal 1: Foster a more diverse and inclusive student community.
 - Goal 8: Build one unified Trinity community.
 - By 2025, 25% of undergraduate students will enter through access initiatives (TAP (Trinity Access Programmes), (Higher Education Access Programme) HEAR/ (Disability Access Route to Education) DARE and will be under-represented groups.
 - By 2025, 30-35% of all students will come from outside Ireland.

How Trinity-INC Works

Trinity-INC is structured around four equal and interconnected pillars:

1. Academic – Supporting professional development and creating a community of practice at the school level, led by the Trinity-INC Staff Partner Programme.
2. Student – Raising awareness of inclusion challenges and successes while co-(re)creating curricular components in partnership with Trinity-INC Student Partners.
3. Institutional – Embedding inclusivity in college policies, discourse, and key documentation related to curriculum development and teaching practices.
4. Infrastructure & Student Supports – Sharing knowledge and building capacity across the college to support all students and develop a college-wide intersectional standpoint.

Academic Pillar Activities

- Staff Partner Programme (formerly the School Champion Programme) – Staff partners, appointed from academic staff at the school level, raise awareness and facilitate discussions on inclusivity within modules, programmes, and courses.
- Staff-led Inclusive Initiatives – Small grants (€2,000) provided to staff to support inclusive initiatives.
- Additional academic activities involved engagement with individual schools to identify their curriculum needs and develop their capacity for inclusion across teaching, learning, and assessment.

Module Descriptors & Proposals

- Section on inclusion integrated into:
 - Module proposal templates.
 - Course proposal templates.
 - Trinity Elective module template.
- Examples from the Trinity Electives Template:
 - How inclusive and accessible are the methods of teaching and assessment?
 - Have teaching materials been adapted following Trinity's Accessible Information Guidelines?
 - Does the module content address diversity?
 - Identify at least two ways in which the course/module incorporates principles of inclusivity and accessibility into curriculum design.

Institutional Activities

- Supporting events and activities aimed at fostering institutional discourse around inclusion.
- Organising the Inclusive Trinity Festival (2022) and Symposium (2023).
- Hosting Lunchtime Seminar Series (2021/22).
- Facilitating Student-led training for staff.

Support and Service Staff Engagement

- Several services have incorporated UDL (Universal Design for Learning) into their operations with Trinity-INC's support.
- Trinity Staff Training:
 - Trinity-INC Module in Inclusive Practices – A professional learning module based on UDL principles, supporting teaching and learning at Trinity.
 - Participants receive a UDL Digital Badge from the National Forum for Teaching & Learning.
- Accessibility and Blackboard Ally Training:
 - Delivering training on creating accessible documents and applying accessibility principles using Blackboard Ally.

Other Activities

- Engagement beyond Trinity, participating in various conferences (e.g., Equitas Conference).
- Fostering institutional discourse on Decolonising the Curriculum.
- Maintaining an active social media presence (e.g., Ross' Accessibility Tip of the Week!).

Student Pillar

Trinity-INC Student Partner Programme

- Engaged with students from under-represented communities and groups facing learning barriers through an intersectional approach, To allow them to share in real time their experiences of inclusion and exclusion in relation to the curriculum.

Student Partner Activities

- Student Partners proposed projects focusing on issues around inclusion with their courses, modules or in the College as a whole. They could do this by producing resources such as a poster, article, blog or podcast.
- They delivered awareness training:
 - Trans and non-binary Awareness
 - Inclusive Language
- Presented the Trinity-INC Student Partner Voice Videos which emphasised how important the student perspective is for this inclusive work.

TRINITY-INC

Evaluation Discussion

CHAired BY

Dr Joanne Banks

SCHOOL OF EDUCATION

- Introduction to evidence-based research on Trinity-INC, conducted by independent researchers.

Speakers

- Dr Edurne Garcia Iriarte, Trinity-INC Academic Director
- Prof. Roy McConkey, Evaluator (Ulster University)
- Ann Swift, Evaluator

Panellists

- Tracy Galvin, Ulster University
- Prof. Michael Shevlin, School of Education
- Dr Vivian Rath, School of Education

Dr Edurne Garcia Iriarte

TRINITY-INC EVALUATION (PRESENTATION)

- Four Pillars – The evaluation framework is built upon four key pillars that shape Trinity-INC’s approach to inclusion.
- Evaluation Context – This marks the first formal evaluation of the Trinity-INC project since its inception in 2020.
- The project initially began as a one-year initiative with National Access Plan funding. Funding rolled in subsequent years and is to be discontinued in March 2025. The College has “committed to the intention to sustain and embed key project activities into our systems”.
- The goal was for the evaluation to inform a five-year plan, however a transition plan is currently being developed due to funding constraints.
- Timeline: The final report is scheduled for release in 2025.
- Evaluation Methodology: The evaluation has adopted a participatory evaluation approach and involved a dedicated evaluation team of academics, professional staff and students.
- The findings of the report will be published to inform best practices moving forward.



2 photos of Trinity-INC Academic Director, **Dr Edurne Garcia Iriarte** – Presenting on the Trinity-INC Evaluation approach and methods.

Prof. Roy McConkey

INTRODUCTION TO EVALUATION (PRESENTATION)

- Independent Research Clarity – Acknowledgement of the researchers’ independent status while recognising their long term collaboration with Trinity.
- Evaluation Approach – Emphasis on active and reflective listening to support meaningful evaluation.



2 photos of Trinity-INC Evaluator, **Prof. Roy McConkey** – Presenting on the Trinity-INC Evaluation preliminary findings.

- Key Question for Discussion: “What will you make of what we have told you that others have told us?”
- Diversity and Growth – As diversity increases, student numbers also continue to rise.
- Institutional Complexity – With 1,200 academic staff members across 24 schools, the wide scope of academic roles adds complexity. Visiting staff, in particular, may have limited influence over teaching methods. Institutional change is an ongoing process that must be continuously developed over time.

Ann Swift

EVALUATION FINDINGS (PRESENTATION)

- These findings serve as food for thought and reflection, offering insights into successes and areas for further development.
- A combination of primary and secondary research has been completed, with additional research still underway.
- The evaluation identified variations in engagement across different schools and units, as well as challenges in embedding inclusivity at an institutional level.
- Preliminary Findings: Achievements
 - A Trinity-wide conversation on inclusive curriculum has begun, with clear staff demand for knowledge and support.
 - The step-by-step approach aligns well with the culture of Trinity and has been positively received.
 - The Staff Partner Programme and the Module in Inclusive Practices are recognised as valuable initiatives within the Trinity context.
 - Support services are motivated to implement inclusive practices, reinforcing the importance of cross-sectoral collaboration.
 - Trinity-INC has played an informal yet crucial role in advising both student representatives and staff, a function that is highly valued but not formally documented in Trinity-INC plans.
 - Student representatives view inclusive curriculum as a priority and appreciate Trinity-INC’s engagement.

