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Workshop Aims:

- Reflect
- Safe space
- Showcase



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What does
decolonisation
mean to you?



3

Decolonisation

is

WOKE

4

Decolonisation: a student's story



5

Why is there a persistent resistance towards decolonisation in HE?



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Inclusion
Belonging
Student Success



The slide features a vertical list of three items: 'Inclusion' with a yellow circle, 'Belonging' with a green circle, and 'Student Success' with a blue circle. To the right is a photograph of a diverse group of people in business attire clapping and smiling. The University of Greenwich logo is positioned in the bottom right corner of the slide area.

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How & What do we Decolonise in HE?

8

The image shows four students sitting around a table in a study area, looking at a laptop and talking. The text 'How & What do we Decolonise in HE?' is centered below the image, and the number '8' is in the bottom right corner of the slide frame.

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Towards decolonisation

Inclusive curriculum:

A first step



‘Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is **meaningful, relevant** and **accessible to all**’

(Hockings, 2010:1)



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The Inclusive Curriculum Framework

Three principles

Create an accessible curriculum

Enable students to see themselves reflected in the curriculum

Equip students to contribute to and work in a global & diverse environment



Six Elements

Concept

Content

Pedagogy

Assessment

Feedback

Reflexivity

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10



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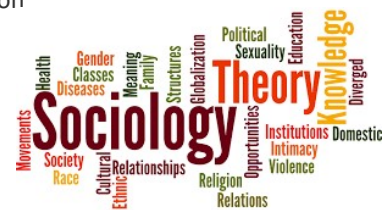
SOCIOLOGY AND COMBINED HONOURS. SCAFFOLDING INCLUSIVE

ASSESSMENTS: Self in Society (L4 module): Assessment - Auto/biography on an aspect of identity or life experience – analysed in the contexts of relevant social theory.

Education and Social Formation (L5 Module) – Assessment – critical reflection on aspect of educational experience, but drawing on theories/policies explored in our class

Migration and Citizenship (L6 Module) – interviews with migrants (could be family members) – facilitates understanding of life experiences; challenged negative ideas of migrants fomented by society/media

Family, Policy and the State (L6 Module) – autobiographical portfolio. Students select an object/photo – to discuss in relation to broader themes around family policy and state



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My vision:

What would
decolonising
your practice
look like this
in the
future?


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Resources and Toolkits

- Find out who is your departmental/school/faculty Inclusivity Champion.
- Engage with the Inclusivity Consultants (GSU) - inclusivityconsultants@greenwich.ac.uk
- Explore the Awarding Gap Moodle site - [Awarding Gap CPD-NB1114-2020-21](#)
- Complete a self-evaluation of your module using the [Inclusive Curriculum Enhancement Tool](#) (ICE-T) and reflect on potential areas for development.



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Thank you

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