

Decolonising the STEM Curriculum

Nazira Karodia¹, Lara Lalemi²

¹University of Wolverhampton, ²University of Bristol

The aim of the workshop is to have a conversation about the embedded Eurocentrism in science education and the lack of diversity in the STEM curriculum content, teaching and learning practices (Alexander & Arday, 2015; Sian, 2019). The opening presentation will seek to define what is meant by decolonising science curriculum and why it is necessary. This will include a historical timeline where BAME contributions have been ignored in the scientific knowledge creation. It will be followed by roundtable discussions in which participants will explore what parts of the curriculum could be decolonised. The Inclusive Curriculum Framework developed by Kingston University London (2019) will be introduced. The framework will encourage reflection on how inclusive educational practices can a) make the curriculum more accessible, b) enable students to see themselves reflected in the curriculum, and c) prepare them to succeed in today's diverse workplace. Participants will have an opportunity to complete a template thinking of possible changes they could implement in their courses. Finally, the insights from each table will be shared with the full group of participants through reflective graphics. The concluding presentation will summarise what educators and students can do to help decolonise knowledge in the STEM disciplines. The session will provide a stimulating space for comparing multiple perspectives on decolonising science and challenging hidden biases in the STEM higher education.

References:

Alexander, C. E., & Arday, J. (Eds.). (2015). *Aiming higher: Race, inequality and diversity in the academy*. London: Runnymede.

Kingston University London (2019). *Our inclusive curriculum*. [Online] Available at: <https://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/> [Accessed 7 October 2019].

Sian, K. (2019). Decolonizing the curriculum. In *Navigating Institutional Racism in British Universities*. Palgrave: 97-118.