Session 1, 10:00 – 11:00 (Zoom link 1)

Session 1.1a
Indigenous Perspectives in University teaching: A rights based pedagogical approach
Professor Abby Cathcart and Professor Peter Anderson, Queensland University of Technology
Oral presentation
One of the many legacies of colonisation in Australia is the focus within the Australian University curriculum on the mad, bad and sad of Aboriginal and Torres Strait Islander peoples. Although Universities Australia has committed to an ambitious Indigenous Strategy this places a heavy burden on the small number of Aboriginal and Torres Strait Islander staff working in the sector. Our case reports on an innovative rights-based pedagogical approach to support non Indigenous staff to integrate Indigenous perspectives in the curriculum. The project is aligned with a specialist award of Associate Fellow (Indigenous) of the Higher Education Academy.

Session 1.1b
Sowing the seeds of change: moving towards decolonisation by creating tools together
Julia Ditter, Northumbria University
Oral presentation
The case study will overview the development of a decolonising resource at Northumbria university and highlight five suggestions within: to enable decolonising pedagogies and embedding decolonisation across the curriculum; decolonise syllabi and reading lists, decolonise reading practices and foster critical literacy, decolonise pedagogy and the classroom, decolonise the teacher, and decolonise assessment and attainment. Student researchers will share their insights and reflections of being involved in the project including their experiences of allyship as well as the challenges of level and tone and making the resource fit for use across all disciplines.

Session 1.1c
Sowing the seeds of change: moving towards decolonisation by creating tools together
Professor Shaminder Takhar and Dr Rashid Aziz, London South Bank University
Oral presentation
An anti-racist approach in universities as centres of knowledge is both crucial for student success and morally required. This session covers the analysis of research focusing on the decolonising the curriculum that was carried out with students in the School of Law and Social Sciences and funded by the What Works for LSBU – Racial Awarding Gap Project. The research created an opportunity for students to voice their thoughts and experiences anonymously through a survey and focus groups. As part of the project, we constructed a website which was launched as a resource site to create awareness and empower students.

Session 1, 10:00 – 11:00 (Zoom link 2)

Session 1.2a
Decolonising the curriculum at the University of Reading
Dr Allan Laville, University of Reading
Oral presentation
Dr Al Laville, Diversity and Inclusion Dean at the University of Reading provides his reflections on the decolonising the curriculum journey at Reading. He discusses the institutional work that has taken place since 2020 and what the next steps are.
Session 1.2b
Diversifying Journalism: enriching the context of reporting and writing through global and diversified voices
Rachel Gefferie and Dr Barbara Adewumi, University of Kent
Oral presentation
Diversity Mark is an award-winning initiative that centres the Student Voice providing an opportunity for students and staff to directly challenge whiteness and address the lack of global authorship in the curriculum. This presentation provides a case study on the transformative success of a convenor’s modules in the Centre of Journalism. Their collaborative work with Diversity Mark Senior Officer, Rachel Gefferie, students, academics and library staff achieved a Diversity Mark award by thinking reflexively, reviewing reading lists and developing more inclusive teaching materials. Rachel presents reflections of the Diversity Mark process and belonging, through finding creative ways to develop new ideas for pedagogical change.

Session 1.2c
Decolonising DMU: Through Co-Creation
Rosie Garton, De Montfort University
Oral presentation
This session explores De Montfort University’s transformational project called Decolonising DMU and the development of its toolkit. It shares the toolkit resources and focuses on one case study from the Performing Arts discipline. Through the use of a newly designed Strategic Student Advisory Panel, the student voice informed the future trajectory of the programme and its evolving inclusive pedagogic practices. By centring the student lived experience, this case study reflects on equalities of agency and the value of voices heard in order to reconsider designs for a more inclusive community on the programme.

