



# Embedding EDI in Education

Education Day 2022

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# Note

*These slides were created for the Mechanical Engineering departments "2022 Education Day".*

*They give an example of how to engage academics and teaching staff with discussions around inclusive teaching and learning*

# EDI in Mech Eng

- Statistics
- Survey Outcomes
- Importance / Value



# Diversity

Category values with less than 5 staff are not displayed

Headcount

481

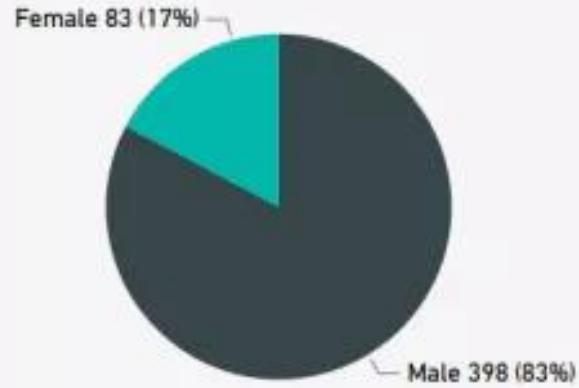
Completed Years in Service

0

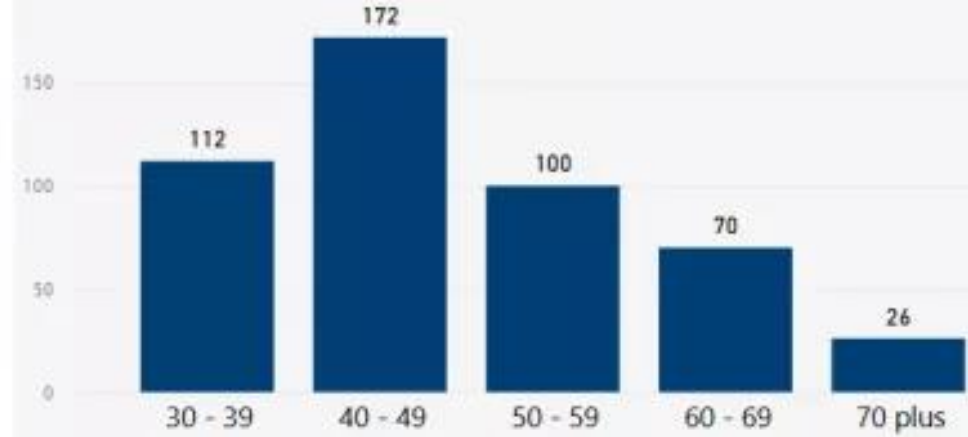
42



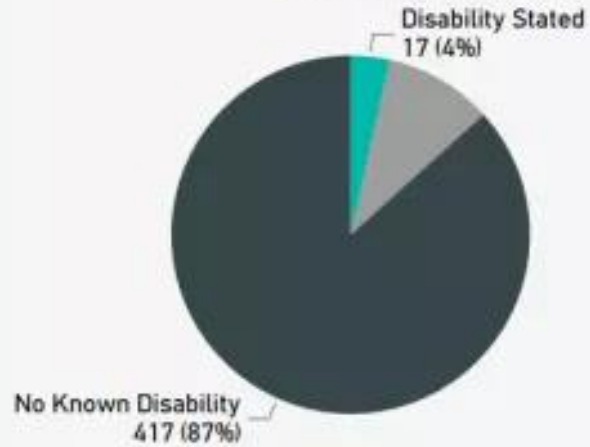
### Gender



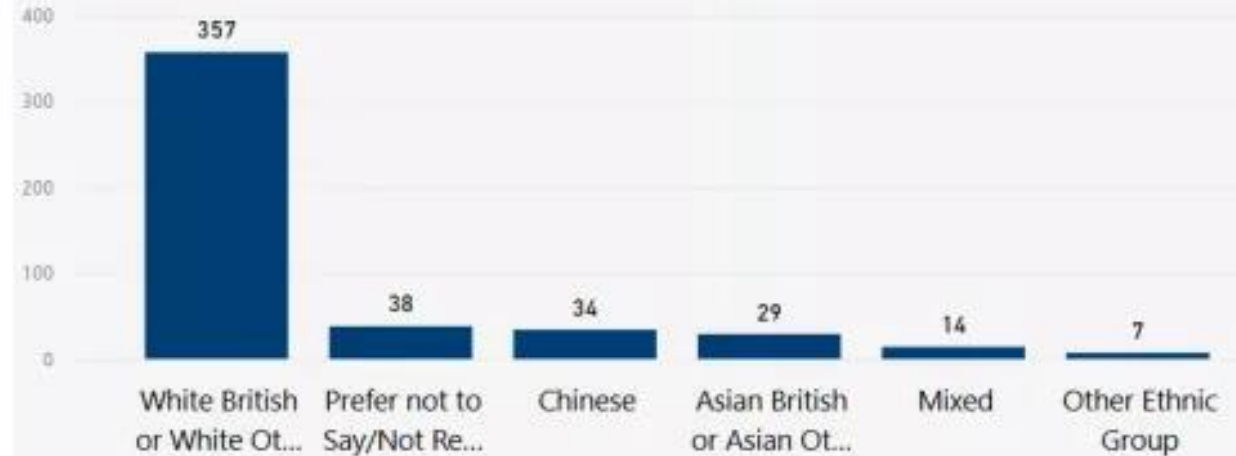
### Age Group



### Disability



### Ethnic Group



# Faculty Demographics

A photograph of the Tower Bridge in London, viewed from a low angle across the River Thames. The bridge's two massive stone towers are prominent, with blue suspension cables and walkways. The sky is clear and blue. A large, semi-transparent white circle is overlaid on the left side of the image, containing text.

# Bridging the gap

- 
- Sophia – EDI
  - Chloe – Student Experience
  - Fred – Disabilities Officer
  - Bamber – Senior Tutor
  - Naomi – Wellbeing Advisor
  - Teaching Fellows
  - YOU



# Good Examples

## Blackboard Forums:

- Anonymous posting encourages questions
