

# DIFFERENCES THAT MAKE THE DIFFERENCE: DIVERSIFYING THE CURRICULUM

Oxford Centre for Staff and Learning Development

Diversifying the Curriculum is defined as being a means of asking educators to look at their teaching practices and syllabi again, and identify where there is little to no focus on Black, Asian and Minority Ethnic (BAME)<sup>1</sup> figures and influences in academic knowledge despite their existence. Furthermore, to consider where certain narratives result in a hidden curriculum - the unintended and/or unacknowledged learning that takes place during a course of study, which can unwittingly lead to the 'absorption of attitudes, values and perspectives' (Higher Education Academy, 2017<sup>2</sup>).



Diversifying the curriculum also calls for BAME diversity in taught content to become integral to the norms of course design, delivery and assessment rather than mainly being experienced by students as standalone content or as an extra-curricular activity.

Why is this important: there is an attainment gap (the variance in student outcomes by ethnic group) that needs to be eradicated so all Brookes students, regardless of background, can have successful outcomes. For more information: BAME attainment at UK Universities (See: <http://bit.ly/2Ev6XUJ>).

## What you can do:

### 1. Increase the visibility of BAME representation:

- a. Liaise with your subject librarian to create a multicultural, internationalised reading list
- b. Avoid stereotypes in resources and examples
- c. Actively promote multiculturalism within your teaching sessions e.g. on powerpoint slide images or using non-eurocentric case studies.
- d. Use multiculturalism within your teaching e.g. asking for any examples of experiences from a variety of cultures. Enable all students to gain further insight into their fields of study by looking at a subject through a wider range of lenses (e.g. historical, legal, ethical, cultural, social or political dimensions).

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2. Have clear expectations that staff and students will be treated fairly and equally.
3. Create opportunities to discuss unconscious bias (<http://bit.ly/2YKN8Av>)
4. Challenge assumptions supportively and allow time to discuss.
5. For more examples see: University Case Studies (<http://bit.ly/30KPe58>)

#### **FOR FURTHER INFORMATION:**

- The Equality Act 2010: [www.ecu.ac.uk/guidance-resources/equality-legislation](http://www.ecu.ac.uk/guidance-resources/equality-legislation)
- Digital Capabilities [www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc](http://www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc)
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