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# Globalised Education Through a Decolonial Lens

(Re)Shaping Teaching, Assessment, and Curriculum

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# Why Decoloniality Matters in HE

Systemic inequalities persist across race, gender, class, and neurodivergence.

Traditional academic practices often reflect Eurocentric, ableist, and patriarchal norms.

Decoloniality offers tools to challenge and reimagine these systems.

It's not just about content—but power, voice, and inclusion.

# Core Concepts - Decolonisation vs. Decoloniality

- Decolonisation: Often focused on race, colonial history, and institutional reform.
- Decoloniality: A broader lens that includes gender, disability, neurodivergence, class.

Questions knowledge hierarchies and seeks pluriversality (multiple ways of knowing).

Draws from scholars like Bhabra et al. (2018), Tuhiwai-Smith (2021), Le Grange (2016).

# The Toolkit – Decolonising the Curriculum

- Developed at the University of Sunderland for practical application.
- Encourages reflection on dominant knowledge systems.
- Promotes global, Indigenous, and feminist epistemologies.
- Supports culturally responsive pedagogy (Ladson-Billings, 1994).



# Decolonising Assessment – Inclusive & Responsive

Moves away from rigid, standardised assessment models and emphasises co-created criteria with students.

Allows for multimodal outputs: oral histories, podcasts, community projects.

Supports neurodivergent learners and those from marginalised backgrounds.

Inspired by work from Godsell et al. (2024).

# Beyond the Classroom – The Wider Student Experience

Decoloniality is a whole-campus approach, and there should help to create and foster supportive environments for gender, disability, and economic inclusion.

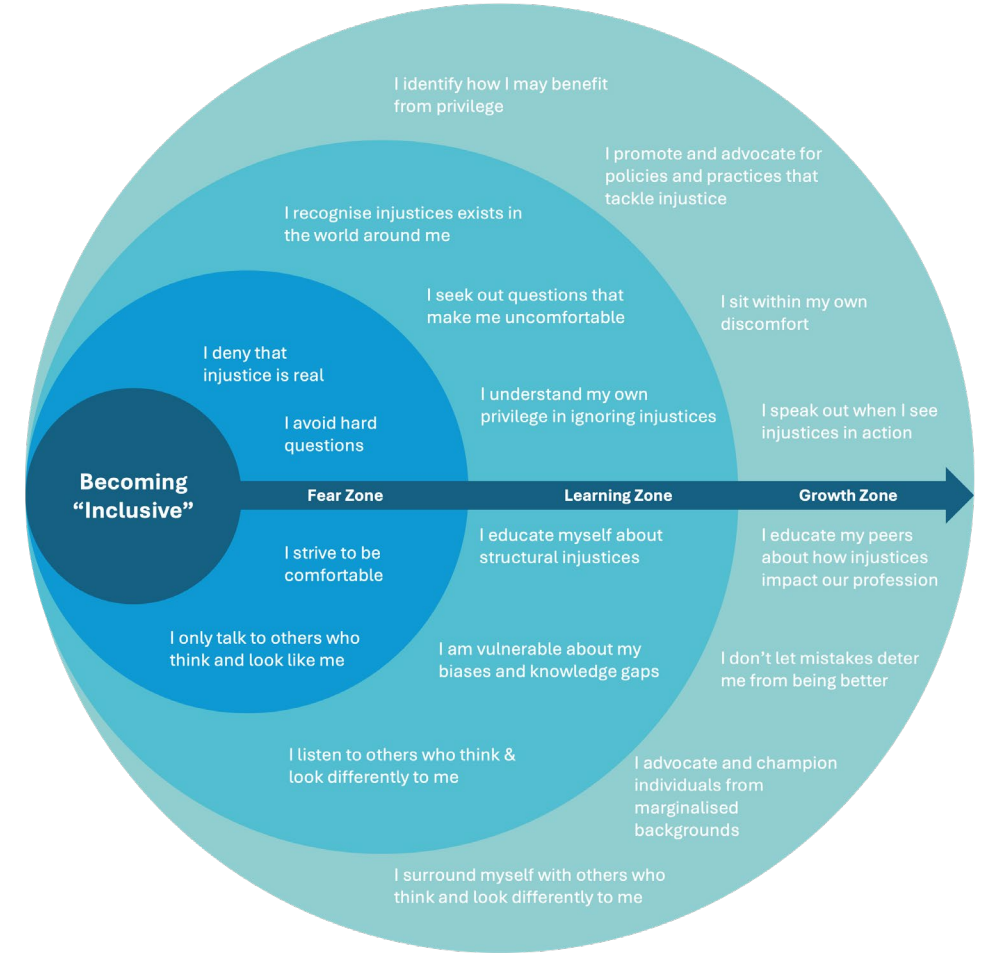
Peer mentoring, student-led projects, accessible campus spaces - interdisciplinary collaboration fosters knowledge co-creation.

Aligns with SDG 10 (Reduced Inequalities).



# Practical Steps – The Impact We Can Have

1. Reflect on our own positionality and privilege.
2. Audit teaching content for diverse epistemologies.
3. Pilot inclusive assessment tasks with student input.
4. Embed reflection and dialogue in classroom practices.
5. Use the Toolkit as a collaborative resource.



## **A Call To Action**

Decoloniality is not a one-off task—it's an ongoing commitment.

It challenges us to rethink power, knowledge, and inclusion.

Promotes social justice and enhances student belonging.

Change starts in the classroom.

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# Thank You

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