

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





“... 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?