- Changes in personal teaching practices are evident, with shared knowledge facilitating broader shifts in course and programme development. Individual teaching staff were most likely to report having made changes to course content.
- Examples of impact include:
 - Increased integration of accessibility principles into course development processes.
 - Programme coordinators implementing inclusive changes at the programme level.
 - Schools incorporating Blackboard Ally workshops and UDL principles into their resources and teaching approaches.



2 photos of Trinity-INC Evaluator, **Ann Swift** – presenting on the Trinity-INC Evaluation preliminary findings.

Prof. Roy McConkey

DISAPPOINTMENTS AND FUTURE RESPONSES (PRESENTATION)

- The assurance of anonymity meant that people opened up.
- There is variation across schools and units.
- A lot more people need to take the module.
- The delivery of the module requires more resources.
- Willing individuals drive the creation of Trinity-INC, but reaching beyond the people already engaged in the work is a challenge across Trinity.
- There are pressures on higher education funding.

Trinity-INC Discussion Panel

Prof. Michael Shevlin

- Inclusion is always a work in progress, never fully complete.
- Inclusion requires a change in how we perceive and think about people who are different.
- It requires moving beyond traditional special educational needs support to ensuring that young people with intellectual disabilities are fully included in third-level education.
- The challenge is to stay focused and not become overwhelmed by the scale of the work still to be done.
- Key questions for inclusion – Highly motivated individuals will always ask: Who matters? Who belongs?
- Do students without strong advocacy have to go above and beyond to access what should be readily available? This remains a significant concern.
- Successful examples, such as Trinity Centre for People with Intellectual Disabilities (TCPID) and Trinity-INC, highlight the importance of collaboration and strong partnerships.
- While often overwhelming, real change requires a systemic approach.
- What does inclusion at Trinity truly look and feel like? Inclusion is shaped by the choices we make and the people involved at every stage of the process.
- If inclusion is seen as ‘everyone’s business,’ there is a danger that it becomes no one’s responsibility.
- There is a need to develop innovative inclusion models and ensure they become embedded as standard practice.



Prof. Michael Shevlin, School of Education and Director of TCPID – speaking on the Trinity-INC Evaluation Discussion.

Tracy Galvin

- It is often easier to exclude than to include, easier to ignore than to engage, and easier to dismiss inclusion as someone else’s responsibility.
- Every decision made by a teacher carries privilege. It is essential to reflect on biases, stereotypes, and cultural influences when determining what knowledge and perspectives are included in teaching.
- Who holds privilege in education, and how does it shape experiences and opportunities?
- No two people are the same, and Trinity-INC recognises this by ensuring supports are tailored to individual needs.
- The student cohort is increasingly diverse, requiring adaptable and inclusive approaches.

- Many students leave college for various reasons, highlighting the need for stronger support systems.
- While great strides have been made, there remains significant work to do in fostering inclusivity.
- Inclusion efforts must account for life cycles, personal incidents, and trauma, ensuring flexibility in responses.
- Many staff members feel constrained by institutional systems and uncertain about their boundaries in supporting students.
- Many individuals go above and beyond in supporting inclusion, often unnoticed. These efforts must be recognised and protected.
- It is important to encourage collaboration between student support services, learning supports, and other institutional structures to break down silos.
- Change within institutions, particularly leadership transitions, often brings uncertainty and anxiety, directly impacting inclusion efforts.



Tracy Galvin, Ulster University – speaking on the Trinity-INC Evaluation Discussion.

Dr Vivian Rath

- The project is currently undergoing its own evaluation, receiving valuable feedback that will inform future practices.
- Trinity-INC is not just about inclusion but also about representation, fostering a sense of belonging and making individuals feel that they matter.
- The Three Os: Obligations, Obstacles, and Opportunities – These three elements are crucial in shaping inclusive education.
- Significant commitments include the National Access Plan, ALTITUDE, international agreements, the SDGs (Sustainable Development Goals), UNESCO (United Nations Educational, Scientific and Cultural Organisation) guidelines, and the EU (European Union) Accessibility Directive, such as making websites fully accessible.
- Integrating Universal Design into online materials is a significant task, especially given the financial and structural constraints within the current funding crisis.
- The scale of required changes can lead to a sense of being overwhelmed.
- PhD research highlights a strong willingness to support disabled students but also a prevalent fear among staff of making mistakes. It is crucial to confront these challenges and engage with student perspectives.
- There is concern that voices—particularly those of students with disabilities—may not be fully included. How can we better support senior leaders, disability support services, and staff in ensuring that undergraduate and postgraduate students with disabilities are actively involved in discussions?

- The student video presentation was highly impactful and provided key insights into lived experiences.
- Personal responsibilities, caring roles, and disabilities intersect in complex ways. There is an opportunity to use campaigns to move these experiences from the margins to the mainstream.
- Creating a sense of belonging – a core aim is shifting the dial towards a fully inclusive curriculum where all students feel they belong.
- Many students experience uncertainty regarding their sense of belonging. For instance, a deaf / hard of hearing student struggled to participate in group work because a café setting was chosen, making it impossible to hear the discussion.
- Universal Design must be student-centred – UD is currently more utilised by students than by teachers, demonstrating the need for broader implementation.
- Research has shown that classmates are often less disability-aware than teachers and tutors, presenting a challenge for fostering inclusive peer interactions.
- Striving to achieve ambitious inclusion goals can be daunting. To quote Maya Angelou: “Do the best you can until you know better. Then when you know better, do better.”



Dr Vivian Rath, School of Education – speaking on the Trinity-INC Evaluation Discussion.

Interactive Showcase of Inclusive Curriculum Initiatives at Trinity

Trinity-INC offered small grants of up to €2000 to Trinity academics, service, support and professional staff who wished to develop and implement inclusive initiatives at their School, Department or Unit level. There were thirteen initiatives funded from the following areas:

- | | |
|--|---|
| ■ Trinity Centre for People with Intellectual Disabilities | ■ School of Education |
| ■ Student Counselling Service | ■ School of Engineering |
| ■ Dept. of Anatomy | ■ School of Maths |
| ■ The Lír / Black Studies | ■ Centre for Deaf Studies |
| ■ School of Psychology (2) | ■ School of Business |
| ■ Dept. of Physiotherapy | ■ School of Religion Theology and Peace Studies |

Posters can be seen from page 34.

