

# **PDP Masterclass: Decolonising the curriculum**

**Sam Rogers**  
**Senior Lecturer in Nursing**

# Keele University's Decolonising the Curriculum Network

- Summarises decolonisation as 'the withdrawal from it's colonies of a colonial power; the acquisition of political or economic independence by such colonies'
- Decolonisation being wider than withdrawing colonial powers from graphical space – decolonisation of the mind from the colonisers ideas – ideas that made the colonised seem inferior.

- Higher education curricula continues to be colonised by white western intellectual traditions and lack appropriate representation of Black and minority ethnic groups.
- Curriculum remains largely Eurocentric and continues to reinforce white and Western dominance and privilege, while at the same time being full of stereotypes, prejudices and patronising view about non-white people and cultures.

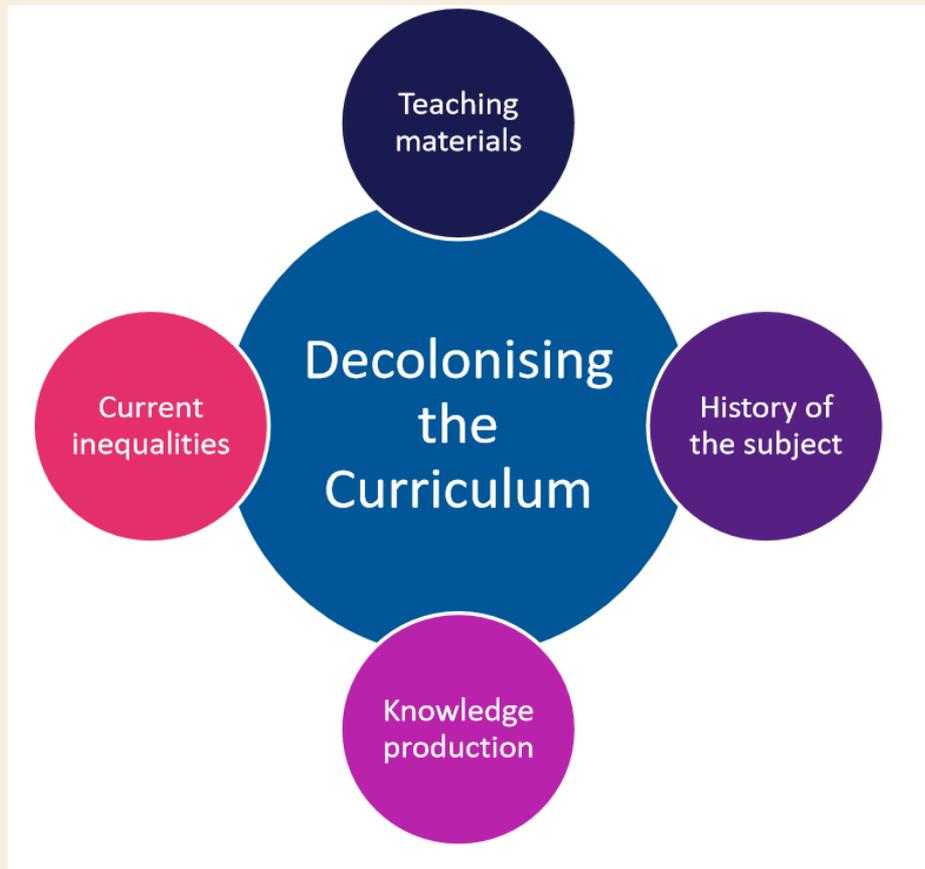
(Keele University 2018)

# Definition of Decolonising the Curriculum

‘Creation of spaces and resources for a dialogue among all members of the university on how to imagine and envision all cultures and knowledge systems in the curriculum and with respect to what is being taught and how it frames the world’

(Keele University 2018)

# Approaches to Decolonisation



(Mbaki and Todorova 2020)

# Intended Learning Outcomes

- Critically explore an approach/process to decolonising the curriculum.
- Create a plan of action to develop decolonial practices within your own discipline/subject area.

## Useful resources

Keele Decolonising the Curriculum Network [Keele decolonising the curriculum network - Keele University](#)

Mbaki, Y and Todorova, E. (2020). Decolonising and diversifying the (Medical) Curriculum; Self-assessment Questions, Examples, and Resources. Available at: [Decolonising and Diversifying the Medical Curriculum \(nottingham.ac.uk\)](#)

Birmingham City University are delivering a series of lectures, Provocations, and Roundtables on Decolonising HE Academic Practice – information can be found via the following link.

[Decolonising HE Academic Practice -  
Lectures, Provocations, and Roundtables |  
Birmingham City University \(bcu.ac.uk\)](https://www.bcu.ac.uk/academic-practice)

What does decolonising the curriculum mean to you?

How does decolonising the curriculum affect your own discipline/subject area?

Diversifying the reading list is about developing an inclusive curriculum. It does not challenge racism or engage the learner explicitly in the topic of decolonisation. To do this, we need to provide opportunities for the students to discuss the historical legacy of colonisation for that subject area.

How could you do this in your own discipline/subject area?

A key part of decolonising the curriculum is to acknowledge and reflect on our own behaviour and our own **privileges**.

What skills and/or resources do we need to create safe spaces for colleagues and students to engage in critical self-reflection?