



**DE MONTFORT
UNIVERSITY**
LEICESTER

DECOLONISING DMU

The Education Academy

Decolonising DMU Toolkit

Examples of Good Practice

Faculty of Computing, Engineering & Media

Decolonising DMU: CEM Examples

Heather Williams

Game Art



We have always aimed to create a sense of belonging in the Game Art community, which welcomes all cultures, subcultures, beliefs and genders, and the ongoing open

dialogue with the diverse students enrolled on the course is aimed at ensuring the best possible experience. An example of one of our projects focuses on character design and development, using self-portrait as a method to explore their own heritage and culture, and allows students to create a character that reflects this. Work produced by artists and technologists from a wide range of countries, cultures and backgrounds is used as example in lectures and inspires students to engage in their own further research. Over the past few years there has been a considerable increase in the number of students who develop a keen interest in diverse cultures, traditions, architecture and environments, which is evident in their creative work.

Ian Newsham

Graphics



The Graphics Programmes have developed and nurtured an approach to peer learning and assessment over many years, with the emphasis on developing the students' sense of self and an

ownership of the programme(s). Opportunities for students to explore a wider range of backgrounds and cultural design practices include creating


work based on diverse literary narratives, for example 'Rage in Harlem' by Chester Himes. Students will be able to reflect on the character and tone of the content they are illustrating/ designing, allowing them to contemplate different cultural backgrounds and reflect on the observations of their work. The programme(s) aim to provide opportunities to express individuality and identity, and strengthen cultural diversity.

Hobina Rajakuruna

Mechanical Engineering

In the Principles of design and manufacture module when describing manufacturing and design concepts we included examples from products made in different parts of the world, which are related to people from different cultures. Some of the design descriptions are based on real world scenarios involving internationally recognised celebrities. For example, the students are asked to design and manufacture a system to rescue James Bond from a mission and he has to use his parachute to land into a lake safely. We will try to accommodate known personalities from non-European background. In the above example for instance, James Bond will be replaced by Jackie Chan and the scenario will be adjusted accordingly.

In the project management module one of the key elements of this module is called "The Engineering for People Design Challenge" and is related to a challenge introduced by "Engineers Without Borders UK". This award winning initiative is embedded in our undergraduate engineering courses and gives students the opportunity to learn and practice the ethical, environmental, social and cultural aspects of engineering design.



The students need to search for the solutions globally and adapt it to the local situation to ensure the solution is sustainable and beneficial for the local social environmental and economical development. Each year the project focuses on a different region in the world. The focus is mainly on developing countries in which many BAME students could have links with. Some students who have done this in the past found this experience very useful and they were interested to apply the solutions to their own country by doing a final year project in year-3. All students studying the module are involved and required to do this as a group assignment.

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