Panel Discussion:

REFLECTIONS ON AN INCLUSIVE CURRICULUM AND SHAPING THE FUTURE.

CHAIR

Prof. Michael Shevlin

SCHOOL OF EDUCATION

Panellists

- Prof. Lorraine Leeson, Associate Vice Provost for Equality, Diversity and Inclusion
- Prof. Martine Smith, Dean of Graduate Studies
- Prof. Vincent Wade, The Senior Lecturer & Dean of Undergraduate Studies

Question (Q): Please share your reflections on the morning's presentations.

PROF. MARTINE SMITH

- The postgraduate student body is diverse, spanning both taught and research programmes, and plays a key role in supporting lifelong learning.

- Entry into postgraduate education remains a significant challenge, particularly for underrepresented groups.



People in the audience.

- These challenges are even more pronounced for students with disabilities, who often face structural and systemic barriers.
- The availability of role models in academia remains limited, which can impact students' aspirations and support networks.
- The rigid timelines and workload expectations of research degrees pose additional challenges for students requiring flexible learning options.
- Many students with disabilities face financial constraints, including navigating disability benefits while managing the costs of postgraduate study.
- Differences in institutional support structures create disparities in access to essential resources and accommodations.
- While some progress has been made, there is still much work to be done in ensuring that postgraduate curricula are fully inclusive.

PROF. VINCENT WADE

- It is important to ensure that student perspectives remain central to inclusion efforts.
- The initiative is in its early stages, but the focus now is on how to effectively bring it forward.
- As the saying goes, "Inclusion is everybody's responsibility, and if it's everybody's, it's nobody's." Ensuring clear ownership and accountability is key.
- How much learning has taken place, and what further steps are required to drive meaningful change?

- Developing concrete strategies to advance inclusion efforts within the institution.
- While inclusion is a collective responsibility, clear structures and leadership are needed to guide the process.
- The Centre for Academic Practice, which oversees institutional development of academic practices (for Teaching and Learning) in College, is working on integrating UDL-based accessibility and inclusive practices into its programmes.
- Inclusion and accessibility practices and policies need to be integrated within undergraduate education and embedded in academic teaching and learning.
- The goal is not to disrupt existing structures but to effectively transfer knowledge and integrate inclusive practices.
- The discussion around mainstreaming inclusion is actively taking place, laying the groundwork for future developments.
- No single department is solely responsible for inclusion. The role of EDI is to provide guidance and reduce fear around implementing inclusive practices.
- Moving forward requires patience, persistence, and a structured approach to institutional change.

PROF. LORRAINE LEESON

- Inclusive initiatives are emerging across various areas of the College, aligning with the National Policy context.
- Holistic development of both students and staff is essential.
- Constructive feedback is valuable—both successful strategies and areas for improvement must be acknowledged.
- Recognising institutional errors is key to progress.
- The dialogue on inclusion has already begun.
- We are transitioning from the incubation phase to mainstreaming inclusive practices.
- We are working towards amplifying the lived experience of students to better understand their sense of belonging and ensuring we do not lose the progress made.
- There is an opportunity to build resilience by shaping learning environments that better support students and staff.

Q: Please discuss ways to move forward and the implications of proposed changes.

PROF. VINCENT WADE

- Inclusion safeguards need to be fully embedded into the mainstream.
- The shift from incubation to mainstreaming can be likened to the e-learning transition during the pandemic, which rapidly brought all of Trinity online.
- Avoid unnecessary duplication of efforts.
- Ensuring the appropriateness and sustainability of inclusion-focused modules.

- A strategic plan is needed to scale successful initiatives.
- Alignment with university-wide strategies and schools is crucial.
- Wase of access must be facilitated for academics.
- Ensuring students gain transferable skills for employment and lifelong learning.
- Trinity is now in a better position to drive meaningful change.
- This is a long-term commitment rather than a short-term sprint.
- The focus is not only on access and education but also on students' futures—ensuring they graduate with applicable skills.

PROF. MARTINE SMITH

- Moving from incubation to mainstreaming occurs when people see the inherent value of inclusion.
- How do we make inclusive practices visible and meaningful to everyone?
- Student engagement has helped academics learn and evolve.
- Academics face pressures from multiple sources—learning must support both students and faculty.
- The student voice remains the most powerful driver of meaningful change.



PROF. LORRAINE LEESON

- Student partnerships are a powerful tool for driving inclusion.
- Genuine engagement with students is critical for success.

- Diversity across the student population is increasing, and with the Disability Act, more staff members with disabilities are also entering academia.
- Athena Swan serves as a model for advancing gender equity, with growing recognition across Trinity.
- Lived experiences of both students and staff provide valuable insights into shaping inclusive practices.
- Individual initiatives must become central to institutional culture to sustain long-term change.

PROF. MARTINE SMITH

- Trinity faces unique challenges due to decentralised decision-making. Change must be embedded at the grassroots level.
- Change is most effective when decision-making is local rather than imposed centrally.
- Institutional freedom is crucial for fostering real transformation.
- Collaboration across Trinity is essential. Schools will shape the broader institutional approach.
- A clear strategic pathway is needed to amplify relationships and highlight pockets of excellence.

Q: Please share some insights into balancing localised decision-making while ensuring adequate support structures.

PROF. VINCENT WADE

- Decision-making should be devolved to schools and faculties to allow for greater flexibility.
- A creative environment must be cultivated by providing space for new ideas.
- A shared vision should be established, with leadership guiding change in a clear direction.
- Support structures should incentivise participation and articulate inclusive strategies.
- “We are Trinity” – collective responsibility is key to moving forward.
- A stronger sense of belonging fosters institutional momentum.
- Reflection on Trinity’s future direction is needed to ensure long-term success.

PROF. LORRAINE LEESON

- “If sustainability is the ceiling, EDI is the floor.”
- Universal Design (UD) is fundamental to teaching, learning, and the diversity of services within the College community.
- Inclusion efforts must move beyond individual roles to a collective institutional approach.
- Actions must not be fragmented – cohesion is critical.
- “We are all Trinity.” Everyone has an obligation to advance inclusion.
- Cross-departmental collaboration is necessary to integrate EDI principles at every level.

- Strategic initiatives must be recognised as core work, rather than being seen as peripheral or optional.
- Inclusion is not an additional task—it is central to the university's mission.

Q: Please share reflections on the future direction of inclusive initiatives.

