A Quick Guide to Decolonise Your Course

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Workshop outcomes

You will:

- build solidarity and empathy with your peers by using a framework for systemic change
- promote inclusion to help lay the groundwork for decolonising your course

Reminder

- We are here to make courses inclusive and diverse:
 - o every perspective matters
 - o what's shared here stays here
 - o share, but also make space for others
- Questions allowed at any time!

Icebreaker: What do you want to change on your course?



Cycle of socialisation (adapted)



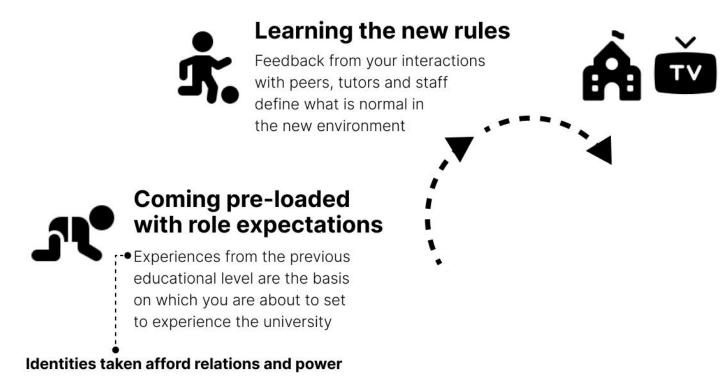
 Experiences from the previous educational level are the basis on which you are about to set to experience the university

Identities taken afford relations and power

Cycle of socialisation (adapted)



Cycle of socialisation (adapted)



Shaped by university messaging and affordance

University/ course offered opportunities and promoted narratives defines what you can do

Cycle of socialisation (adapted)





Fear

Ignorance

Confusion

Insecurity

Shaped by university messaging and affordance

University/ course offered opportunities and promoted narratives defines what you can do



Maintaining the status quo

Students who do not match these roles and opportunities are seen as different and if nothing is done they will drop off

Identities taken afford relations and power

Cycle of socialisation (adapted)



Learning the new rules

Feedback from your interactions with peers, tutors and staff define what is normal in the new environment



Shaped by university messaging and affordance

University/ course offered opportunities and promoted narratives defines what you can do



Coming pre-loaded with role expectations

Experiences from the previous educational level are the basis on which you are about to set to experience the university

Identities taken afford relations and power



Maintaining the status quo

Students who do not match these roles and opportunities are seen as different and if nothing is done they will drop off



Getting the same results

University and course systems remain the same.

The same issues are present.



Introducing change

Comes from those who experience on themselves or notices inequalities of the system on peers.

Patiently campaigning with evidence produces change.

Understanding your student identities

- Recall emotional moments.
 (from your course/ university)
- 2. Reflect on these experiences to understand your position and values.
- 3. Investigate where your positions come from and the social structures tied to them.

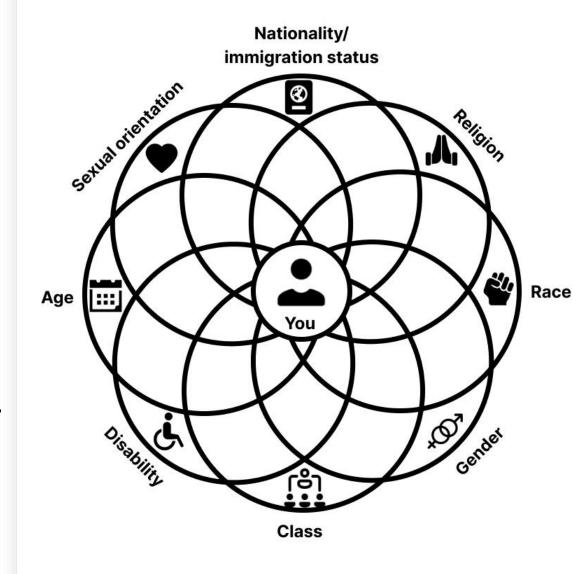


Diagram based on Kimberlé Crenshaw's intersectionality. Crenshaw, K. (2022) On intersectionality essential writings. New York: The New Press.

Making your course more inclusive



Your student identity evolving

Going though your course:

- How did social factors like
 - gender
 - race
 - class
 - ability
 - responsibilities

shaped how others perceived and treated you?

• Did they lead to conflicting expectations?



University establishing the "norms"

Were there sufficient university:

- spaces
- support
- narratives

that supported your student identity needs? (specify)



Is the system designed with you in mind?

