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Usage guidelines

COLONIAL LEGACY IN UNIVERSTIY ASSESSMENT

- Assessment practices in universities have been shaped by colonial thinking, reinforcing colonial values and power structures.

- Standardised exams and essays were designed to measure conformity to Eurocentric knowledge and skills (Tuck & Yang, 2012).

- These practices often marginalised non-Western ways of knowing and learning, privileging Eurocentric perspectives (Ashwin et al., 2020).
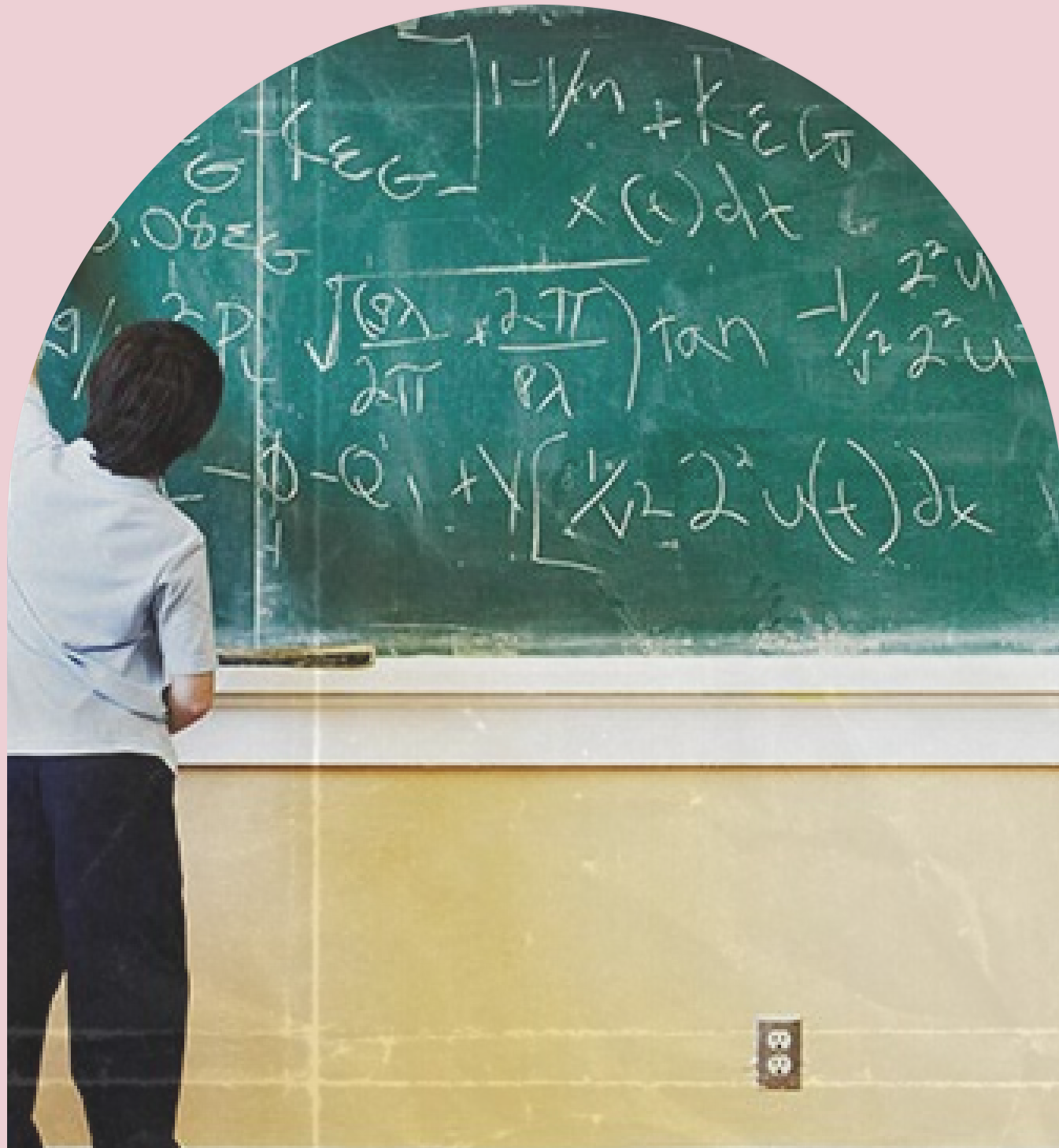
ISSUES WITH "TRADITIONAL" ASSESSMENT

- Emphasis on rote memorisation and regurgitation rather than critical thinking and creativity (Ashwin et al., 2020).

- These methods marginalise students from diverse cultural backgrounds and fail to account for socio-economic and cultural contexts, perpetuating inequalities (Jansen, 2017).

- Traditional assessments uphold colonial legacies, hindering the development of an inclusive and equitable education system (Mountford-Zimdars et al., 2015).