PROF. VINCENT WADE

- Careful attention must be given to evaluation processes.
- Mainstreaming inclusion is not just about curriculum development, but requires coordination across the entire institution.
- A clear understanding of what has been achieved and what still needs to be done is necessary.
- Initiatives like AHEAD and ALTITUDE play a crucial role in shaping inclusive strategies.
- Different parts of the university are working on separate aspects of inclusion—these efforts must be aligned.
- Process-driven change is as important as knowing the end goal.

PROF. LORRAINE LEESON

- Lessons can be drawn from Athena Swan's successes.
- Spaces for discussing inclusive curriculum must be expanded and leveraged.
- EDI Directors are already present in schools—this model should be extended to professional service areas.
- More needs to be done to engage staff effectively.
- Stronger engagement is needed across the university community.
- Demand for inclusion initiatives should be monitored to ensure sustainability and impact.

PROF. MICHAEL SHEVLIN

- Highlights the importance of addressing curriculum challenges and creating inclusive learning environments.
- Expresses gratitude to the panel for their openness and commitment to shaping a more inclusive Trinity College Dublin.

Closing of Symposium

Dr Edurne Garcia Iriarte and Seán Adderley

- Express their gratitude to everyone for their attendance.
- Acknowledged the encouragement and learning gained from the symposium.
- Expressed recognition of Dr Derina Johnson's work and dedication to the Trinity-INC Project.

Acknowledgements

MC - Joel McKeever, Equality Officer

ISL Interpreters – Bernadette Ferguson and Gemma Shannon

Inclusive Teaching in Engineering

THE SCHOOL OF ENGINEERING - DR KEVIN KELLY, EVA CUNNINGHAM



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The University of Dublin

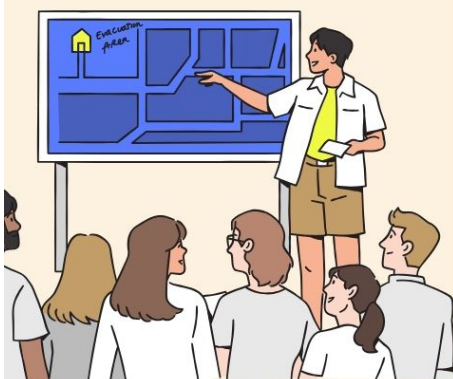


1 Aim

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

In the Lecture Theatre



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.



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!

Student Counselling Services - Ethnic Minority Support Group

Collaborative Project between the Student Counselling Services and Students' Union -
Sinead Crowley and Hamza Bana



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



OBJECTIVES

This project aimed to create a fixed term, professionally facilitated psychological support group on campus for students from cultural and ethnic minorities in Trinity. The name of the group is The Ethnic Minorities Support Group. This support group is a therapeutic support space for students from different cultures and ethnic minorities, run within the Trinity Student Counselling Service. The group was developed in conjunction with the Ethnic Minority Officer in the Student's Union and offers an inclusive and supportive space for members of these communities to meet, share experiences and advocate for their needs. This group is facilitated by a counsellor in SCS and an external therapist from within this community.

IMPACT

All of us are members of the Trinity community and we hold a responsibility to highlight the needs of ethnic minorities on campus, especially given the increased divisiveness in society, the recent riots and growing fear of students from ethnic minorities - what it is like to be othered, both within wider society and within students' experience on campus. This initiative is a plus one step to offer support and advocate for change. We hope that this much needed support can continue to be offered to Trinity students from ethnic minorities.

There was meaningful partnership between the Students' Union and the Student Counselling Services in the development, advertising and running of the group.

KEY FINDINGS

- The students (n=5) who did attend the group indicated that they found the group very helpful and strongly agreed that they felt supported to talk about their own experiences. They indicated that they would like to access more of this group. This group continues to run with the support of Trinity-INC.
- Having a facilitator from within the ethnic minority community was integral. Students voiced that this was important for them to have a facilitator who could truly understand their lived experiences and someone who they could identify with. They felt safe, heard, and able to share their own experiences of being a member of an ethnic minority group with other members in this shared space.
- The fact that it was a drop-in group meant that the students did not have to pre-register and could just come along to the group when they felt able to.

TESTIMONIALS

"I found this group to be incredibly supportive and affirming. This group allowed me to work through some personal issues and have my voice heard and understood for the first time in a long time."

"This group has been very useful in my journey as an international student. I think it should keep going in further years."

"I found this group to be incredibly supportive and affirming. This group allowed me to work through some personal issues and have my voice heard and understood for the first time in a long time."

"Shared exposure to others' vulnerabilities and issues has left me feeling very educated and better able to deal with issues."

Ethnic Minorities Support Group

This group is a therapeutic support space for students from different cultures and ethnic minorities. It offers an inclusive and supportive environment for members of these communities to meet, share experiences and advocate for their needs.

This group is facilitated by Sinéad Crowley, student counsellor and Ejiro Ogbveen, psychotherapist from Black Therapists Ireland

Mondays 5-6.30pm
excluding bank holidays

Commences Monday 16th September
Student Counselling Service, 7-9 South Leinster St.

Funding provided
by SCS, EDI & Trinity Inc



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



Student Counselling Services



TRINITY COLLEGE DUBLIN
STUDENTS' UNION

Diverse Voices: The Challenges and Opportunities in Decolonising the Curriculum

The Lír and Black Studies - Dr. Phil Mullin, Shaz Oye, and Eve Doran



BACKGROUND AND AIM

In keeping with Trinity College Dublin's aim in the Strategic Plan 2020 - 2025, Section 3: Diversity and Inclusion, this project seeks to bring Gabriel Gbadamosi, a renowned playwright, poet, and critic, of Irish Nigerian descent to engage with our community here at Trinity College Dublin and The Lír Academy.

This interaction not only broadens the scope of the dramatic canon but also offers to students of Black Studies (BS) a more broader learning environment, and strengthens cultural awareness and a deeper appreciation for the varied narratives that shape our society.

The visit will be for three days in November 2024 during which there will be workshops, public talks, lectures, meetings with young playwrights and BS students, round table discussions with Lir students on writing.



EXPECTED IMPACT

To advance Trinity and The Lír's anti-racism initiatives by amplifying Black voices through Gabriel Gbadamosi's visit, and thereby contributing to the development of a more decolonized curriculum that encourages students to engage with narratives challenging historical prejudices and promoting greater understanding.

Challenging dominant perspectives and unpacking colonial legacies to promote intercultural inclusivity and a more nuanced understanding of global issues.

Challenging dominant perspectives and unpacking colonial legacies to promote intercultural inclusivity and a more nuanced understanding of global issues.



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Scan the QR Code
to learn more about
Gabriel Gbadamosi.