Given your student identity can you participate in the academic activities to the best of your ability?



Your concept of student identity

- How were you expected to behave? (e.g: listen and learn)
- What responsibilities were assigned to you?
- Which other social groups did you interact with?
- How did you relate to them?



Who else has the same experience?

What could be changed?

Actions for change: Support each other

- You are in this together.
 Interact more with one another.
- Your flourishing depends on your peers' flourishing



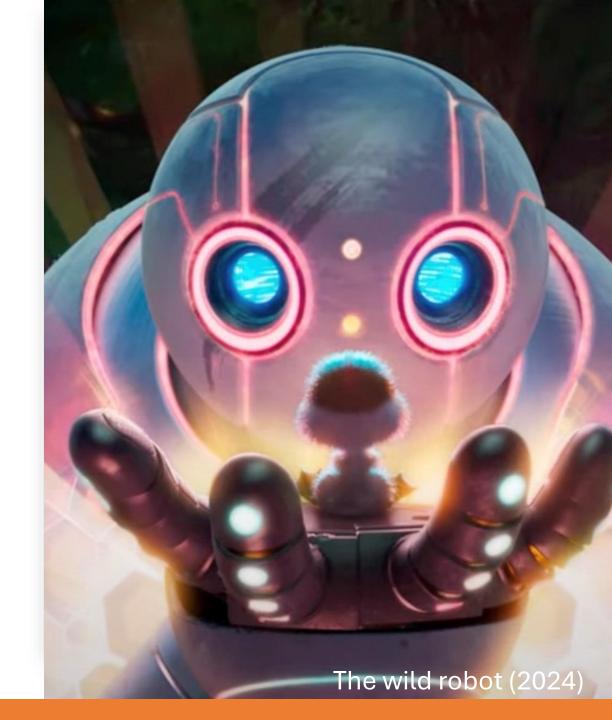
Actions for change: Listen and inform

- Understand their identities
 through personal stories.
 (Identities are built on a set of ideas
 and personal and cultural experiences)
- Be patient and non-judgmental



Actions for change: Campaign and reach out

- Campaign for change by:
 - rallying other students behind your cause
 - reaching to groups such as ArtSU and Changemakers



Actions for change

- Support each other
- Listen and inform
- Campaign and reach out



Recap



Questions?



Additional Resources

Books:

Decolonizing university teaching and learning by Danielle Tran available UAL library physical and digital.

The book highlights why decolonizing education benefits everyone, using real-world examples to show how universities can make learning more inclusive and representative of different experiences. Tran tackles the issue through tackles this issue by introducing the TRAAC model, a practical way for educators to rethink what and how they teach.

Black Feminist reader by Joy James and Tracey Denean Sharpley-Whiting available UAL library physical

The Black Feminist Reader is a collection of important essays that explore how Black women have shaped feminist thought. The book is split into two parts: one focusing on literature and the other on social and political issues. It covers topics like community, identity, and justice, highlighting the experiences of African American and Caribbean women. With writings from notable authors such as Toni Morrison and Angela Davis and Kimberely Crenshaw. This anthology provides diverse viewpoints on how race, gender, and class intersect, encouraging readers to think deeply about the challenges and contributions of Black feminist perspectives.

Additional Resources

Academics at UAL

Kevin Braznat, Project Manager Progression and Attainment. Brazant addresses the attainment gap and systemic inequalities in higher education. He advocates for the application of Critical Race Theory (CRT) and intersectionality in curriculum development.

Key Work: **Disrupt the Discourse" – A digital resource supporting educators in developing anti-racist pedagogies** Link: https://www.londonmet.ac.uk/about/centre-for-equity-and-inclusion/inclusive-practice-compendium/disrupt-the-discourse/?utm_source=chatgpt.com

Dr. Victoria, Odeniyi, Research Fellow UAL Decolonising Arts Institute. Dr. Odeniyi focuses on the role of language in decolonizing higher education. She examines how linguistic diversity and anglonormativity impact students' experiences.

Key Work: "Decolonising Language and the Multilingual University" https://www.youtube.com/watch?v=0oltALaTbQM

Carole Morrison, Head of Social Purpose at LCF. Morrison explores anti-colonial practices, co-creation, and the emotional aspects of engaging with decolonial work. She emphasizes collaboration and finding joy in the process.

Key work: "Sinatra, Netflix and the Never-ending Story" a workshop that explore some myths around decolonising as well as think about key concepts and consider how they relate to sustainability, climate, racial and social justice.

Thank you!

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