Addressing Awarding Gaps through Decolonisation and Anti-Racism

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21st May 2024

Positionality

- White Senior Lecturer in Academic Development (third space).
- Data, metrics and faux intersectionality are colonial models, which can never be used effectively to address a problem itself created by historic colonial and imperial praxis.
- The master's tools will never dismantle the master's house (Audre Lorde).
- **Resources > Peer Support > Curriculum Design > Assessment > Culture > Principles and Values.**

Website and Workshops (1)

The University Teaching Academy has a range of resources on Addressing Awarding Gaps on its webpage, as well as workshops on **Decolonising the Curriculum** and **Resources for Addressing Awarding Gaps** that run each term and colleagues can book their place via our intranet page.

Limitations to the efficacy of one-off CPD, especially in this space.

Website and Workshops (2)

Dr Theresa Nicholson, Faculty of Science and Engineering

DECOLONISING THE CURRICULUM TOOLKIT

This Decolonising the Curriculum Toolkit has been developed in liaison with the Faculty of Science and Engineering Narrowing the Awarding Gaps Task Group, and aims to support academic staff in Science and Engineering in the process of reviewing and decolonising their teaching.

Decolonising the Curriculum (DtC) is about identifying, acknowledging and challenging the ways in which colonialism has impacted upon perceived knowledge and learning. It is not about deleting existing knowledge or history, but about embracing knowledge systems outside of typical western understanding, and which have hitherto been ignored. Decolonising is integral to an inclusive curriculum, and seeks to both recognise and address the legacies of disadvantage, injustice and racism that have arisen from historic global domination by 'The West', and the consequent inherent 'whiteness' of our STEM disciplines.

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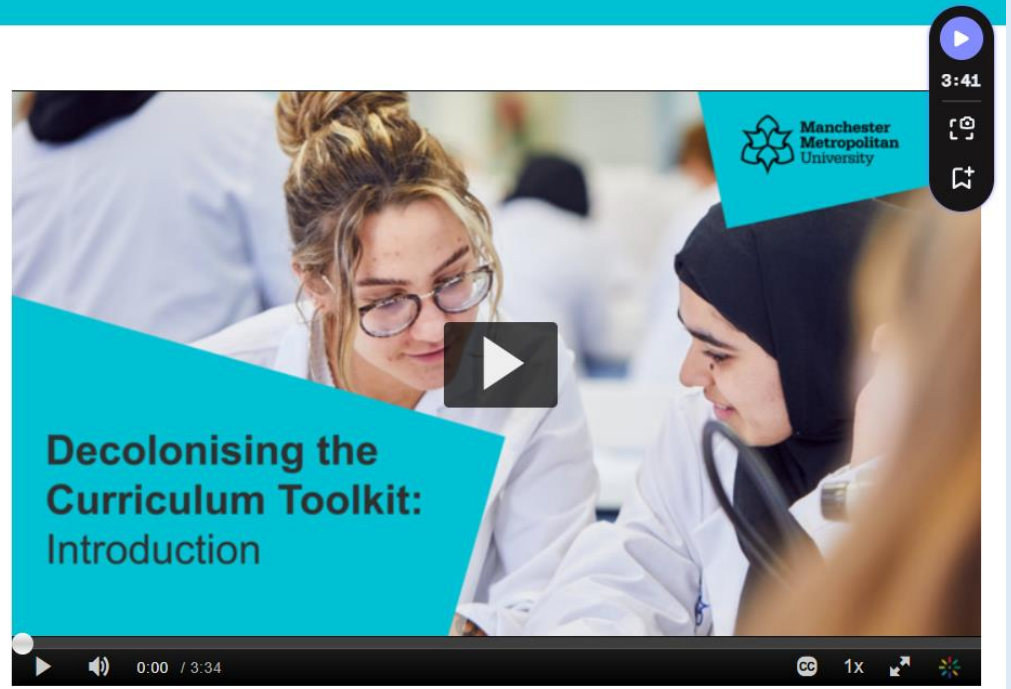