Session 2, 11:15 – 12:15 (Zoom link 1)

Session 2.1a
Turning the Decolonial Gaze Toward Ourselves: Decolonising the Curriculum and ‘Decolonial Reflexivity’ in Sociology and Social Theory
Dr Leon Moosavi, University of Liverpool
Workshop
This discussion will be based on an article which has just been published. It provides a theoretical evaluation of the author’s attempts at decolonising a sociology and social theory course in Singapore. It also introduces the notion of ‘decolonial reflexivity’ as a strategy for refining academic decolonisation. It is argued that the author’s attempts to decolonise the curriculum were limited because the course may have inadvertently: a) sustained exclusion whilst claiming to be inclusive; b) maintained the status quo whilst claiming to be radical; and c) reinscribed Western centrism whilst claiming to decolonise.

Session 2.1b
Finding Common Denominators in Initiatives for a More Inclusive Higher Education
Dr Ulrike Theuerkauf, Yao Wang, Dr Surya Simon, and Thinh Pham, University of East Anglia
Workshop
In this workshop, we invite participants to explore with us what it means to strive for more “inclusivity”, “cultural sensitivity” or “decolonization” in Higher Education. We will use findings from the workshop on a new Teaching and Learning Toolkit at the University of East Anglia as conversation prompts, to reflect with workshop participants on:
• what makes learning resources “inclusive”, “culturally sensitive” and/or “decolonized”, and how the type of learning resource may affect students’ learning;
• how structural patterns of (gender, ethnic, national or socio-economic) inequalities may influence classroom dynamics; and
• why methods of feedback and assessment matter in the exercise and experience of power in Higher Education.
Session 2, 11:15 – 12:15 (Zoom link 2)

Session 2.2a
Critical staff development that dismantles colonial pedagogies and practices
Dr Diana Pritchard and Zoe Mills, University of Bedfordshire and Barbara Silcox, Leeds Trinity University
Workshop
This session will share insights and provide a taster of a co-created and co-facilitated series of dialogic and critical staff development workshops involving academics, professional staff and students. These were developed by the presenters and aimed to disrupt colonial academic development practices and contribute to decolonising culture and pedagogies. Attendees will be involved in an interactive meaning-making activity around decolonisation (what this means), surface colonial legacies in subject or practice areas and identify the possible barriers to learner development and outcomes. The student co-facilitator will voice their perspectives on these themes.

Session 2.2b
A pedagogy of vulnerability: its relevance to diversity teaching, personalised learning & ethical practice
Dr Fevronia Christodoulidi, University of East London
Workshop
This session is presenting the effectiveness of the 'pedagogy of vulnerability' model when approaching uncomfortable or controversial topics within HE. It encourages educators to model suitable risk-taking which often results in breaking the silence amongst students and/or colleagues and fosters courageous self-reflection, the application of critical thinking and the development of social justice attitudes within practitioner courses and beyond. The discussion of the case study will invite the audience to explore its relevance and application in their own disciplines and provide a framework via which staff and students can engage within brave spaces that promote equality and positive action.

Session 3, 13:00 – 14:15 (Zoom link 1)

Session 3.1a
Using decolonising case studies to enhance student understanding of Land Law
Dr Lucy Barnes, University of East Anglia
Oral presentation
This session will detail how decolonising case studies can be selected to enhance student understanding of Land Law and its broader impact. The session will detail how a case study was chosen that was relevant to the curriculum and revealed to students the problematic normative presumptions of land law. A focus group was formed with students and their feedback will be included in the session.

Session 3.1b
Mapping Decolonisation in Geography
Dr Caitlin Kight and Eleanor Cook, University of Exeter
Oral presentation
'Mapping Decolonisation in Geography' is a student-led project that audited existing decolonial curricula and teaching approaches in the University of Exeter’s Geography department in order to generate a literal map designed to guide us towards a more decolonised future. Student and staff contributors shared their perceptions of decolonisation in the discipline, highlighting areas of mutual interest and understanding – as well as potential tensions and communication breakdowns. This presentation will outline the novel mapping technique for the benefit of colleagues who would like to make use of the method in supporting decolonisation in their own context.

