Programme and Abstracts

11 November 2022

https://www.ljmu.ac.uk/microsites/
decolonising-the-curriculum

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MINI-CONFERENCE

DECOLONIAL APPROACHES IN TEACHING AND RESEARCH

SHARING GOOD PRACTICE

11TH NOVEMBER 2022 LJMU STUDENT LIFE BUILDING

Programme

0900 - 0915	**Arrival & Refreshments**
0915 - 0930	**Welcome from Nicola Koyama** (Chair of the LJMU Decolonising the Curriculum Working Group)
0930 – 10.40	**PEDADGOGICAL APPROACHES** (Session Chair: Moni Akinsanya, Head of LJMU EDI Team) 1. **Midwifery Skills: Decolonised** Sarah McNamara, School of Nursing and Allied Health 2. **Decolonising International Student Experience** Martin Selby, Liverpool Business School 3**. Raising trainee teacher awareness of Eurocentrism and how this impacts upon curriculum design and choice of instruction** Victoria Brennan, School of Education Questions 4. **Mr Airport Man: telling stories of transformation through haecceity, diffraction and autoethnography** Craig Hammond, School of Education 5. **Mathematics as a continuous endeavour** Amir Asghari, School of Computer Science and Mathematics Questions
1040 - 1100	**Refreshments**
1100 - 1210	**RESEARCH APPROACHES** (Session Chair: Dominique Walker, School of Justice Studies) 1. **Building representation in sustainable socio-technical infrastructures for cultural heritage** Javier Pereda, Liverpool School of Art and Design 2. **Decolonising Research Methodologies – A Practical Approach** Cynthia Akwei, Liverpool Business School 3. **Decolonising animal behaviour fieldwork (R)** Patrick Tkaczynski, School of Biological and Environmental Sciences Questions 4. **Decolonising postgraduate research: reflections of two PGRs** Ning Yan & Ellie Glover, Schools of Engineering, and Sport and Exercise Sciences 5. **Decolonial Approaches in Large-Scale Contemporary Art Exhibitions in 2022 – Venice Biennial, documenta 15 and manifesta 14** Gabriela Saengar Silva, Liverpool School of Art and Design Questions
1210 - 1300	**Lunch**
1300 – 1415	**Leon Moosavi, University of Liverpool: Key Issues and Discussion**
1415 – 1430	**Launch of JMSU Decolonising the Curriculum Pledge**

Abstracts

PEDAGOGICAL APPROACHES

Midwifery Skills: Decolonised

Sarah McNamara, School of Nursing and Allied Health

I am privileged to support the education of midwives of the future. At the forefront of this is a duty to challenge inequalities in health and the presentation of a Eurocentric curriculum. I have avidly followed the rising voices of midwives, campaigners, and women. I am keen to ensure that the potentially self-fulfilling prophecy and misuse of statistics to support the argument that pregnant women from an ethnic minority are at higher risk of poor outcomes must be subjected to more intervention. A colonial curriculum is an inaccurate curriculum, decolonising learning prompts consideration everything we study from new perspectives.

Decolonising International Student Experience

Martin Selby, Liverpool Business School

Underlying much of our knowledge of international student experience - including culture shock, adjustment, adaptation, and intercultural competence – is an underlying assumption that culture is synonymous with nationality and that international students have a skills deficit. Recent mobilities research challenges these neo-colonial assumptions, and the educational practices associated with them. As repeated practices in the university environment create positive interactions for some and precarity for others (Butler, 2009), universities need to pay much more attention to everyday practices and interactions. This presentation discusses examples of positive practices, relating to representations and discourses, identities, and a positive engagement with home cultures.

Raising trainee teacher awareness of Eurocentrism and how this impacts upon curriculum design and choice of instruction

Victoria Brennan, School of Education

Although science is often seen as 'objective' the knowledge we possess is based on socio-cultural factors (Keita, 2020). For example, modern social sciences and their paradigms were simply transferred to Africa during the colonial era and expressed in the languages of the colonisers. Thus, the idea of raising awareness of how trainee primary school teachers can attempt to 'decolonise' the primary science curriculum. Whilst this is presented within the context of primary science, the solutions, and discussions around how to move away from a 'Eurocentric approach to science' has implications for the subject at all levels.