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Building a Mathematical Foundation for Engineers

School of Maths - Dr Andreea Nicoara and Ryan McGowan



THE CHALLENGE

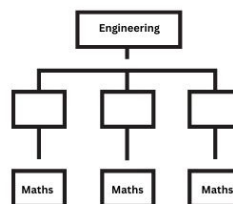
Mathematics is a rite of passage for engineering students. Those with non-traditional backgrounds and learning needs tend to struggle the most. The content area we created demystifies how the knowledge will be applied thus improving student experience in the Engineering Programmes at Trinity.

AIM

To make first year students aware of how the mathematics they are learning in a first year module will be applied in their subsequent engineering studies so that they retain the material better and can more easily transfer that knowledge.

APPROACH

A recent mathematics graduate was supervised to create a content area on the Blackboard site of the "Engineering Mathematics I" (module code MAU11E01). The content area details which modules in the engineering curriculum use the mathematics taught in the module via a flow chart. For each unit in the module, there is a folder outlining various applications of the concepts to engineering, examples of problems with solutions from homework sets, and final exams of the modules that apply this knowledge.



Scan the QR code to download the poster!

THE PROBLEM:

Service teaching in mathematics, in Engineering for example, faces a couple of major challenges such as:

1. **Retention of knowledge** — students forget the information after only a few months.
2. **Transfer of knowledge** — students may know the techniques but not how to translate it into the context of their discipline.

THE GOAL:

We wish to create a Blackboard content area for each first-year service module with examples of how material gets applied in future modules. This will hopefully:

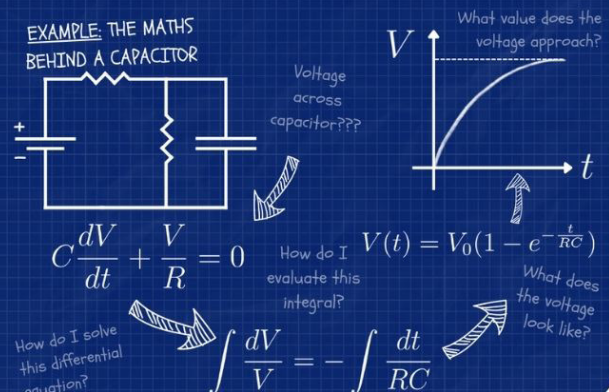
1. **Highlight the importance of mathematics** for students to encourage retention for future use.
2. Show how the **concepts they study can be transferred into their discipline** within relevant contexts.

The content area will be ready in advance of Michaelmas term for incoming students to try it out.

OUR SOLUTION:

We began with MAU11E01: Engineering Mathematics I. After examining the engineering curriculum, we:

- **Contacted lecturers** in the School of Engineering.
- **Collated online resources** highlighting applications.
- **Found examples of how the mathematics is applied** in future modules, such as exam questions.
- **Created an interactive flowchart** which shows how the mathematics weaves through the course.





Inclusive Reading Lists

Reading list review at the School of Religion, Theology, and Peace Studies

Prof Jude Lal Fernando; other colleagues involved: Gillian Wylie (Director of Teaching and Learning, now HoD); Jacob Ericson, Michal Kirwan, Etain Tannam, David Mitchell (Course Coordinators); Students involved: Shifana Niyas.



01

OBJECTIVES

- **Aim:** to create awareness and facilitate a conversation about ways to develop and implement inclusiveness of the curriculum on different levels.
- **Objective:** to inform the conversation, a review of the reading lists of all modules of the School of Religion, Theology and Peace Studies was conducted.

02

METHODOLOGY

Criteria for the survey of reading lists initially focused on:

- Gender balance
- Geographic diversity (European vs. non-European authors)
- Diversity within the presentation of case studies
- Acknowledgement of Critical Perspectives

Additionally, criteria important for the different disciplines were considered, e.g., the representation of perspectives from diverse parties in conflict zones (Discipline of Peace Studies); or the meaning of critical perspectives in interreligious and intercultural theological studies, Ethics and the Study of Religion (Discipline of Religious Studies). Focus was placed on ensuring collected data would be as 'anonymous' as possible to protect the academic freedom while providing helpful metrics that could impact future reading lists.

03

RECOMMENDATIONS

The following results and conclusions are drawn from a sample of approximately 180 reading list entries for a postgraduate course in the Peace Studies discipline of the School of Religion, Theology, and Peace Studies.

- There are differences in the gender structure of specific fields that need to be included in the conclusions drawn; it can be asked whether the gender of the author is the only way to apply the criterion or whether the use of gender as an approach in the studies should be included.
- Issues to consider in geographic diversity are the use of university affiliation to address the difficulty identifying author's nationality, relevance of the origin of the scholar (e.g., in understanding the situation in Palestine and Israel), and scholars from the global south working in the global north. The geographical cluster "European vs. Non-European" should be extended or changed; while all distinctions of geographies reflect problematic issues, "Global South/North" would be recommended.
- Clearer definitions of search categories are needed if quantitative data should be provided. These would also contribute to a nuanced discussion of how to interpret them.
- Further research on modules that cover a wide range of ideologies would give a better idea of the depth and breadth of study material than more confined topics. This is relevant for modules that include several religious traditions in particular.
- It can be noted that the criterion of religion – among gender, race, economic status etc. – is mentioned but rarely operationalised for the analysis of diversity in reading lists. This could be a task to be taken on in the School, looking in particular at modules that address variety of religions.
- More research is required on how each aspect affects the student's ability to form an understanding of the subject.



04

CONCLUSION

The project as it developed can be characterised as a pilot project in an area that is only developing in universities across the globe. If we frame it in the wider debate about "decolonizing the university", targeting reading lists is but one aspect of a process with many more components, yet it is a central one. Reading lists represent both the individual choices of university teachers and the standards of the discipline or programme that are taught.

The project's impact on inclusivity in Trinity is ongoing as it unfolds through its communication on different levels. A major asset is that the concrete experience of the research – what it means to "actualize" decolonizing analysis – connects the theoretical and political discussions to the practical issues. Facing the challenges reveals both the dilemmas and opportunities, hence, encouraging concrete discussions about the "how" of developing an inclusive curriculum turns out to be essential if inclusivity is seen as a continuous process rather than a box-ticking activity, related to fixed criteria.



POETRY MATTERS - Transdisciplinary learning bridging Business and Arts.