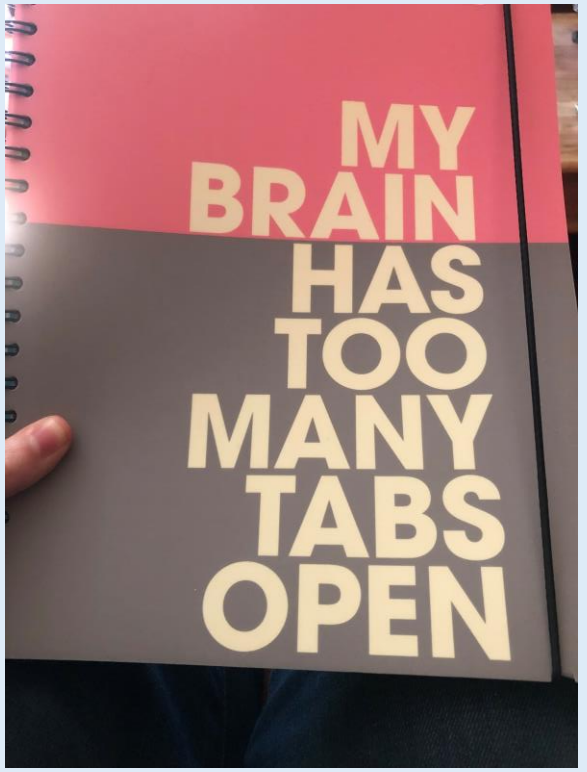
The Collective

- The Collective, which people are very welcome to attend, is a group of academic and professional services colleagues working towards racial equity in higher education. It has a Teams space, which is becoming a rich repository, including this report by Paul Campbell and others.
- My colleague Dr Iwi Ugiagbe-Green, Innovation Scholar for Differential Outcomes, invited Paul Campbell to the University to talk about his work and further details will be forthcoming about take up of his RIPIAG approach. The Collective also has its own website, which the group is currently developing together.

Programme Questions

- Who are your students?
- How are you assessing them?
- What kind of graduate do you want to produce?
  - Inclusion – Representation – Role Models – Alumni.
  - Constructive Alignment – Learning Outcomes – Mapping.
  - Subject Benchmark Statements – FHEQ – ESD, ChatGPT, Climate Crisis.

Teaching and Learning Resources



- Peer Observations.
- Student Journey Mapping.
- Active Learning.
- Experiential Learning.
- Authentic Assessment.
- Constructive Alignment – Calibration, Moderation.
- Peer Assessment.
- Getting to know your students.
- Problem-Based Learning.
- Reading Lists.
- Personal Tutoring.
- Peer Assisted Learning.
- Community Involvement.
- Co-Produced, Own Experiences, Critical Pedagogy.
- Object-Based Learning.
- Alternative Assessment Activities.

Change One Thing!

Discuss with your buddy and commit to one Teaching and Learning Resource to investigate to inform your change.

How does it align to your Teaching Philosophy?

How does it align to who your students are?

Paul Campbell and RIPIAG

Activity – embedding the RIPIAG pedagogy into your own practice

Activity A: Developing your own Critical Assignment Schedule (teaching students 'When')

10 mins

Pick either a multi question presentation or MQ essay

Create a mind map (or list) of all the important stages/activities required to complete it (from first thinking about it to completion)

Try to be as detailed as possible (draft copies, mind maps, so on)

15 mins

Now map this journey into your own 11-week modules schedule for when this should be done, ideally

In each case, be prepared to FB to the group after 30 minutes

Activity B: Developing your own Critical Assignment Workshop (teaching students How to do it)

10 mins

- Pick either a presentation or essay
- Create a mind map (or list) of all the key components to doing the assignment
- Think of the parts of the assignment that students typically struggle with).
- This might be structure, applying theory, critical writing, and so on.

15 mins

- Pick one component and come up with a group/interactive seminar activity that help students know how to do that aspect
- Upon completion that should know what good and weaker practice looks like and why
- ***You can use the ideas shown in MSWA to assist***

Strategic and Cultural Change

We are a small group of committed colleagues, but we need your support to build capacity and create critical mass!

