



Progress towards decolonising the curriculum at LJMU

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Description:

This session will introduce the ways in which LJMU is *applying a decolonial lens* to the curriculum.

The session will address how *a decolonial perspective* is being embedded within LJMU's collaborative programmes and the action being taken to achieve this in LJMU's validation and review process.

Outline

- What does it mean at LJMU and why is it important?
- Approaches
- Supporting processes
 - Periodic Programme Review & Validation
 - Evidencing action
 - LJMU Decolonising the curriculum working group
 - Support/resources

What does it mean?

- “Decolonization implies... **emancipation** of the colonized countries... from the subservient psychology and mindset subjugated by the fabricated colonial ideologies imposed on them” ([Mishra & Bardhan 2010](#))
- **rethinking, reframing and reconstructing** the current curriculum... considering how **different frameworks, traditions and knowledge projects can inform** each other, how **multiple voices** can be heard, and how **new perspectives** emerge from mutual learning (Keele University 2017)
- Cautionary note:
 - Decolonization is not a metaphor (Tuck & Yang 2012)
 - The decolonial bandwagon and dangers of intellectual decolonisation (Moosavi 2020)

What does it mean at LJMU?

- How historical colonial structures gave rise to societal inequalities that are still evident today
 - Identify, acknowledge, understand, and address by rebalancing/dismantling/re-creating/reconstructing
- De-centring Eurocentric, Western perspectives, frameworks, knowledge and ways of knowing and centring the voices at the periphery





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Possibilities and complexities of decolonising higher education: critical perspectives on praxis

Editorial

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Aneta Hayes, Kathy Lockett & Greg Misiaszek		1 Altmetric
Pages: 887-901		
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“long-standing patterns of power that emerged as a result of colonialism, but that define culture, labor, intersubjective relations, and knowledge production well beyond the strict limit of colonial administrations.

Thus, coloniality survives colonialism.

It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and many other aspects of our modern experience. In a way, as modern subjects we breathe coloniality all the time and everyday”.

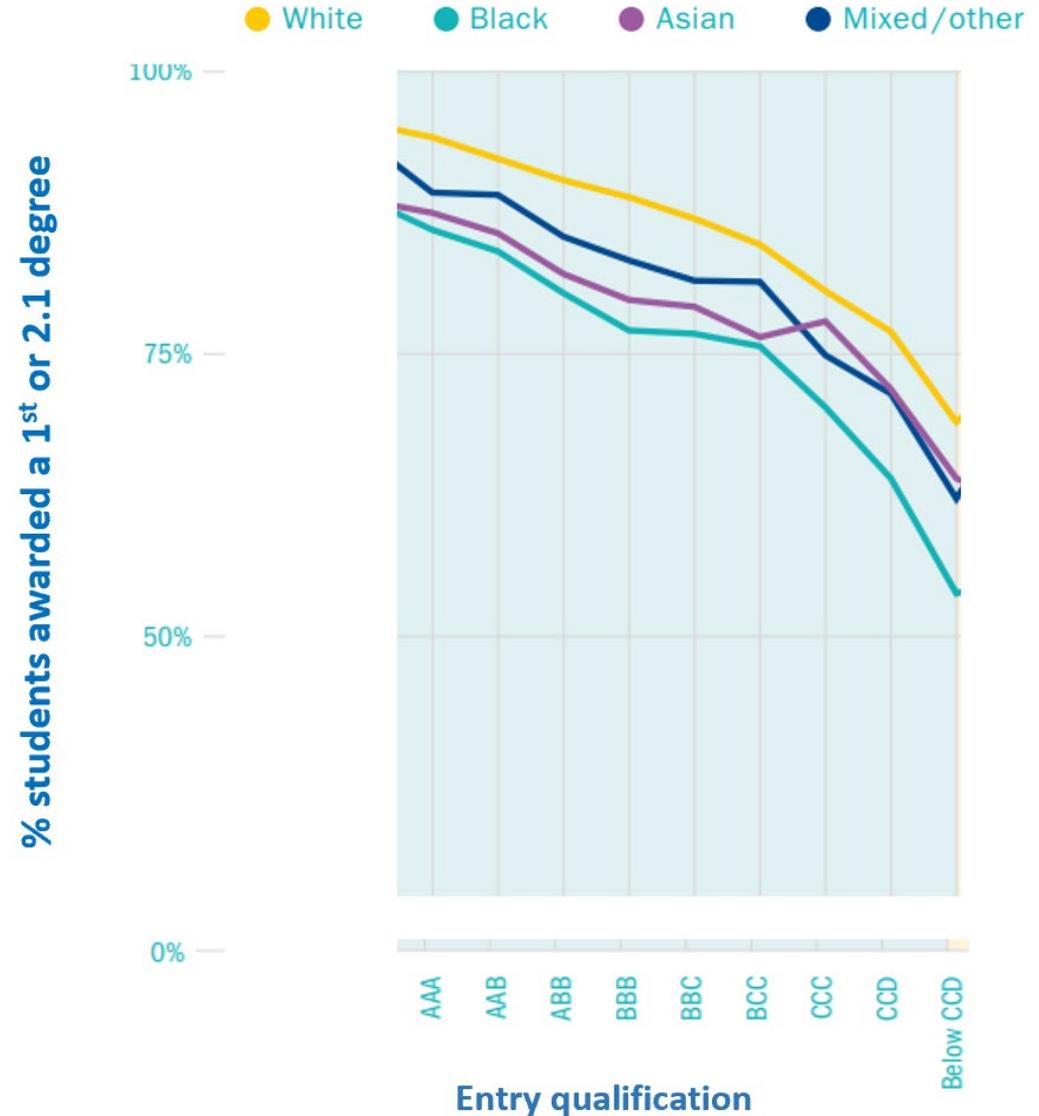
(Maldonado-Torres 2007, 243)

• Why is it important?