- Everyone learns from each other

## Formative Marking:

- 1 Q/Tutorial for marking and feedback

## Visual Demonstrations:

- Rig created from DMT project

## Interactivity:

- App creation

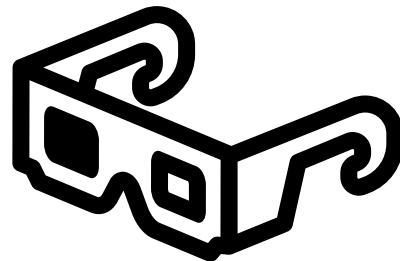
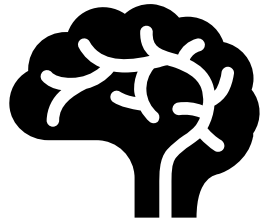




Discuss, refine,  
reflect and share

What examples are there in  
your own practice?

[https://padlet.com/cagg1/ME  
GoodPractice](https://padlet.com/cagg1/ME<br/>GoodPractice)



# Inclusive Questioning

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Anonymity – post-its, Mentimeter, forums...

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Group work – peer to peer support, plus group questions

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One question each – setting expectations

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Share previous years – normalises questions, answers some early

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Defining success – gaining understanding, not being right already

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Thinking time – allow for processing

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Build confidence – identify what is correct

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Scaffold – identify what is missing





# Neurodiversity Student Proposals



## Accessibility at a Glance: Lectures



What can you do?

