EDI (Decolonisation) in the Curriculum Transformation Project

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**Brief:** Draw on internal and external resources to support the integration of cultural/decolonial inclusivity in the design and delivery of teaching and learning activities in line with the core aims of the CTP.

**Curriculum Framework (core elements)**

- **Student vision**
  - Curious & confident learners
  - Impactful citizenship
  - Inclusive communities

- **Design Principles**
  - Cultural humility
  - Belonging
  - Challenge courses

- **Programme Archetypes**
  - Cross-cultural learning
  - Future ready
  - Experiential learning

Decolonial Dimensions
“... absolutely a **decolonial approach** is something... central to us having a truly **internationalised university**... what's really important is also making sure we have a **shared understanding** of what a decolonial approach is. What does it actually mean? Because I think that there are a lot of **misconceptions** on what decolonising our curriculum is” (Helen, C1, S12)

Source: UoE staff perceptions on inclusivity in an internationalised university, (Fakunle et al. PTAS project, 2021/23)
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How is decolonising the Curriculum initiative/action embedded in BoS?

Are staff familiar with using a decolonial lens as a pedagogical tool?

How is decolonisation connected (or not) to curriculum development?

What are potential barriers to embedding decolonisation in the curriculum?