

# Student views of Decolonising the Chemical Sciences Curriculum at Keele University

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**Introduction:** Many institutions are engaged in decolonising the curriculum but knowledge of how this is perceived by students is limited. We have conducted a survey and semi-structured interviews to elicit views from chemical sciences students on this matter.

**Research Question:** What range of ideas do students hold about decolonising the chemical sciences curriculum?

**Methods:** A favourable ethical opinion obtained from KIITE ethics committee

**Questionnaire** (26 responses – very low)

Grouped for analysis by ONS groups:

- White/British ethnic backgrounds (ONS groups 1 – 4) 19 responses
- All other ethnic backgrounds (ONS groups 5 – 18) 7 responses

**Semi-structured interviews** (3 carried out by II)

- conducted by student intern via MS Teams
- recorded, transcribed and analysed by the research team independently then discussed for agreement.

**Acknowledgements**

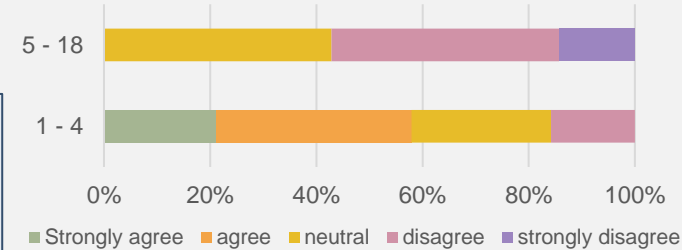
All participants for their time and willingness to share their thoughts; Dr Neil Williams (questionnaire); KIITE Ethics Committee.

“Decolonising the curriculum in my eyes is a way of better representing what the world actually looks like: diverse and interesting.”

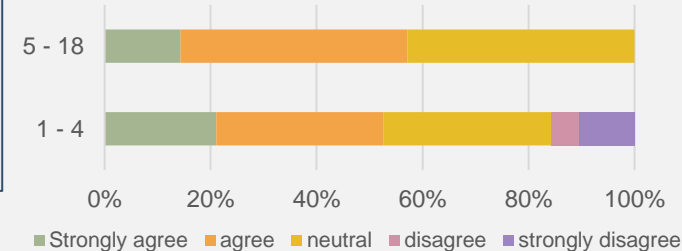
## Key Findings

- Consider language barriers or speed of comprehension in oral assessment formats;
- Caption video materials;
- Incorporate global examples, case studies and perspectives into classes;
- Role models and representation are vital;
- Create a supportive environment that enables all students to ask questions;
- Increase staff diversity, invite diverse speakers for seminars or guest lectures;
- Reflect on what is taught and WHY you are teaching it.

I have access to role models through my curriculum.



Examples of the application of scientific ideas and concepts within my discipline focus on those that benefit European or North American countries and cultures.



The curriculum of my course would benefit from decolonisation.

