Decolonising Learning and the Learning Innovation For Tomorrow Project

UNIVERSITY OF GLOUCESTERSHIRE

LIFT Priorities Phase 2
2020/21

Overall aim:

▸ Creation of Modules where all students see themselves reflected and increase engagement in their own learning.

Project deliverables:

▸ Practical guidelines on how to decolonise a module

▸ Academic paper relaying the experience gained on how decolonise curriculum

Expected impact/stakeholders:

▸ Greater student engagement

▸ Increased ownership of the agenda by academic colleagues

▸ Consistent approach to de-colonising curriculum modules across the University
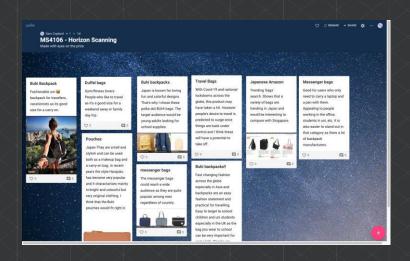
SAM

MS4106 – Social Media Channels

Lecture | Seminar Session | Simulation

Outcomes

Levels of engagement

Discussion

Evaluation of missing dimensions in literature

Deep engagement in cultural aspects of different countries

Positive feedback – challenging but enjoyable

MOUHAMED
AC4090 – Professional Skills

Approach:

- Interactive and free-thinking:
  Emphasis on students exploring their own interests and attempting to apply the tools they learn in these.

- Class debates, group work, and strong work ethic:
- Creating an attitude towards work and study and building confidence to speak in public and overcome anxiety where possible.

- Understand the concept that is knowledge:
  Delving into philosophy to understand what do we mean by it? knowledge vs thoughts, data vs opinions, hunch, and feelings

- And… "challenge your teacher Tuesday":
  The icebreaker between Lecturers and students that is maintained throughout the year

Observations and challenges:

"Education breeds confidence. Confidence breeds hope. Hope breeds peace." Confucius

- It is important within programmes to have similar philosophies between modules. This is even more important in the context of decolonising the curriculum

- Students are curious by nature. Although they will be apprehensive at first because they are allowed to work with their interests, allowing them to work inline with their beliefs, interests and values, brings out their authentic-selves in their programme, and the freedom to feel they can engage in critical thinking

Outcomes