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Fostering inclusion- Implementing decolonised teaching practices

USCIL Inclusive Learning Festival - Tuesday 17th September 2024

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Historical Context



Importance of
decolonisation



Systemic Inequalities



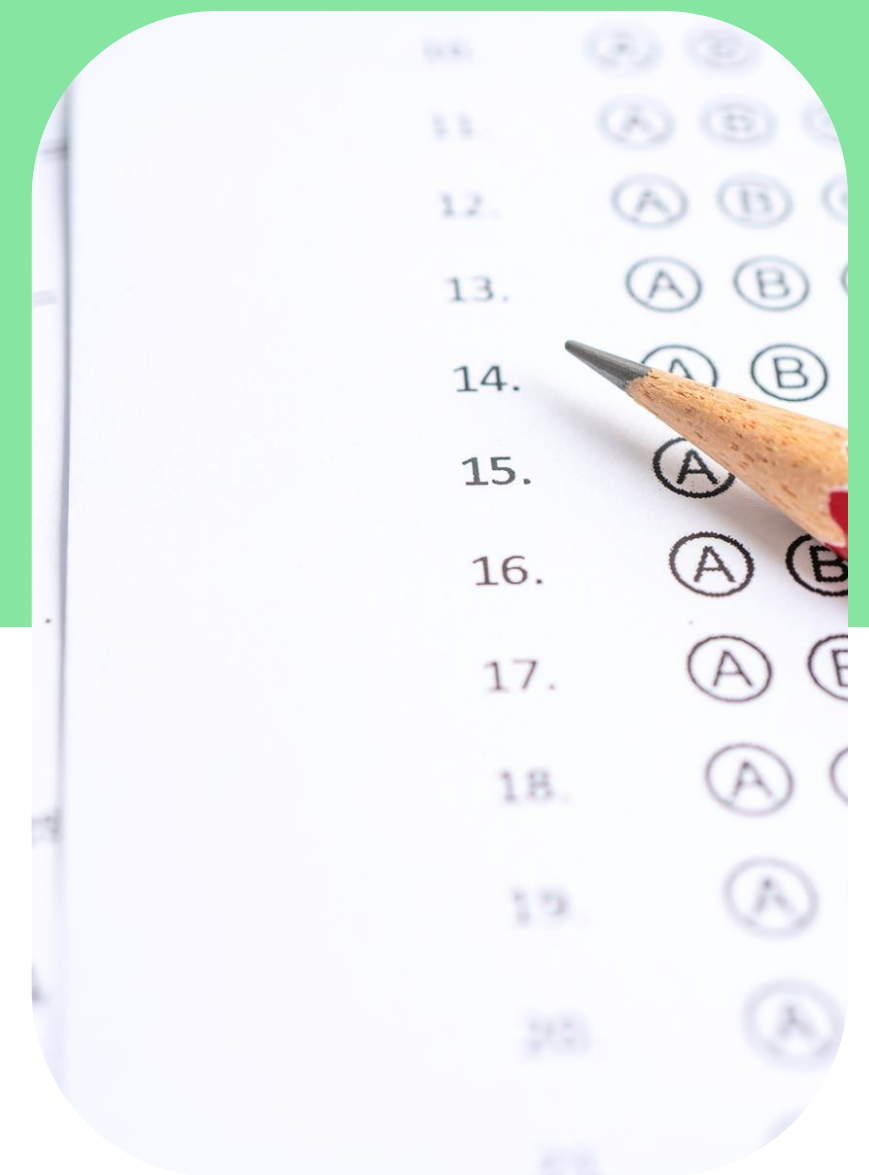
Impact on Students



Within our University, we w/c/s-hould...

- Recognise and integrate non-Western knowledge systems and narratives
- Encourage students to question dominant paradigms and understand the world through multiple lenses
- Address how race, gender, class, neurodivergence and other identities intersect in the learning environment

Practical Tools and Strategies for Implementation in the Classroom and Beyond



Facilitating Open and Critical Classroom Discussions



Creating a "Safe Space"



Addressing resistance & bias



Students as co-creators

Ground Rules

Supportive Environment

Discomfort

Counteracting Bias

Collaboration

Brave Spaces

Participatory

Without Fear

Mutual Respect

Patience & Commitment

Ownership

University of Toronto -

The Indigenous Course Requirement was implemented, requiring all undergraduate students to take at least one course focusing on Indigenous knowledge and history.

The University of Sussex -

Launched the Decolonising the Curriculum project, which included staff workshops, student-led initiatives, and a commitment to diversifying course materials across departments.

University of Cape Town -

Revamped its curriculum to include African perspectives in science and social sciences, leading to increased student satisfaction and engagement.

SOAS University of London -

Has been at the forefront of decolonising efforts, actively diversifying its curriculum to reflect the global south.

