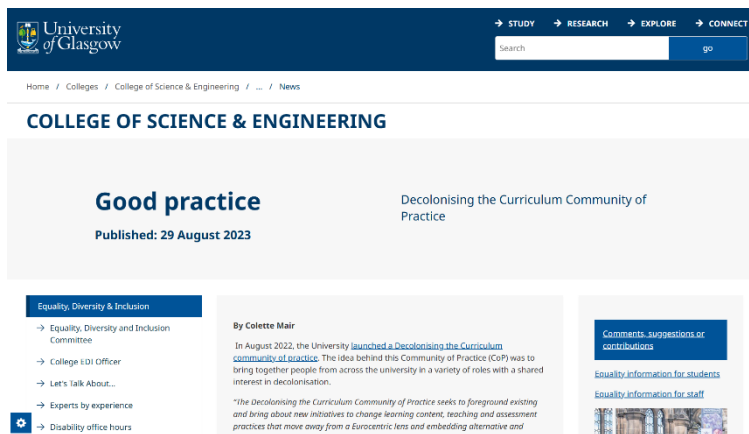


# Decolonising Case Study: Events

## Introduction

HEI's are organising a variety of events which tend to be talks and discussions via panels, workshops, roundtables and lectures. The events vary in that they can be internal to the University staff and students or open to all. Events are a mix of online delivery, in person or hybrid. For events after 2020, then focus is on online which has encouraged participation from a geographically dispersed audience.

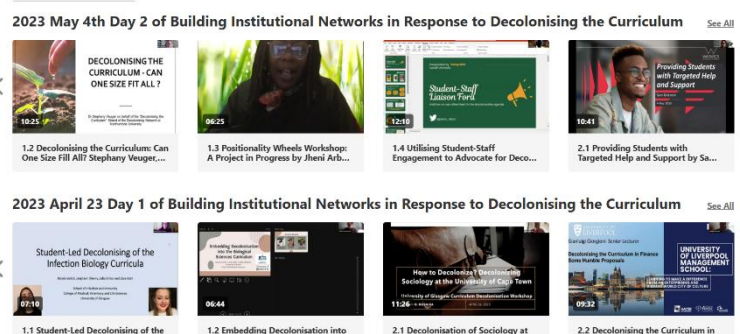
## Illustrative Example



During 2023, colleagues in the College of Science & Engineering at the University of Glasgow ran a series of online workshops titled '[Building Institutional Networks in Response to Decolonising the Curriculum](#)'. The

workshops were run over the course of two weeks. The first workshop had 225 people registered and the second had 172 attendees. The workshops were facilitated by a newly established Community of Practice which brought together interested parties from across the university. As well as the workshop they have also established a reading list aimed at everyone who wants to develop their understanding of decolonial practices.

Returning to the workshops, their aim was to bring together potential external voices to develop a stronger community of practice network. The facilitators used Padlets within the sessions to encourage debate and discussion and have



since shared these along with the recordings. The workshops examined a range of curriculum areas including engineering and computer science.

## Other noteworthy mentions

Event	Institution	Description
<b>Keynote Lecture</b>	<a href="#">King's College, London</a>	A keynote speech titled 'Decolonising mathematics, a case for their aestheticising' was given on April 2022 for the Centre for Research in STEM. The keynote was delivered by Dr Natalie Sinclair, Professor, Faculty of Education at Simon Fraser University Canada. A summary of the lecture and YouTube recording are available on the website
<b>Webinar</b>	<a href="#">University of Strathclyde</a>	This webinar titled 'STEP – 'Decolonising the Curriculum' – Science & Strath Decol Academy' is part of a series of 6 workshops that focus on decolonising the curriculum. All are online and open to staff within the University of Strathclyde
<b>Workshop</b>	<a href="#">Imperial College, London</a>	This workshop, 'Examining geographic bias in our curricula' is part of a series of workshops and self-study resources on inclusive learning across discipline areas. Open to staff of the university
<b>Workshop</b>	<a href="#">University of Edinburgh</a>	A workshop ran by the School of Informatics was run in 2021 to examine ways of 'Decolonising the Curriculum'. There is a strong link between informatics and computer science terminology. A pdf with multiple links was produced to summarise the workshop and provide further development.
<b>Workshop</b>	<a href="#">King's College, London</a>	An online workshop has held in 2021 which was open to all – staff and students at King's College as well as external. A summary of the workshop can be found on the age highlighting what the students achieved from the experience.
<b>Workshops</b>	<a href="#">University of Oxford</a>	The 'unBias' project was a research project initiated in 2017 by the Computer Science Department in collaboration with the University of Nottingham. The project examined the fairness of collected data and whilst it is not directly linked with decolonisation activities there is some overlap. The results of two workshops are available on the website.

## **Conclusion**

Many events seem to focus on empowering those who attend with the tools to start curriculum transformation through challenging Eurocentricity and exploring practice beyond the status quo. Although the decolonisation events are generally aimed at a more general audience, there have been some events that are linked specifically to the STEM subject area, and even at school level such as Computer Science. Many of the events are workshops that foster discussion and debate about what it means to be decolonial in curriculum areas.