Session 3.1c
Developing a decolonising checklist wheel to aid reflection and actions
Musharat Ahmed-Landeryou, London South Bank University
Oral presentation
This presentation is a critical review of my journey in developing an evidence-informed decolonising checklist reflection wheel, and evaluates how the wheel relates to decolonising, and the benefits and differences of this wheel to existing toolkits/checklists for decolonising the curriculum.

Session 3.1d
Decolonising BA and BSc Geography at the University of Manchester
Dr Alison Browne, Dr Abigail Stone, Dr Aurora Fredriksen, Dr Polyanna de Conceicao Bispo, Dr Caitlin Henry, University of Manchester
Oral presentation

Geography at the University of Manchester is committed to articulating and implementing a clearer agenda for anti-racist, anti-colonial and decolonial classrooms. In this session we will outline how we have established a third year 'Decolonising Geography? Theory, Methods, Praxis' course as a form of curriculum led activism, co-taught with Indigenous and majority world scholars; embedded discussion of our problematic disciplinary histories and decolonial perspectives into our first year compulsory undergraduate courses; are re-designing individual units; and are co-designing a Noongar knowledges pathway and virtual fieldtrips through our BSc/BA curriculum with Noongar Elders and community with support from Manchester Museum.

Session 3, 13:00 – 14:15 (Zoom link 2)

Session 3.2a
Decolonising the teaching of Sikhi in the Department of Theology and Religious Studies
Vishal Sangul and Dr Wendy Dossett, University of Chester
Oral presentation
TBC

Session 3.2b
Decolonising post-graduate design studio pedagogical practices
Dr Lakshmi Rajendran and Maxwell Mutanda, University College London
Oral presentation

Cities across the globe have experienced turbulent events recently that, research suggests, are linked to longstanding systemic inequity, including but not limited to racism, misogyny, and financial exclusion. The ongoing pandemic has further exposed these inequitable fault lines, thereby prompting architects and designers to contend with issues of social justice and equity in the built environment with greater commitment and urgency. Addressing the need for decolonising architectural pedagogies for reimagining urban futures, we present our post-graduate design studio practice strategies developed based on a EDI project REACT, to examine and interpret past and future built environment for developing inclusive future imaginaries in the age of the Anthropocene.

Session 3.2c
Implementing a department-wide decolonising the curriculum initiative in biological sciences
Dr Nicola Koyama, Liverpool John Moores University
Oral presentation

A reflection of our department-wide initiative to decolonise the curriculum, including key aspects of organisation, resource provision, auditing programmes, engaging students, and structural support e.g. programme validation. I discuss our positionality and how we overcame initial challenges, and reflect on progress, in terms of understanding what decolonising the curriculum means and whether change has been tokenistic or meaningful.

Session 3.2d
Hidden Histories – utilising co-creation and active learning pedagogies to diversify the narrative in STEM curricula
Dr Ellie Davison and Tom Hobson, University of Lincoln
Oral presentation

The Hidden Histories project aims to develop student-staff partnerships within which student researcher-developers (SRDs) are supported to research the hidden histories of undercelebrated scholars and produce interactive learning activities for teaching sessions to embed the uncovered contributions and voices into the curriculum. The encouraging results of an initial partnership will be explored, with clear impact on the sense of belonging for students for all backgrounds, along with suggestions for wider development of the project.
Session 4, 14:30 – 15:45 (Zoom link 1)

Session 4.1a  
KLAWES out: developing a framework for decolonising science  
Dr Katherine Haxton, Keele University  
Oral presentation  
Scientists! Why do you teach what you teach? Were you handed slides or the textbook? Did you pull out your old notes from your undergrad glory days? Decolonising science is contentious because scientists are trained to believe that knowledge is objective and separate to the person. Addressing the social, political and global context of knowledge at the same time as navigating the valley of benchmarks, accreditation and expectations, not to mention ‘what has always been done’ presents a significant challenge. This talk will discuss a developing framework to structure reflexive practice on what it means to decolonize our science teaching.

