

The Education Academy

Decolonising DMU Toolkit

Examples of Good Practice

Faculty of Business and Law

Decolonising DMU: BAL Examples

Roger Saunders

Marketing

As an advocate of student-centred learning and assessment I have encouraged students to apply their own ethnic and cultural perspectives to the assessment and creation of advertising and other forms of marketing communications. In understanding that brands have a responsibility to speak to inclusive audiences they can choose any campaign to assess and in answering the D&AD New Blood Awards briefs they have the opportunity to consider different audiences, both domestic and international. The module, Campaign Planning, also addresses the issues of individual learner needs by offering communication in a variety of formats and encouraging different approaches to engagement through the use of a workbook. This enables students to control their own learning in terms of time and depth of interaction, while at the same time providing individualised support outside of the classroom. Students focus on what they want or need to know and consequently are able to move at their own pace through the module and in relation to the assessments.

Sumeya Loonat

BAL International Student Support

International students studying on Business programmes are given the opportunity to co- create study skills resources to develop their learning by attending my drop-in sessions and workshops on English language and academic writing skills. Through student feedback from these sessions I produced a referencing guide for

international students which took their learning perspectives into account by using contextualised examples and keeping the design, content and language simplified and accessible. Resources created are intended to be used as supplements alongside central university materials and have been very well received by module tutors and students within the Business and Law faculty. Academic skills workshops are also embedded into some Business programmes with a large international student cohort so that students can access contextualised academic support and while these sessions are not compulsory, attendance is always at its maximum!

Dr Ben Whitham

International Relations and Politics



In 2018 I asked two third-year students who had written essays on postcolonial theory for my second-year international relations module whether they would be interested in leading a staff-student reading group on Akala's book **Natives: Race and Class in the Ruins of Empire**. They agreed, and found a couple more volunteers, so we had [four student leaders to facilitate the group](#). Lecturers participated, but the majority of the group were students – mostly BAME students, though white students joined too – and academic roles were effectively reversed. I acted as the student leaders' administrator, organising room bookings and refreshments, running the mailing list and adding new members. The students provided the intellectual leadership and decision-making. They opened, led and facilitated



each discussion. 15-20 regular attendees met fortnightly on a Thursday evening for two hours (though we often ran over!) to discuss a chapter from the book. In this relaxed space, controlled by students, they led us through sophisticated discussions of race and racism, as well as class, gender, sexuality and much more. In 2019 we are reading Afua Hirsch's **Brit(ish)** with a new team of third-year student leaders, who attended the Akala reading group in their second year.

For further information, contact
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