

Decolonising the Curriculum – What does it mean for Engineering Education?

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WORKSHOP MODE

This workshop will be facilitated **in-person**.

OVERVIEW OF WORKSHOP

In this workshop participants will have the opportunity to explore the concept of “decolonising the curriculum”, how it relates to engineering education, and the actions required to transform the engineering curriculum.

ACTIVITIES

We will explore the process and impact of colonisation in terms of its history, and the current context of decolonisation in engineering education.

Some guiding questions:

- How does the concept of decolonisation relate to you, to the work that you do, and to your organisation?
- How could this concept be a guiding principle in the way that you:
 - Engage with Indigenous peoples, their culture and their ways of knowing, being and doing?
 - Develop learning experiences, curricula, pedagogies and assessments?
 - Explore challenges and opportunities that could emerge for the ways we teach engineering?
 - Reflect on alternative ways of understanding and practicing engineering?

TARGET AUDIENCE

The target audience is engineering educators engaged in, or intending to engage in, reviewing engineering education and curriculum development to include Indigenous people, knowledges, culture, and perspectives. No prior knowledge is required; however, it is appreciated that participants come with a mindset that this work is important and needs to be undertaken.

OUTCOMES

Clearer perspective on the concept of decolonisation and how it relates to engineering education.

KEYWORDS

Decolonisation, Indigenous inclusion, engineering education

PRESENTERS' BACKGROUNDS

The facilitation team includes Indigenous and non-Indigenous academics actively engaged in, and with experience and expertise in, Indigenous engagement, knowledges and pedagogies, facilitation, and collaborative education design, development and delivery.