Ethnicity Awarding Gap
(BAME Attainment Gap)
- Accountable to OfS

- % LJMU students awarded 1st/2.1 (19/20)

Ethnicity	%
Asian	72
Black	60
Mixed	78
Other	73
White	80



• Why is it important?

Ethnicity Awarding Gap
(BAME Attainment Gap)
- Accountable to OfS

NUS Campaigns: Rhodes Must
Fall / Why Is My Curriculum
White?/ #Decolonise Education

Increase inclusivity for
students from all
backgrounds

LJMU
Access & Participation Plan

Successful graduates
who are globally, culturally
aware and competent

Racial Inequalities, Social
Justice and Racism in
Education (Public Sector
Duty, Equality Act 2010)

Underrepresentation and
lack of progression in
postgraduate study

Career pipeline and
underrepresentation in
academia

Universities UK

Runnymede Trust

HEA (2008)

Advance HE

Higher Education Policy Institute

Approaches

- What does it mean for your subject area?
 - How is it being discussed among staff and students?
 - The Curriculum Design Guide
 - Using an auditing process or toolkit
-
- All Schools have a staff member in the Decolonising The curriculum Working Group
 - <https://www.ljmu.ac.uk/microsites/decolonising-the-curriculum>
 - Activities are at an early stage in some Schools

Supporting processes

- PPR: Self-Evaluation template
 - **Curricula and programme structure**
 - How the programme provides and plans to enhance provision of an inclusive, accessible and de-colonised curriculum that engages students from all backgrounds
 - **Teaching, learning and assessment**
 - How a de-colonial approach is embedded in the teaching, learning and assessment strategy to promote inclusion of all students
- Validation: Design & Delivery Overview template
 - **Programme Design**
 - Explain how you include a decolonial approach to teaching and learning and promote inclusion of students with diverse characteristics and backgrounds.
 - Describe how you plan to provide an inclusive and de-colonised curricula.

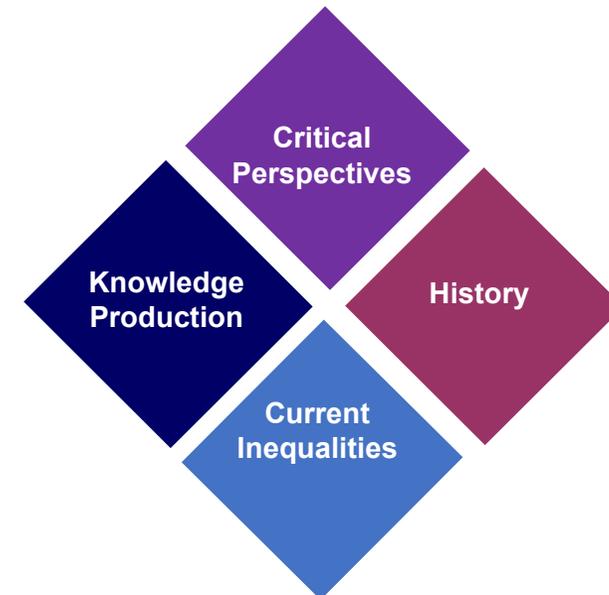
• Evidence of action

- What are attainment gaps in the Faculty/School?
- Which toolkit being used/adapted?
- How are students involved/engaged?
- How do staff become knowledgeable – workload?
- Long-term action plan with measurable outcomes
- Programme learning outcome

• It's not only curriculum content

- Teaching materials/resources
- Pedagogy
- Assessment

- Recruitment, continuation
attainment and progression



Resources

- [The LJMU Decolonising The Curriculum Working Group](#)
- Decolonising the curriculum microsite
<https://www.ljmu.ac.uk/microsites/decolonising-the-curriculum>
- Canvas introductory module
 - ‘Decolonising the curriculum resources’
 - Self-enrol <https://canvas.ljmu.ac.uk/enroll/7HKBFK>
- [The Curriculum Design Guide](#)



Faculty	School	DTC Group member
Faculty of Arts, Professional & Social Studies	School of Education	Judith Enriquez
	Liverpool Screen School	Ruth Doughty
	School of Humanities & Social Science	Megan Armstrong
	School of Justice Studies	Dominique Walker
	Liverpool School of Art & Design	Javier Pereda
Faculty of Business & Law	School of Law	Chijioke-Chika Chijioke-Oforji / Ben Stanford
	Liverpool Business School	Olatunde Durowoju / Jane Eme-Power
Faculty of Engineering & Technology	School of Civil Engineering & Built Environment	Denise Lee
	Astrophysics Research Institute	Stacey Habergham-Mawson
	School of Engineering / LJMU Maritime Centre	Adam Papworth
	School of Computer Science and Mathematics	Atif Waraich
Faculty of Health	School of Nursing & Allied Health	Andrea Newman
	School of Psychology & Public Health Institute	TBC
Faculty of Science	Biological & Environmental Sciences	Nicola Koyama
	School of Sport & Exercise Sciences	Cath Walker
	School of Pharmacy & Biomolecular Science	Kehinde Ross

Thank you for listening

Any questions?