

# 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:
  - every perspective matters
  - what's shared here stays here
  - share, but also make space for others
- Questions allowed at any time!

# Icebreaker:

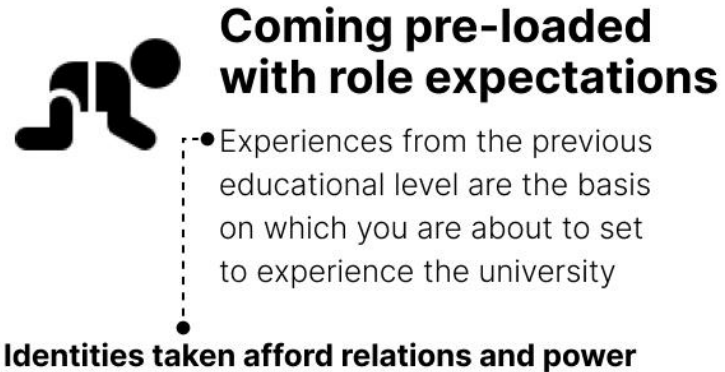
## What do you want to change on your course?



Zootopia (2016)

# How do social identities impact us?

## Cycle of socialisation (adapted)



# How do social identities impact us?

## Cycle of socialisation (adapted)



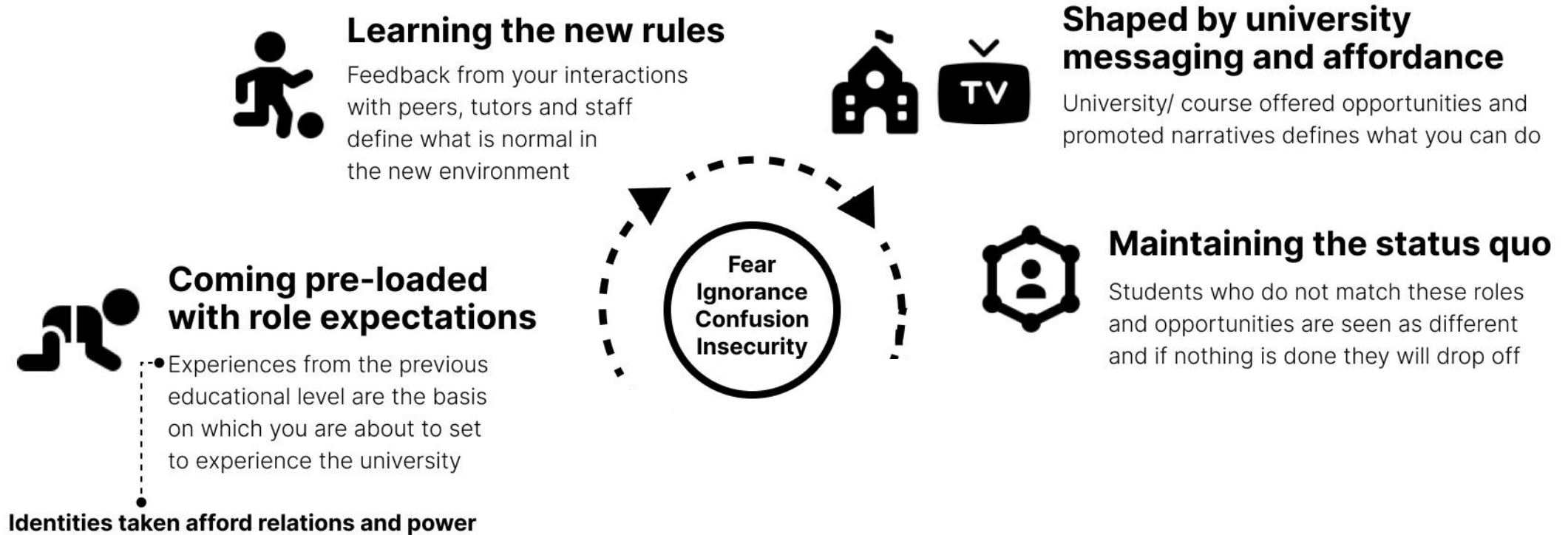
# How do social identities impact us?