Evaluating Impact & Continuous Improvement



Feedback Mechanisms

Gathering student and faculty feedback to assess the effectiveness of changes



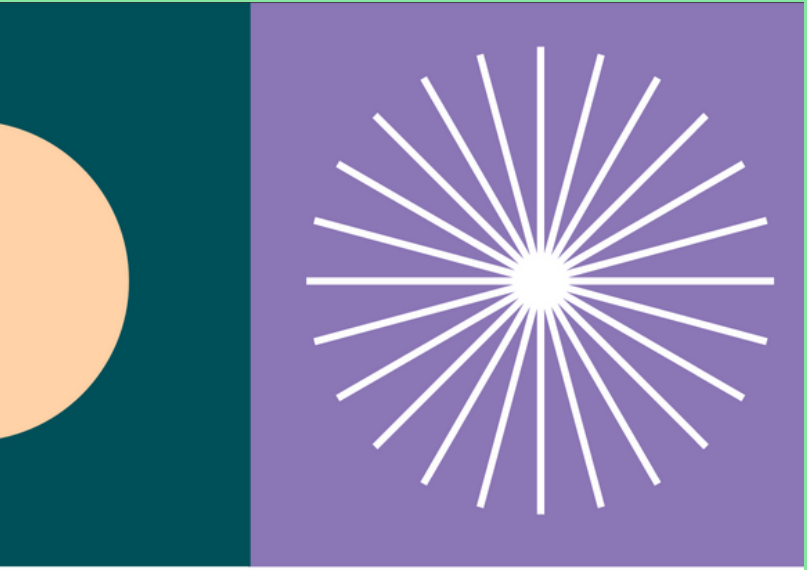
Reflective Teaching

Encouraging ongoing reflection and adaptation of teaching practices



Commitment to Learning

Viewing decolonisation as an ongoing process rather than a one-time change.



DECOLONISING THE CURRICULUM

A PRACTICAL TOOLKIT

Reece Sohdi



University of Sunderland



VCTF



Decolonising UoS Conference
Wednesday 25th September
1pm - 5pm



WHAT DOES DECOLONISATION MEAN?

Decolonisation: Unraveling oppression and embracing equity

Decolonisation is a multifaceted process aimed at undoing the impacts of colonialism. It involves identifying and dismantling systems of colonial power, disentangling societies from colonial influences, restoring dignity to marginalised communities, and reclaiming suppressed cultural heritage and identities. This encompasses challenging societal norms and institutional structures, fostering independence from colonial systems, addressing historical injustices, and promoting the celebration of native and indigenous identities. Fanon (1963) discusses the psychological and social impacts of colonialism, emphasising the necessity of decolonisation for the liberation of oppressed peoples. Smith (2012) highlights how decolonisation involves reclaiming indigenous ways of knowing and methodologies, which is crucial for restoring cultural heritage and dignity. Mbembe (2016) also addresses the importance of reclaiming cultural heritage and knowledge systems in the decolonisation process.

Decolonisation is vital not only for addressing racial and ethnic injustices but also for dismantling interconnected systems of oppression such as **capitalism, misogyny, sexism, and ableism**. Colonialism has played a pivotal role in shaping global capitalism by exploiting resources and labour from colonised regions (Wallerstein, 2004; Rodney, 1972). It has reinforced patriarchal norms and gender inequalities, marginalising women and LGBTQIA+ individuals including trans and non-binary identities (Mohanty, 2003; Rifkin, 2011). Additionally, colonialism has contributed to the marginalisation of disabled individuals through ableist ideologies (Grech & Soldatic, 2016; Erevelles, 2011).

Decolonisation therefore involves challenging these systems of power and privilege to create a more equitable society for all (Bhambra, 2014; Lugones, 2010).

WHAT IS “DECOLONISING THE CURRICULUM”?

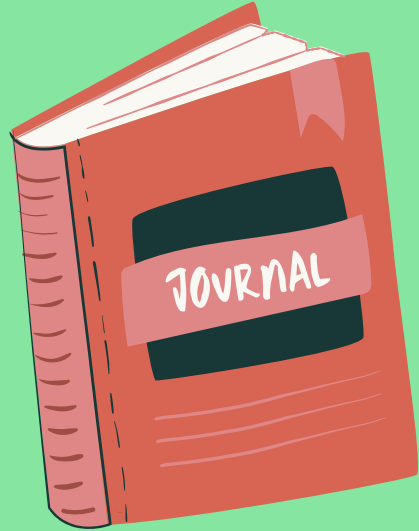
Embracing Equity, Redefining Knowledge, Decolonising Education

Across the globe, efforts to decolonise the curriculum have gained momentum through student-led movements like Rhodes Must Fall in 2015. This movement advocated for a curriculum that reflects the plurality of human experiences and narratives, aiming to dismantle the colonial legacy perpetuated by educational institutions. The impact of such movements highlights the urgency and importance of addressing the colonial underpinnings of education systems, as discussed by Mbembe (2016). Quijano (2000) explains how the coloniality of power continues to influence contemporary education, necessitating a comprehensive reevaluation of curriculum content and pedagogy.

Decolonising the curriculum is therefore a multifaceted process aimed at challenging the entrenched biases of Western education from the Global North. It involves critically examining the dominance and structures of power that have allowed individuals and groups to have privilege, acknowledging how colonialism has shaped academic disciplines, and broadening the scope of knowledge to include authentic, marginalised and historically invisible voices and perspectives.

The importance of decolonising the curriculum lies in its potential to dismantle the monocultures of universities entrenched in colonialist ideologies (Smith, 2012). By reshaping the university curriculum to expand knowledge beyond binary perspectives (Tuck & Yang, 2012), we can provide students with a more global and critical view of the world. This transformation is crucial for fostering an educational environment that values diverse experiences and perspectives (Ladson-Billings, 2014), promoting intellectual growth and social justice. It challenges the traditional power dynamics and knowledge hierarchies (Tuhaiwai Smith, 1999), enabling students to engage with a richer, more authentic array of ideas and histories. In doing so, we can cultivate a generation of students equipped to navigate and contribute to an increasingly interconnected and complex world (Paris & Alim, 2014).





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