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# WEARE THE LIFE-CHANGING UNIVERSITY OF SUNDERLAND



# 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 Bhambra 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).



Reece Sohdi

#### Decolonisation: Unraveling

MEAN?

approaches seek a

epistemologies and methodologies in

which scholarly enquiry and political praxis might take place (Bhambra, 2018)

plurality of

perspectives

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WHAT DOES

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Decoloratation is what set only for addressing racial and where injuries but also for discussing intercursación and exhicis injuries a but also for discussing intercursación and antique de la contracta de l

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 he globs, efforts to decolosis he curriculm have gained nonemun through suident-led encounsest like findes with real in 2001. Its recomment subcasted for a curriculum fact reflect the globally of brance experiences and nortalises, sining to diseased the socional legacy preprinted by devolutional institution. The impact of submounder the colonial geoper preprinted by devolutional institution. The impact of submounder the colonial geoper preprinted by devolutional institution. The impact of submounder to colonial geoper preprinted by devolution (2010), objugine (2000), suplains how the colonial type of previous decounter proprinted and and proprinted productions (2010). The colonial group of productions how the coloniality of power centimes to influence contemporary electricis.

Decolositing the curriculum is therefore a multifacetted process aimed at challenging the entrenched bisses of Western education from the Obbel North. It involves critically examining the dominance and structures of power that have allowed individuals and groups to knew privilege, acknowledging how coolesiallom has shaped academic disciplines, and broadening the scope of knowledge to include authentic, marginalised and historically invitable voices and perspectives.

The importance of decolerating the curriculum lise in its potential to diamonal te the monocultures of universities structured in colonial intelleogies (Iche, 2002), By realpoing the university curriculum to expand knowledge beyond binary perspectives (Iche S Yang, 2002), we can provide students with a more global and critical view of the world. This transformation is crucial for fastering an educational environment that valent world. This transformation is crucial for fastering an educational environment that valent world. This transformation is crucial for fastering and educational environment that valent world. This transformation is presented in the property of present production (Iransformation in Prop) enabling posterior to engage what is rather, more students engaged to a rather, more students engaged to a rather in the control of the production of the prod





## **Decolonising Assessment – Inclusive & Responsive**

Moves away from rigid, standardised assessment models end emphasises cocreated 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.

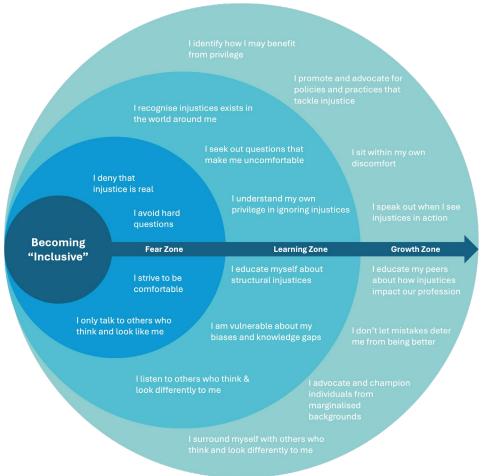
Peer mentoring, student-led projects, accessible campus spaces - interdisciplinary collaboration fosters knowledge co-creation.

Aligns with SDG 10 (Reduced Inequalities).



# **Practical Steps – The Impact We Can Have**

- 1. Reflect on our own positionality and privilege.
- Audit teaching content for diverse epistemologies.
- 3. Pilot inclusive assessment tasks with student input.
- 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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