Session 4.1b  
An Anti-Racist Pedagogy Approach to Staff Training  
Dr Anil Awesti, University of Warwick  
Oral presentation  
A Tackling Racial Inequality at Warwick Staff Development Programme (TRIW) has been developed at the University of Warwick which takes an approach to staff training rooted in anti-racist pedagogy. The programme equips academic and professional service participants with knowledge and practical tools to challenge racial inequality at both individual and institutional levels. In doing so, the programme is underpinned by a belief that all university staff are responsible for the inequalities experienced by students of colour and have a duty to act. This presentation will reflect on the process of developing and delivering the TRIW programme.

Session 4.1c  
Decolonising Computing and IT: A Resource for Educators  
Zoe Tompkins, The Open University  
Oral presentation  
In the Open University School of Computing and Communications we have embarked on an innovative project, Decolonising Computing and IT: A Resource for Educators. As we seek a roadmap for what computing could mean for educators once decolonised, we have come to understand the need for exploring how it differs from the natural sciences and humanities, both of which are sites of decolonisation work. In this presentation you will have an overview of how we are aiming to reorient teaching through staff engagement, a peek into initial student views from an online questionnaire survey and our next steps.

Session 4.1d  
Duke Ellington: a curriculum intervention in a university music programme  
Dr Simon Baines, University of Leeds  
Oral presentation  
This case study presents a longitudinal reflection on my teaching in a specific area, from 2006-2022 leading courses centred on the life and music of Duke Ellington and the 20th-century jazz environment. Whilst black music and musicians have for a little longer featured in performance and creative curriculums, there were relatively few instances of musicological treatment and opportunity for students around the start of the current century. Over 15 years later my contention is that such diversification is vital in drawing students to important reflection on pedagogy, scholarly methods, analysis and cultural context.

Session 4, 14:30 – 15:45 (Zoom link 2)

Session 4.2a  
Charrettes for Success  
Dr Harriet Dunbar-Morris, University of Portsmouth  
Oral presentation
This session will present the ‘charrette model’ based on work undertaken by the University Alliance, but refined and implemented at the University of Portsmouth to address a key objective within our Access and Participation Plan to address awarding gaps. Attendees will be introduced to the model and learn how it can be used to bring staff and students together to co-create solutions to awarding gaps, focusing on what we do in our classrooms and curricula. Lessons learned from the roll-out of the model will be presented, so attendees can consider how to implement a similar initiative in their own institutions.

Session 4.2b
Embedding diversifying and decolonising in quality assurance and enhancement procedures at the University of Brighton using our Inclusive Practice Mark and Inclusive Practice Partners
Jo Hall, University of Brighton
Oral presentation
This presentation focuses on the work of the Inclusive Practice Partnership (IPP) Scheme, a five-year project to create a more inclusive curriculum at the University of Brighton that focuses particularly on diversifying and decolonising the curriculum. We will discuss the development of the Scheme (now in its second year), how the Inclusive Practice Marks (for Diversifying and Decolonising) have developed from this work and how we are embedding the Marks into quality assurance and quality enhancement procedures. Both elements use student-staff partnership methodologies, and for this reason the session will be delivered by both staff and student partners.

Session 4.2c
What's to lose? Overcoming the white curriculum in UK universities
Dr Rowan Sandle, Dr Glen S Jankowski, Professor Kevin Hylton, Leeds Beckett University, Dr Sarah Gillborn, University of Birmingham and Bethany Faddon, University of Leeds
Oral presentation
The presentation discusses findings of an online survey exploring staff views of the white bias in UK Higher Education curricula. The analytic themes identified suggest significant number of staff meet the idea of curricula diversification with resistance, perceiving diversification as synonymous to 'loss'. Those who acknowledge its importance show a lack of confidence in the possibility of change, and/or concern that institutional support will impede success. The presentation will explore how collective action may find increased leverage for diversity campaigning and allow time for participants to contribute their experiences in relation to the research findings and suggested implications.

Session 4.2d
Decolonising through Reflexive Practice
Sami Safadi, University of Salford
Oral presentation
The session will outline the approach taken in Salford Business School to decolonise the curriculum by approaching it as a form of academic development. We'll go through what led to this approach, why it's being taken, and the benefits of decolonising through reflexive practice as a form of academic development.