## Cycle of socialisation (adapted)



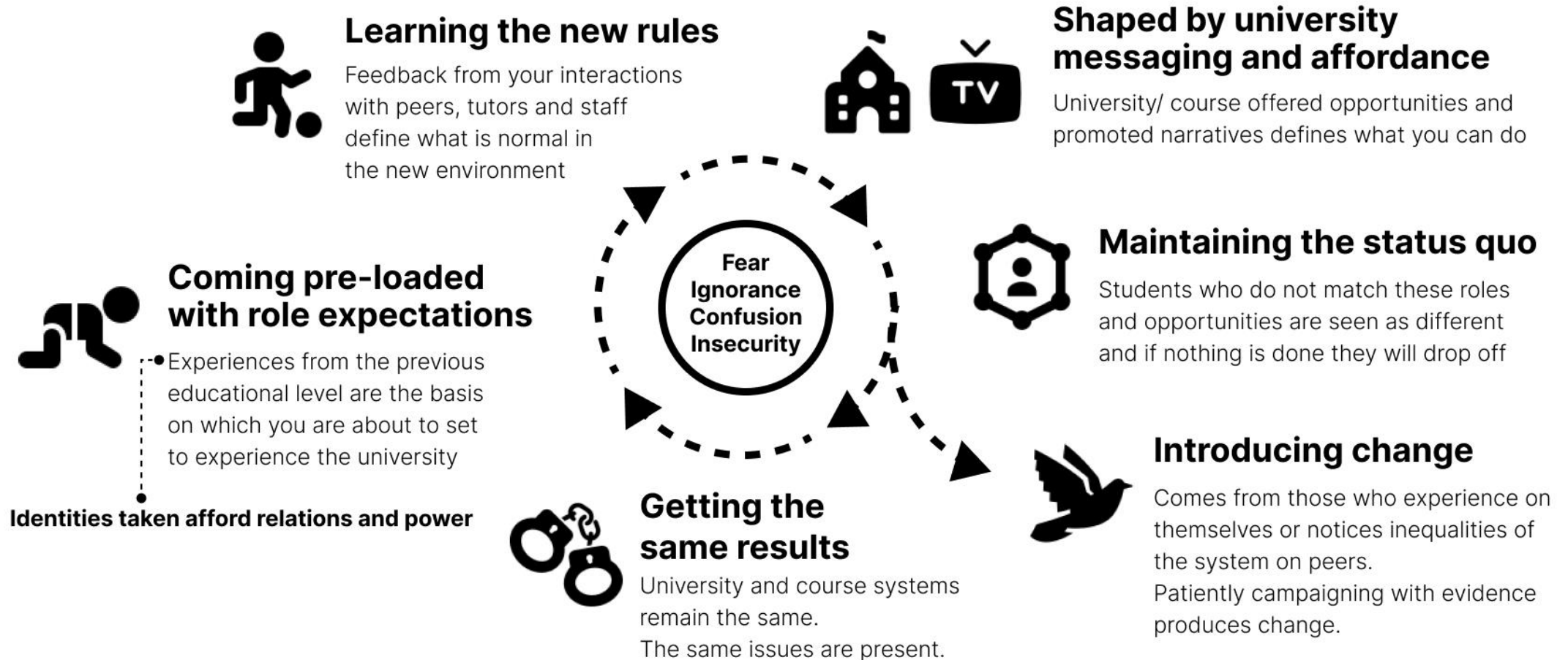
# How do social identities impact us?

## Cycle of socialisation (adapted)



# How do social identities impact us?

## Cycle of socialisation (adapted)



# Understanding your student identities

1. 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.