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Mr Airport Man: telling stories of transformation through haecceity, diffraction and autoethnography

Craig Hammond, School of Education

I have recently written the autoethnographic chapter 'Mr Airport Man and the Albatross: A reverie of flight, hope, and transformation' which explores how I started to shift and rupture away from my working-class heritage. This explores the childhood damage that an environment of violence and toxic masculinity creates. As an academic, a lecturer and an educator, I am now interested in exploring curricular and pedagogic techniques capable of liberating powerful and decolonised stories of escape, hope, and transformation. With this paper, I will open and present some initial pedagogic techniques, and conversations, and set the scene for the subsequent papers in this symposium.

Mathematics as a continuous endeavour

Amir Asghari, School of Computer Science and Mathematics

According to the normative history, once upon a time there was Greek mathematics and then, two millennium period of darkness and inactivity until mathematics resurrected in the form of the so-called Western mathematics. The purpose of this talk is to argue against this version of the history of mathematics by using examples that can be followed by non-mathematicians. It will be also argued that why we must see mathematics as a continuous rather than a sporadic endeavour when teaching mathematics.

RESEARCH APPROACHES

Building representation in sustainable socio-technical infrastructures for cultural heritage

Javier Pereda, School of Art and Design

The Museo Integrado calls for museums to "take part in bringing awareness into the societies to which it serves". However, this can become challenging due to the alienation generated by Western and Anglo-centric epistemologies, cosmovision and technologic impositions. How are museums meant to represent knowledge when the systems used to describe such knowledge do not engage with the perspective of the communities they are meant to serve? How do we overcome the large digital divide within cultural institutions, their staff, and especially among communities, not only in the context of the Global South, but also evident within the UK. The Digital Humanities have provided a paradigm shift in how knowledge production can sustain (and disrupt) novel research methods in the historic and cultural sector. Towards National Collection research aims to identify such novel methods and integrate them within a sustainable model accessible for the wide range of users and non-direct users of cultural heritage.

Decolonising Research Methodologies – A Practical Approach

Cynthia Akwei, Liverpool Business School

Despite the increased interest and calls to decolonise research methodologies, there are still no standardised models or frameworks to decolonise research methodologies. The available scarce extant literature on the phenomenon is very limiting, prescriptive, lacks clarity of the concepts used, and makes the practical application of decolonisation into research methodologies arduous. Therefore, this study explored the practical approaches to incorporating decolonisation into research methodologies using a case study approach and tools such as reflexivity and transformative praxis, relational ethics, co-learning and co-creation to identify the practical ways of integrating decolonial learning into qualitative research methodology.

Decolonising animal behaviour fieldwork

Patrick Tkaczynski, School of Biological and Environmental Sciences

Animal behaviour research is often undertaken by North American and European scientists in countries and communities with negative colonial histories. This dynamic can limit opportunities for local researchers to engage and study their local ecology, perpetuating colonial-like power hierarchies. In this talk, I will focus on my own branch of animal behaviour, primatology. I will draw upon my experiences at different primate field sites to highlight what I consider examples of good practice engaging local communities and researchers. As an active researcher conducting field work, I hope to stimulate discussion about the best ways forward to decolonise primatological field work.

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Decolonising postgraduate research: reflections of two PGRs

Ning Yan & Ellie Glover, Schools of Engineering, and Sport and Exercise Sciences

Decolonising the research is not a rejection of all the Western methods, but a bridge between the Western and Indigenous world. As two PGRs, one from engineering and one from sports science, both in the early stages of our doctorates, we will share our personal accounts and reflections of the impact of engaging with this field, with a focus on "how-to". Specifically, we will reconsider the rationality of research questions (whether they are detached from the local context), the relationship with indigenous people, and the sharing and ownership of our research findings.

Decolonial Approaches in Large-Scale Contemporary Art Exhibitions in 2022 – Venice Biennial, documenta 15 and manifesta 14

Gabriela Saengar Silva, School of Art and Design

"For contemporary art research, the term ""decolonial"" explores strategies by artists, curators and activists to approach cultural inequality in art institutions, exhibitions and practices. Used as a transversal concept, it indicates a "decolonial turn" surged in the '70s in Latin America and was reinforced in the '90s and 2000s onwards as "decolonial aesthetics" (Mignolo. 2012). This presentation reviews "decolonial" practices applied by artists, curators and institutions during three large-scale contemporary art exhibitions in Europe in 2022: Venice Biennial, documenta 15 and Manifesta 14"