Please **pledge** to reflect on how you can **contribute** to one of these areas that operationalise the Inclusive and Diverse Culture Strategy:

1. Striving for a representative staff body.
2. Inclusive curricula that involve and reflect our students.
3. Building literacy for staff and students around race and ethnicity.

Pledge Cycle

Principles and Values

Culture Change for Addressing Awarding Gaps

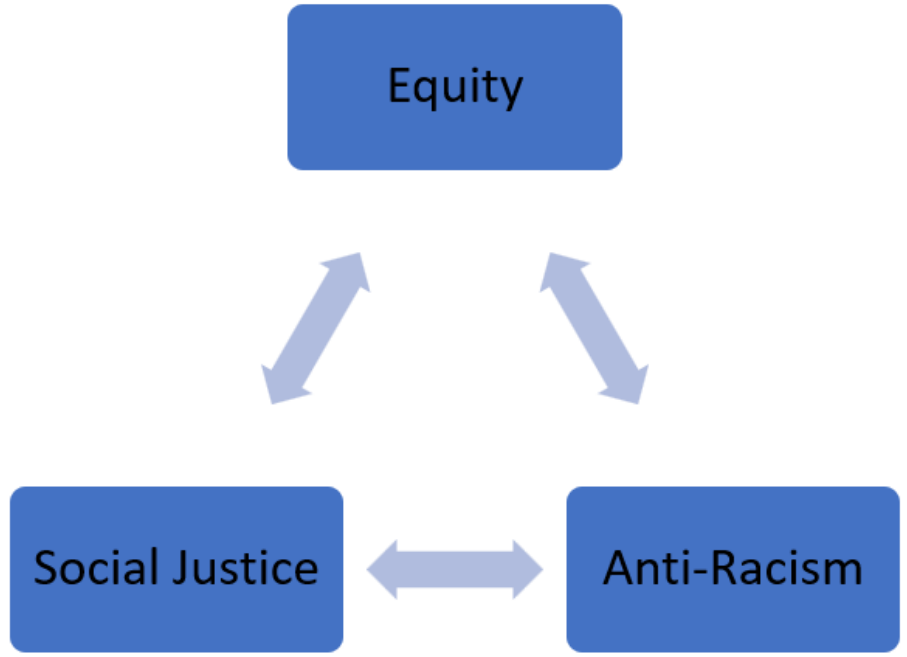
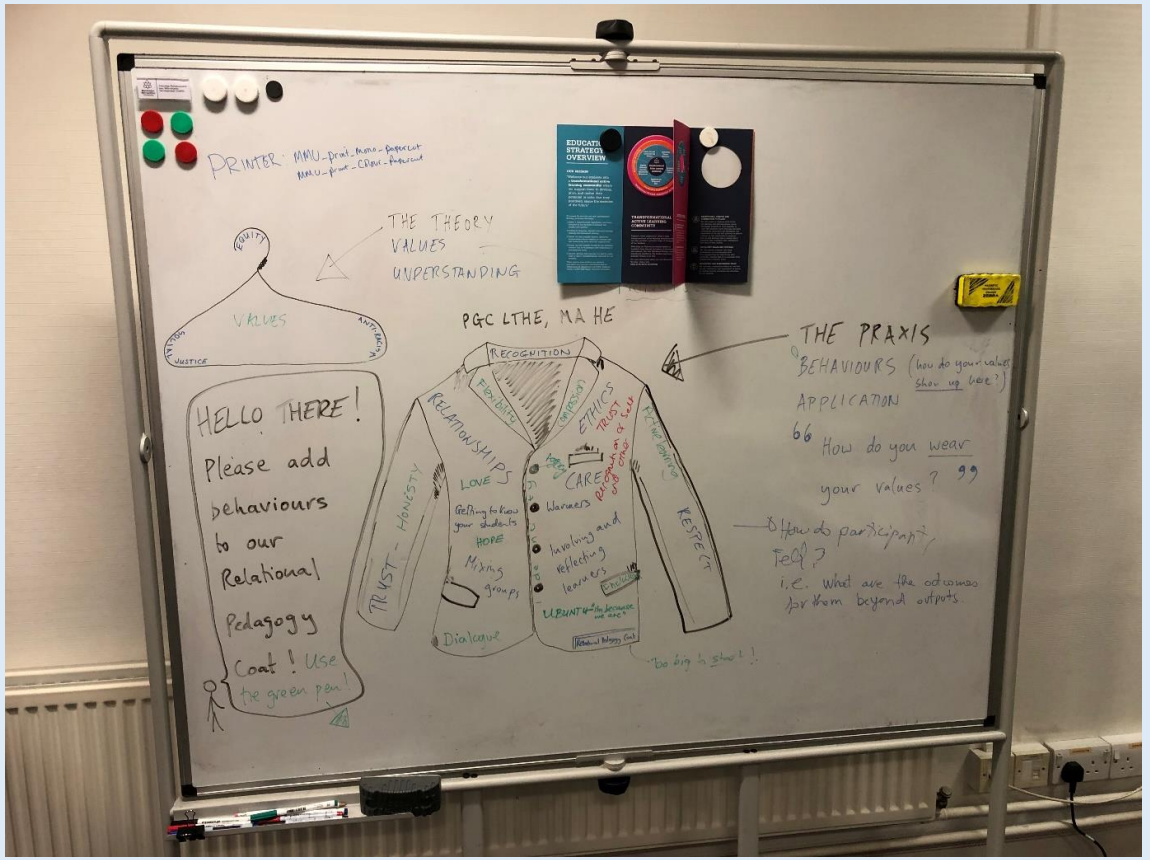