RETHINKING ASSESSMENT PRACTICES

- To decolonise higher education, assessment practices must be rethought and redesigned to value diverse ways of knowing and learning (Godsell, 2021).

- Move away from conventional exams and essays towards methods like multimodal projects, community-based research, and digital storytelling (Tai et al., 2018).

- These methods foster critical examination of historical narratives and essential critical thinking skills (Waghid, 2019).

# IMPLEMENTING DECOLONISED APPROACHES TO ASSESSMENT

Incorporate multimodal projects and community-based research to include authentic, native and indigenous cultural perspectives (Smith, 2012; Barnhardt & Kawagley, 2005).

Encourage collaboration and self-regulation through peer-assessment and feedback (Nicol, Thomson, & Breslin, 2014; Andrade & Valtcheva, 2009).

Use critical reflection journals, oral histories, and digital storytelling to connect learning to broader social contexts (Brookfield, 2017; Robin, 2008).

Implement simulations, role-playing, and cultural competency projects to foster empathy and prepare students for global environments (Deardorff, 2006).

THANK YOU
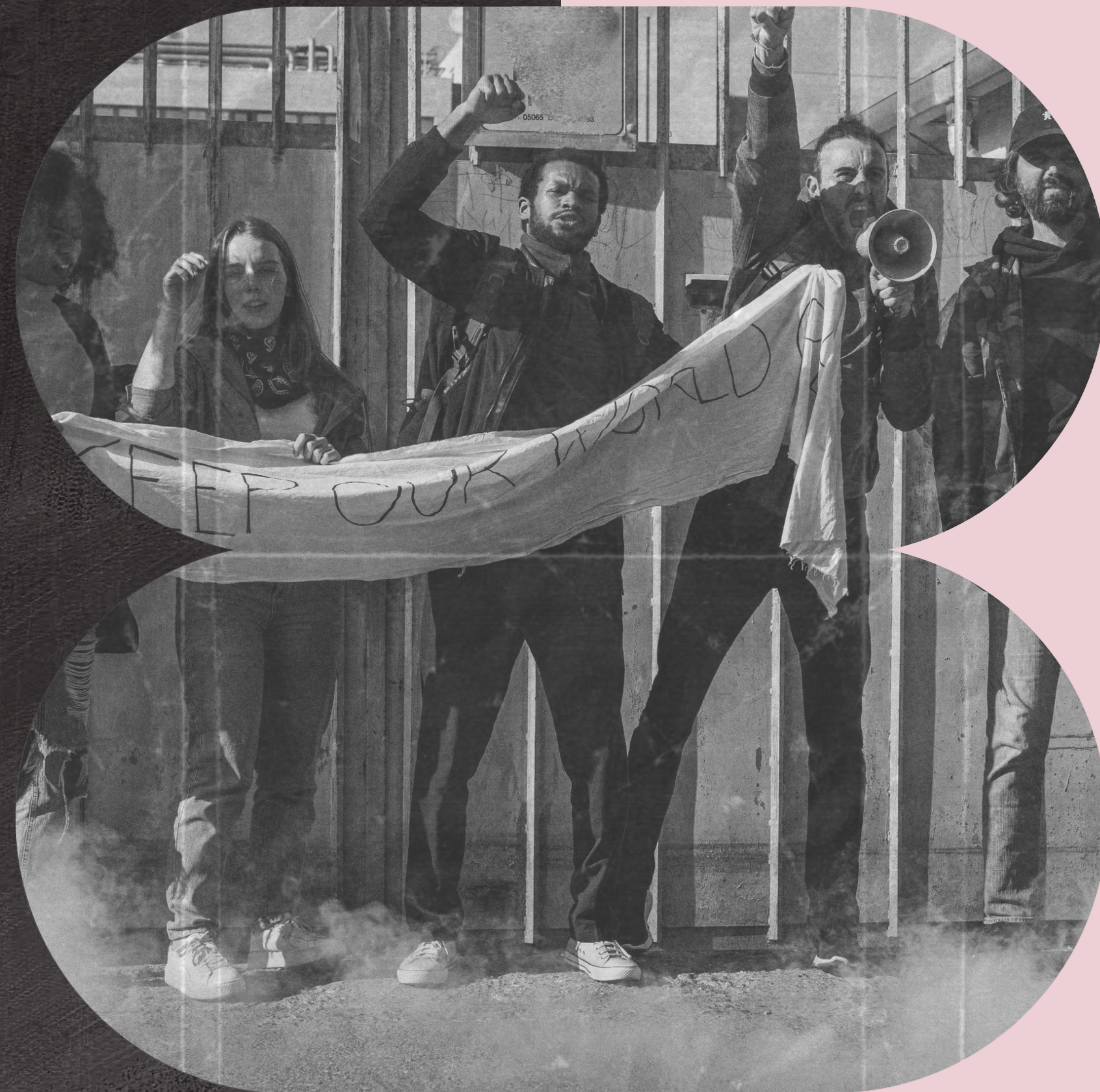
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