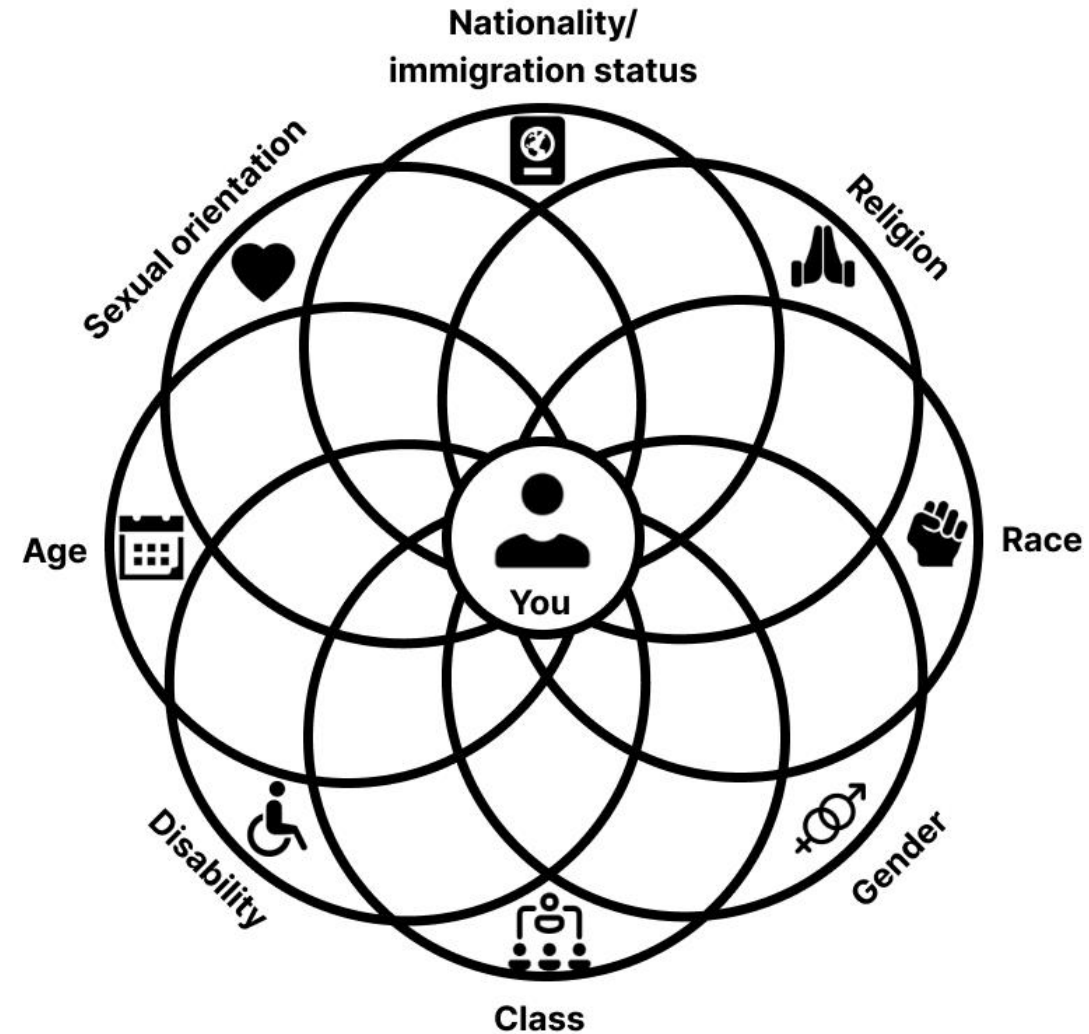


Diagram based on Kimberlé Crenshaw's intersectionality. Crenshaw, K. (2022) On intersectionality essential writings. New York: The New Press.

# Making your course more inclusive



# **Actions for change:**

## **Support each other**

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



The wild robot (2024)

# 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



The wild robot (2024)

# 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



The wild robot (2024)

# Actions for change

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



The wild robot (2024)

# Recap



# Questions?



Despicable me 2 (2013)

# 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 tackling 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](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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the slides



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