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

In response to an institutional initiative aimed at Decolonising the Curriculum, a small research project was conducted to obtain the views of undergraduate students in Chemistry and Forensic Sciences (Chemical Sciences). This comprised a short survey and semi-structured interviews. The survey was circulated to all undergraduates in Chemical Sciences and three interviews were conducted.

In our poster we reflect on who is represented by the responses received and how that relates to the broader student population it draws from, and present contextualised analysis of the responses obtained. Analysis of the responses indicate various definitions of what decolonising means and whether it is specific to an education context or has wider implications, how it compares to the broader idea of the inclusive curriculum, and ideas about what should be done to address these issues. While the sample size is small, the impacts of teaching chemical sciences with a 'traditional Eurocentric' view were clearly articulated as were the potential benefits to all students of developing our curricula to be more globally inclusive.

### Key words

Decolonise the curriculum, Chemistry, Forensic Science,

### Region

UK/Ireland

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