Decolonising Case Study: Collaboration

Introduction

There was evidence of a broad range of types of collaboration beginning at school level with small educator groups, to across STEM schools, to between STEM and other subject disciplines, and wider to include non-academic groups such as library staff. There is evidence of collaboration outside of the HE sector to include museums, with other universities both within the UK and internationally.

Illustrative Examples

Collaboration Type	Stakeholders involved	Theme
Within STEM	University of Edinburgh Informatics working group led by EDI director	Decolonizing the Informatics Curriculum Workshops with staff Q&A with students and head of school
STEM and other discipline area	University of Exeter Exeter Incubator (STEM, history, professional services and student interns)	Case studies for module leaders for how decolonising is relevant to them
STEM and student working group	Liverpool John Moores University Decolonising the Curriculum working group including student interns	To facilitate programmes to begin decolonising the curriculum
Other bodies within the University	Durham University Student Union	Decolonise Durham Campaign –

		recruiting student intern for projects
Between UK universities	University of Bristol, Kingston, Keele, Exeter, Cambridge, Wolverhampton and Leeds The DSC Working Group	Decolonising the Science curriculum - working to inspire change in the science education community
Outside of the University sector with public bodies	Strathclyde Computer department and invited external speakers	A talk about lessons learned from decolonisation
With professional bodies		
With Universities outside of the UK	The University of Edinburgh with universities in Spain and Belgium	widely publishing practical advice as well as debate
The use of 'yarning circles' at Curtin University in Western Australia	First Nations engineering studio at The Australian National University	promoting conversation in the decolonial space and a paper on indigenous protocols for AI

Conclusion

Individual and collaborative efforts are evident across the sector and although fragmented, collaboration is a necessary approach to decolonising. Sharing experiences amongst all stakeholders is vital but there is also a need to sustain curriculum change and this is not without challenges as we observed via the start/stop nature of initiatives.