School of Business - Dr Ronika Chakrabarti & Siobhán O'Brien
Students and co-researchers Anisha Pal and Lubing Zhang

OBJECTIVES

This project aimed to create a fixed term, professionally facilitated psychological support group on campus for students from cultural and ethnic minorities in Trinity. The name of the group is The Ethnic Minorities Support Group. This support group is a therapeutic support space for students from different cultures and ethnic minorities, run within the Trinity Student Counselling Service. The group was developed in conjunction with the Ethnic Minority Officer in the Student's Union and offers an inclusive and supportive space for members of these communities to meet, share experiences and advocate for their needs. This group is facilitated by a counsellor in SCS and an external therapist from within this community.



DIGGING IN

That woman has been planting the same cabbages all her life, the same spades turning over the sod, lying down with men on the banks of the stream, giving birth alone on the banks of the stream. At night she'd howl down the lanes and no one would listen. Now she has a daughter who has learned to read.

From the Galego of Luz Pichel, 'Sachando na horta,' trans. Keith Payne in A Different Eden: Ecopoetry from Ireland and Galicia, Dedalus Press, 2021

OUTPUTS

01. A "Poetry Matters" workshop, led by experienced poet, translator & editor Keith Payne, and facilitated by MSc in Marketing and Digital Marketing Strategy.
02. A student-led literature review on inclusive curriculum and the integration of Arts and Business, including a thematic analysis from workshop insights.
03. Evaluation of the pilot through participant feedback.



FEEDBACK & NEXT STEPS

01. Interest in Inclusive Curriculum: Positive responses to the literature review and pilot project report, and increased faculty interest in embedding similar initiatives, measured by faculty feedback at the Postgraduate (PG) Teaching and Learning committee meeting, noting requests to expand such initiatives across the School.
02. Informing Future Initiatives: Adoption of workshop in PG orientation and wider curriculum, measured by uptake of the pilot across programmes.

Poetry Matters Workshop



Poetry Matters
workshop participants



Keith Payne presenting
at the workshop



Scan the QR Code
to find more about
Keith Payne

Inclusive Teaching in Education



Moving Beyond the Past: Student-Led Decolonisation of Psychology of Education Modules through a UDL lens

School of Education - Dr Aoife Lynam, Prof. Conor Mc Guckin, Dr Patricia McCarthy, Geraldine Fitzgerald, Bachelor in Music Ed. & Professional Masters in Education and Masters in Education students

AIMS

The aim of this initiative is to decolonise the Psychology of Education curriculum by diversifying content, reducing Western bias, and empowering students to co-create inclusive materials while fostering reflexivity, positionality and awareness of privilege. The project fosters a deeper understanding of diversity and inclusion to create a more equitable academic environment. Students who have completed the Psychology of Education modules will participate in a survey to provide feedback on their experiences with the current reading materials, collaborate with faculty and staff in co-creating new reading lists using different mediums (e.g., video, podcast, audio).

EXPECTED IMPACT

- Greater awareness of diversity and inclusion
- Improved student engagement and empowerment
- More diverse and inclusive academic materials
- Broader dissemination of inclusive practices
- Greater representation of marginalised voices
- Improved student satisfaction
- Increased attendance and participation
- Long-term monitoring of reading list revisions and student outcomes

PROPOSED OUTPUTS

- Comprehensive Report
- Curated Resource Guide
- Podcasts
- Webinars
- Online platform for accessing inclusive materials

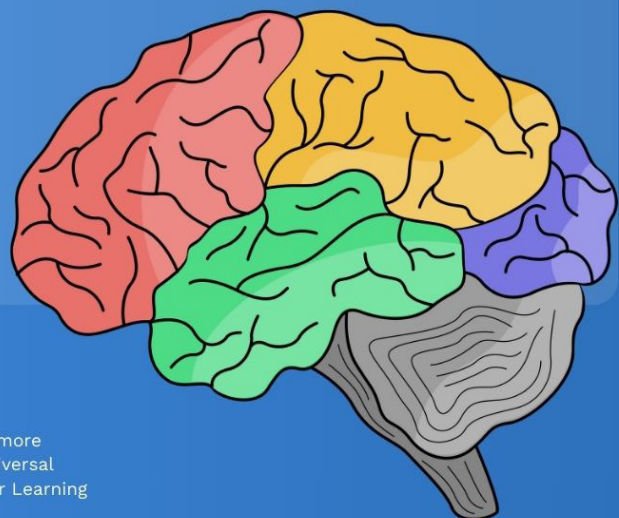
ADDITIONAL INFORMATION



Find out more
about decolonising
the Curriculum



Find out more
about Universal
Design for Learning



Inclusive Teaching in Deaf Studies

Opening up: bringing authentic diversity & inclusivity into the Bachelor in Deaf Studies curriculum

School of Linguistic, Speech & Communication Science Centre for Deaf Studies Dr. Isabelle Heyerick & Assistant Professor Teresa Lynch



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



OBJECTIVES

The objective of the project was to prepare students in the Bachelor in Deaf Studies (BDS) program for their professional placements by providing them with authentic and diverse learning experiences. These experiences aim to reflect the true diversity of the Irish Deaf community, encompassing aspects such as age, gender, language, ethnicity, and disabilities. The ultimate goal is to develop students' inclusive practices for effective interaction and relationship-building with Deaf individuals.

METHODOLOGY

- Student Engagement
 - consultation meeting
 - student polls to see which topics they want to cover
 - curriculum forums
- Guest Lectures and Workshops
- Community Immersion
- Curriculum Enhancement
- Creative feedback: Videos, arts-based methods, mind mapping, & word clouds

IMPACT

- Students developed inclusive practices to engage with diverse members of the Deaf community during their placements
- Diversity and inclusivity became integral to the Bachelor in Deaf Studies curriculum
- CDS (Centre for Deaf Studies) expanded its network of experts and enhance teaching content
- Faculty gained knowledge from community experts to better incorporate diversity into the curriculum



WHAT DID THE STUDENTS HAVE TO SAY?

"I learnt a lot about not only the Deaf community but the Black Deaf community and how no person's identity or experience is the same"

"I am extremely grateful to have the opportunity to experience this. All presentations were amazing I cannot pick one"

"In the future, having another minority group lecture would be good, as I think that would broaden my knowledge about different minorities inside the Deaf community even more"

"A quote that really impacted me was "Some of us didn't choose to become activists, we were activated over time"



Scan the QR codes to learn more on YouTube



Embedding Trinity-INC principles into curricular evolution in the Discipline of Physiotherapy

The School of Medicine Dr. Julie Broderick



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



DESCRIPTION

The project aims to embed Universal Design for Learning (UDL) principles into six key physiotherapy curriculum modules, fostering inclusivity and accessibility. By auditing and revising teaching and assessment strategies, it seeks to accommodate diverse student needs, enhance engagement, and establish a model for broader application across disciplines at Trinity College.