### End lectures on time ADHD

#### Why?

Sustaining attention in concurrent lectures is difficult for everyone, even more so for people who have issues regulating attention. The ten minute break is necessary, not optional, for these students

### Aim to have slides, notes and lectures co-ordinate with each other ADHD ASD

DYSLEXIA

#### Why?

It is much easier to follow along if this is done - so if a student loses attention as the lecturer speaks, they can still get back to the topic by reading through the notes section

#### Good examples

MATL2 - Jun Jiang's slides and notes

FMX2 - Notes written in same structure as lectures

SAN2 - Box in corner saying what notes page slide corresponds to

### Ensure slides can be understood on their own and are as clear as possible

ADHD ASD DYSLEXIA

#### Why?

If student is downloading slides to annotate instead of notes, should still have all necessary information without needing cross-referencing

#### How?

Use colour where appropriate (e.g. in diagrams)

Avoid large blocks of text (can this be read and understood in the timeframe of a lecture? If no, then break into bullet points/reduce content on slide)

Avoid using italics/underline - use bold for emphasis (letter 'joined' can be harder to read)

If possible, create 'accessible' version using off-white background, larger text and increase letter spacing.

#### Good examples

MATL2 - Jun Jiang's slides and notes

MTX2 - Ferdinando's slides

# Decolonising the Curriculum

## ME1 Stress Analysis



Isaac Newton



Blaise Pascal



Thomas Young



Simeon Poisson



Robert Hooke



William Macaulay

## ME2 Dynamics



Ben Stokes



Isaac Newton



Galileo Galilei



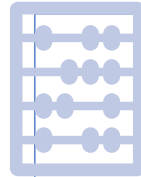
Nikola Tesla

# Decolonising the Curriculum

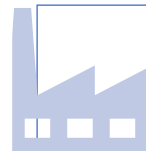
- Pythagoras' Theorem – Greece ~ 550 BC
- Gougu Theorem (Shanggao) – China ~ 1100 BC
- Baudhayana Theorem – India ~ 800 BC



Texts



Theorems



Case Studies



Role Models

# Assessment Choice



# Goal Setting



How will you improve EDI in your module(s)?

# Going Further [Slides on Blackboard T&L]

Topic	Date	Link
Specific Learning Differences	N/A [online course]	<a href="https://rise.articulate.com/share/qRox8oT7rStZUUpY4E3XVc3Kj8NBm8X-#/"><u>https://rise.articulate.com/share/qRox8oT7rStZUUpY4E3XVc3Kj8NBm8X-#/</u></a>
Inclusive Teaching Workshop	27 <sup>th</sup> October [further dates TBC]	<a href="https://www.imperial.ac.uk/staff/educational-development/workshops/introduction-to/making-teaching-more-inclusive/"><u>https://www.imperial.ac.uk/staff/educational-development/workshops/introduction-to/making-teaching-more-inclusive/</u></a>
Geographical Bias in Curricula	14 <sup>th</sup> October, 8 <sup>th</sup> March	<a href="https://www.imperial.ac.uk/staff/educational-development/workshops/focus-on/geographic-bias/"><u>https://www.imperial.ac.uk/staff/educational-development/workshops/focus-on/geographic-bias/</u></a>
UROP Showcase on EDI	12 <sup>th</sup> October	<a href="https://www.imperial.ac.uk/students/studentshapers/events/"><u>https://www.imperial.ac.uk/students/studentshapers/events/</u></a>
Tone of Voice Guide	N/A [Guidance Document]	<a href="https://www.imperial.ac.uk/media/Widening-Participation-tone-of-voice-guide.pdf"><u>https://www.imperial.ac.uk/media/Widening-Participation-tone-of-voice-guide.pdf</u></a>

# Provide feedback!

If you used this resource, please take the time to fill out this form to provide your feedback.

If you have any questions or require more information about the REET (Resources for Embedding EDI in Teaching) project, please contact the Project Lead using the following contact details:

**Chloe Agg** [c.agg@imperial.ac.uk](mailto:c.agg@imperial.ac.uk)

<https://forms.office.com/e/pHBZpniFvB>

