

Decolonisation

**What is
decolonising
the curriculum?**

Providing all students learning materials and experiences that engage and support students to understand the social and cultural underpinnings of their discipline.

Why is it important?

- Redress potential biases in traditional course content
- Enhance co-creation
- Reduce the differences in retention and progression of BAME & other students and staff
- Develop intercultural competence
- Learn to value diversity
- Aid critical thinking
- New collaborations can facilitate scientific progress
- Social justice by promoting inclusion
- Prepare students for working cultures
- Broaden intellectual vision



How do we achieve it?

Who we read? ➤

Does our reading list reflect learning from other cultures and the experiences of our diverse student culture (i.e., multiple views for the same topic)?



#knowtheauthors

What we read about? ➤

Why are some topics and perspectives researched and others are not? Students should be included in deciding what research informs teaching.



#knowthecontent

How we teach? ➤

Does the teaching show diversity of thought? Inclusive teaching results in greater sense of belonging and engagement.



#knowthethod

How we contribute to the public good? ➤

How do we prepare students to work in environments that need change? Are they ready to respond to discrimination and injustice?



#knowthebenefits

For more information:

1. Leask, B. (2015). Internationalizing the Curriculum. Taylor and Francis.
2. Moncrieffe, M., Asare, Y., Dunford, R., Youssef, H., Burdsey, D., & Mapondera, D. et al. (2020). Decolonising the Curriculum: Teaching and Learning about Race Equality. The University of Brighton. [online] available from <<https://cpb-eu-w2.wpmucdn.com/blogs.brighton.ac.uk/dist/f/80/files/2020/07/Decolonising-the-Curriculum-Issue-3-Teaching-and-Learning-about-Race-Equality-July-2020.pdf>>