AIMS

- Conduct curriculum audits using the Canvas UDL Checklist
- Collaborate with module leaders to identify and implement UDL-focused changes
- Engage student partners for input and feedback throughout the project lifecycle
- Train involved staff and students on UDL principles and inclusive practices
- Document and assess impact via feedback and case studies

IMPACTS

- Enhanced inclusivity in teaching, learning, and assessment strategies for six key modules
- Improved accessibility and engagement for students from diverse backgrounds
- A documented report showcasing UDL implementation and its impact
- Exemplar model for embedding UDL principles applicable to other disciplines
- Creation of a community fostering inclusive practices within the School of Medicine
- Increased accessibility and representation in the physiotherapy curriculum
- Empowered students and staff with inclusive teaching and learning practices
- Strengthened student engagement and academic success for diverse learners
- Development of student partners as advocates for change in inclusive education
- Ripple effect of inclusive practices across other disciplines within Trinity College.



Scan the QR code to learn more about Universal Design for Learning



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The University of Dublin



Developing the NERVE Center: An immersive VR enabled NeuroAnatomy E-learning platform

The School of Anatomy - Dr Denis Barry,
Dr Eric Downer, Caitlin Kane, Claire Murphy

OBJECTIVES

Neurophobia is a fear of neurology and neurological diseases, and manifests in medical students and young doctors as a reluctance or inability to utilize their neurological knowledge in clinical settings. Neuroanatomy is a core syllabus in health sciences education; however, due to its complexity and sheer scope, neuroanatomy is the key contributor to neurophobia. The aim of this proposal is to develop an immersive VR enabled E-learning platform, the NERVE center, designed to retain the extraordinary educational value of our annually donated human brain specimens, and evaluate the impact of the platform as an inclusive learning tool. The NERVE center will reduce the pedagogical space between the basic and clinical sciences and function across all student cohorts to promote inclusion and equality of learning in anatomy.

TIMELINE

Neurophobia is a fear of neurology and neurological diseases, and manifests in medical students and young doctors as a reluctance or inability to utilize their neurological knowledge in clinical settings. Neuroanatomy is a core syllabus in health sciences education; however, due to its complexity and sheer scope, neuroanatomy is the key contributor to neurophobia. The aim of this proposal is to develop an immersive VR enabled E-learning platform, the NERVE center, designed to retain the extraordinary educational value of our annually donated human brain specimens, and evaluate the impact of the platform as an inclusive learning tool. The NERVE center will reduce the pedagogical space between the basic and clinical sciences and function across all student cohorts to promote inclusion and equality of learning in anatomy.

June-August
2024

September-December
2024

January 2025-January
2026

January-April
2025

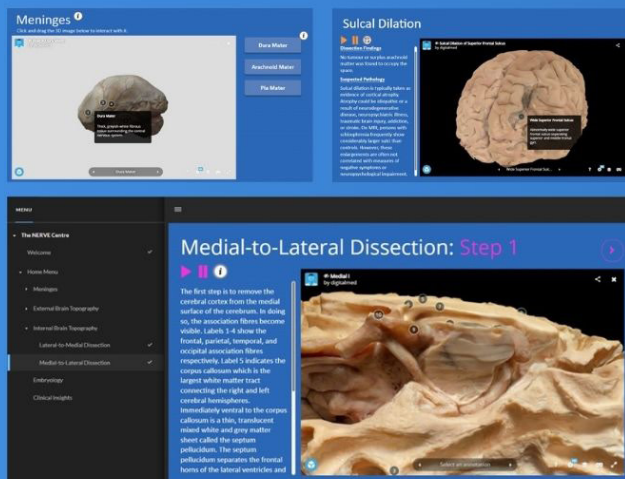
Building the NERVE centre, which includes developing the platform itself and the 3D neuroanatomical models of the donated brains.

Assessing perceptions of prior neuroanatomy students towards a novel 3D platform for neuroanatomical education

Integrating the VR enabled learning material into the neuroanatomy curriculum

Assessing the impact of the NERVE centre on student learning with post-intervention feedback questionnaires and semi-structured focus groups.

VR ENABLED LEARNING MATERIAL



PROGRESS

The initial development of the NERVE centre is complete and all three surveys have passed ethical review, so a survey polling prior neuroanatomy students' opinions on this 3D platform's potential to promote inclusivity in neuroanatomical education is currently underway. The next stage is to evaluate the impact of the NERVE centre on student learning during neuroanatomy instruction in Hillary Term 2025.



QR Code to
the NERVE
centre

Understanding Undergraduate Students' EDI Concerns Regarding Postgraduate Study in Psychology



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



The School of Psychology - Dr. Lorraine Swords,
Professor Fiona Newell, Dr Kristen Hadfield Students:
Hana Quinn and Gabriel Byczynski

PROJECT STRUCTURE

The increasing number of students attending third-level education in Ireland highlights the importance of addressing the needs and concerns of this growing population. As international research suggests that there is a marked lack of diversity at the PG level, we wanted to explore the barriers that materialise within this pipeline in an Irish context. This study aimed to explore the EDI-related factors that students perceive as barriers to their pursuing of postgraduate education in psychology at Trinity College Dublin.

To investigate these themes, we engaged sophister-level undergraduate students with a survey (n=28) and focus groups (n=34) exploring these issues.

FOCUS GROUP DEMOGRAPHICS

- Almost 90% of the participants were between the ages of 20-29, and under 10% were between 40-54.
- 86% of the participants were women, and 53.5% were non-heterosexual.
- 11% of the participants identified as an ethnic minority.
- 36% had a self-declared disability.
- 50% had some or great difficulty making ends meet during their undergraduate experience.

CONCLUSIONS

- The concerns and perceptions of students were largely congruent across the survey and focus groups.
- Financial background, information availability, training resources, and perceived diversity were identified as factors affecting students' PG motivations and intentions.
- Students indicating a need for financial support or resources also reported a lack of knowledge regarding how to access the corresponding services.
- Within this cohort, issues which are compounded by EDI factors are prevalent and should be addressed in order to diversify and increase accessibility to PG education.

FINDINGS AND QUOTES

- Students expressed that the department did not supply them enough information on the application and funding process for PG programs, and they did not have the resources to feel confident in undergoing the process.
- All groups identified finances as a barrier to applying for and pursuing PG education, highlighting major cost issues at every stage.
- 93% of students indicated that they were not aware of the available funding opportunities, though over half reported that they would require funding to pursue PG education.