Figure 1: The Values Coat-Hanger



Resources for Pledges

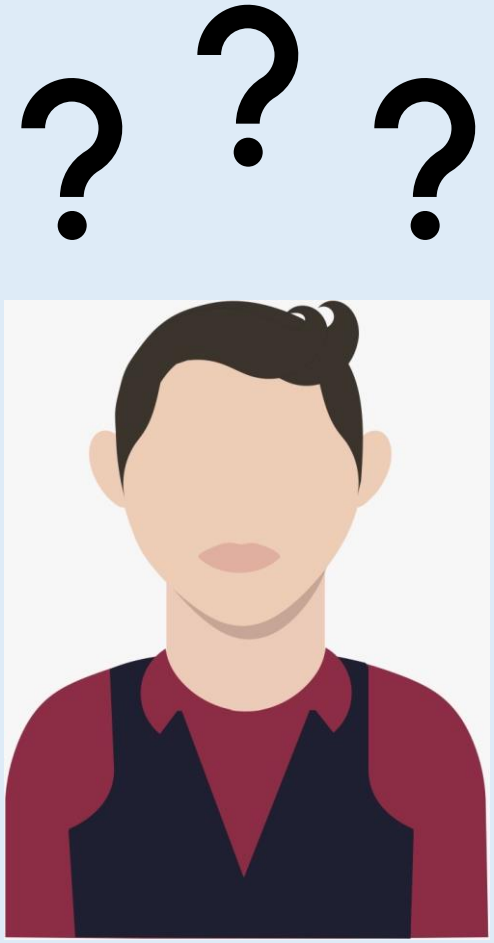
- Intentional about Inclusive Training.
- Cultural Competency.
- Reciprocal Mentoring.
- Report and Support.
- A Conversation Between White Allies.
- Addressing Awarding Gaps.
- The Collective.

Overview

- Key to this work, is making sure colleagues know about this wide range of resources and making addressing awarding gaps a developmental conversation, helping colleagues to evaluate and evolve the changes they are making for their students.
- Also key is working to involve and reflect as wide a range of students/experiences as possible from different heritages here and globally - taking a consciously decolonial approach also helps acknowledgement of historic oppression and exploitation.
- **I also try to bring together decolonial praxis, internationalisation and Education for Sustainable Development (and Generative AI) when thinking about curriculum (see earlier framework), so colleagues look at them as all connected and work towards a 'living curriculum' that addresses them all as far as possible (rather than in an additive/supplementary way).**
- Lots of colleagues use representative case studies to do this - and this resource on Assessment Activities might be useful – as well as increasingly returning again and again to a **principles-led and values-based approach.**
- I WILL END ON THIS…

IM MEANT TO BE HERE

Questions



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