



INCLUSIVE TEACHING IN EDUCATION

Moving Beyond the Past: Student-Led Decolonisation of Psychology of Education Modules through a UDL lens

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AIMS

The aim of this initiative is to decolonise the Psychology of Education curriculum by diversifying content, reducing Western bias, and empowering students to co-create inclusive materials while fostering reflexivity, positionality and awareness of privilege. The project fosters a deeper understanding of diversity and inclusion to create a more equitable academic environment. Students who have completed the Psychology of Education modules will participate in a survey to provide feedback on their experiences with the current reading materials, collaborate with faculty and staff in co-creating new reading lists using different mediums (e.g., video, podcast, audio).

EXPECTED IMPACT

- Greater awareness of diversity and inclusion
- Improved student engagement and empowerment
- More diverse and inclusive academic materials
- Broader dissemination of inclusive practices
- Greater representation of marginalised voices
- Improved student satisfaction
- Increased attendance and participation
- Long-term monitoring of reading list revisions and student outcomes

PROPOSED OUTPUTS

- Comprehensive Report
- Curated Resource Guide
- Podcasts
- Webinars
- Online platform for accessing inclusive materials

ADDITIONAL INFORMATION

Find out more about decolonising the Curriculum



SCAN QR CODES

Find out more about Universal Design for Learning