"[Finances] creates a ceiling of how far you can go. If parents can't support, there's a max of how you can pursue [education]."

- Students also felt like they lacked the experience that may be necessary for PG pathways involving clinical training.

"You need experience for [a place on this] postgrad, and at Trinity there is no placement or opportunity for placement."



- While students did not explicitly reference as a barrier to PG education, it was clear they were conscious of diversity within the College.



"Hard science appears to be [dominated by] white men"

Making Documents Together



Trinity College Dublin
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The University of Dublin

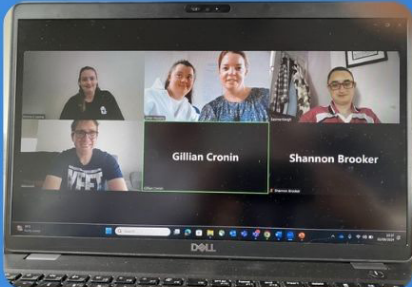


Clíodhna O'Rourke, Dale O'Neill, Emer Murphy,
Emma McGrath, Gillian Cronin, Saoirse Keogh,
Shannon Brooker - TCPID, School of Education.



WHY WE DID OUR PROJECT

- Information can be hard to read and understand.
- If we can not read or understand we can not learn or make decisions.
- We made a consent information guide and consent forms for people with Intellectual Disabilities.
- We want to help people with Intellectual Disabilities understand about consent.
- We want to make consent forms clear and easy to read.



WHAT WE DID

- We discussed as a group about the Consent Form.
- We went on Zoom calls over a period of 6 months.
- We did a report on our project.

- We did an easy-to-read consent document with pictures, so people would understand it more clearly.
- We explained the consent forms, what was in them, and what people expect from them in the report.
- Your photos/videos could go up on any Social Media platforms so that is why making the consent process easy is important.

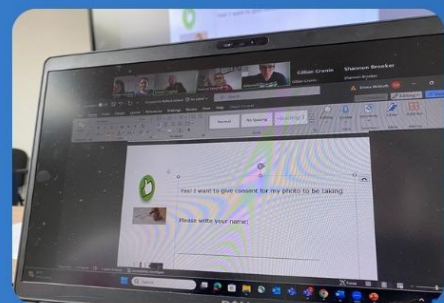


Photo Consent Form.

| | |
|--|--|
|  for my photo to be used on Trinity's social media and the Trinity website | I give consent Yes  No  Circle one |
| Printed Name _____ Signature _____ | Date:  _____ |

CONCLUSIONS

- We came together as a team, and we brainstormed ideas we would like our project to represent.
- We are working on consent to make it an easy-to-read format.
- We have added photos into the project to guide the reader on the right path to make the right decision for them.

Navigating Caregiving obligations Understanding the Experiences of Student-Careers at Trinity College Dublin



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



Anchal Sharma. Kathleen Cosgrave. Jake Wootton.
Eva Brady. Evelin Santos. School of Psychology (2024)

STUDY AIM

The study aims to examine the experiences, challenges, and support mechanisms for student-carers in higher education, focusing on well-being, academic and financial difficulties, and policy awareness at Trinity College Dublin. It also aims to identify how student-carers balance their dual roles as students and carers, and explore potential improvements in support systems to help them effectively manage their responsibilities.

METHODS

Survey (n = 232 students)

Questions were asked about the demographics, well-being, academic performance, and financial situations of students, comparing students with caregiving responsibilities to students without, along with gathering insights into the number of students who take on additional caregiving duties and to understand more about these responsibilities.

Interview (n = 2 students; 7 staff members)

To obtain in-depth information about students with caring responsibilities and the ways they can be supported, we conducted interviews with students and college staff who come into contact with and can support them.

Focus Groups (n = 14 student-careers)

To gather insights into the experiences and challenges of student-parents and informal carers and pinpoint opportunities for enhancing institutional support to effectively address their needs.



"The guilt that I have in coming here, because it's always a trade-off, and for the most part, that's me, and the house, and everything. Though I have to balance the caring responsibilities with college, and nothing else matters"

"I don't care about policies, I care about human understanding and feeling like you're a person, not just a number in the university"

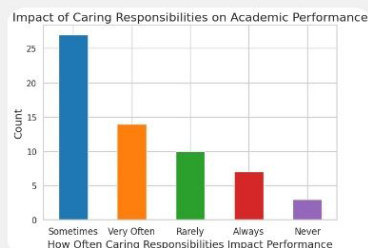
HOW CAN THE CURRICULUM BE MORE INCLUSIVE FOR STUDENT-CARERS?

- Streaming/Recording of Lectures
- Carer Support Groups/Services
- Timetables Shared in Advance
- Staff Training
- Increased Inclusivity in College Community
- Alternative Education Routes
- Carer-Friendly Timetables
- Empathy and Understanding

RESULTS

Academic Burden

The majority of student-careers (78.69%) felt that their additional responsibilities sometimes impacted their academic performance. 52.46% missed lectures occasionally or more. Additionally, 75.41% of student-careers reported being better able to manage their responsibilities when lectures were streamed and/or recorded.



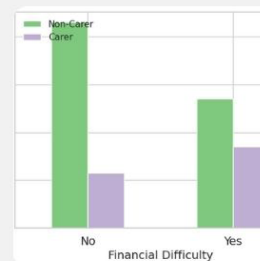
Well-Being

The findings reveal a significant emotional burden on student-carers, with stress and emotional turmoil linked to caregiving duties. Student-carers reported lower quality of life, increased depressive symptoms, and higher levels of stress and anxiety. They also faced greater physical health challenges, lower life satisfaction, and a stronger sense of loneliness. Our qualitative research highlighted the emotional toll of caregiving, including feelings of guilt, burnout, stress, anxiety, and imposter syndrome.



Financial Challenges

Survey results show that student-careers are 2.35 times more likely to face financial difficulties than non-careers. Focus group discussions further highlighted the financial strain of balancing caregiving with academic commitments, with participants pointing to childcare costs, unpaid work placements, and insufficient financial support as key challenges.



Student-Carer Policy

84.69% of students were unaware of TCD's policy for informal carers and student-parents, suggesting that the policy is poorly disseminated and implemented.
To view the policy please scan the QR Code

CONCLUSIONS

This study highlights the significant challenges faced by student-careers at Trinity College Dublin. By identifying key areas of difficulty, it sheds light on gaps in existing support policies and emphasizes the need for more inclusive support systems to help student-careers thrive academically and personally. Suggestions for improving student-careers' experiences are also presented in the report, providing a foundation for enhancing support systems and fostering a more inclusive academic environment at TCD.



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