



UNIVERSITY OF
PORTSMOUTH



Broadening Horizons: Global Perspectives to Support Learning Design

Cathy Willatt and Joanna Clarke, Learning Designers

“Dead white men” (TeachWell Participant, 2026)

*“The centrality of Whiteness as an instrument of power and privilege ensures that **particular types of knowledge continue to remain omitted from our curriculums**” (Tate & Bagguley, 2017).*

*“The monopoly and proliferation of dominant White European canons comprises much of our existing curriculum and **consequently impacts adversely on Black, Asian and Minority Ethnic (BAME) learners’ engagement and sense of belonging**” (Arday et al., 2020).*

Representation

Work with students as co-creators to identify gaps in global perspectives of disciplinary content and sources, ensuring curriculum development includes student voices (TASO, 2023).

Representation

Facilitate activities that encourage critical thinking about who produces knowledge, how it is disseminated, and what perspectives are valued or marginalised (TASO, 2023).

Representation

Use co-creation approaches, involving students in shaping curriculum content and classroom norms, so their cultural knowledge becomes an integral part of teaching (TASO, 2023).

Representation

Encourage students to reference global scholarship in assignments offering credit when they include diverse perspectives (UUK, 2022; TASO, 2023).

Representation

Audit and diversify reading lists to include scholarship from non-Western scholars and varied cultural contexts, aligned with inclusive curriculum models (TASO, 2023; UCL, 2019).

Pitch a Global Theorist

- Based on Teach Well 'Pitch a Theorist'
- Intention:
 - *Broaden our own awareness;*
 - *Influence our Learning Design practice;*
 - *... for wider influence*.*
- Twice monthly, team members give a 5-minute pitch of a selected theorist's pedagogical perspective, followed by a team discussion.

Representation

Facilitate activities that encourage critical thinking about who produces knowledge, how it is disseminated, and what perspectives are valued or marginalised (TASO, 2023).

What We Can Do

Build diverse voices into curriculum from the start

Ask honestly

Gregory Cajete

Professor of Native American Studies and Latin American Studies, University of New Mexico
Sociedad Indígena de Santa Clara Pueblo, New Mexico

Why This Matters Now

Freire as unexpectedly contemporary:
AI and knowledge abundance
If information is everywhere, education
Student engagement

Engaged Pedagogy

"When education is the practice of freedom, students are not the only ones who are asked to share, to confess. Engaged pedagogy does not seek simply to empower students. Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process. That empowerment cannot happen if we refuse to be vulnerable while encouraging students to take risks."

— bell hooks, *Teaching to Transgress* (1994)



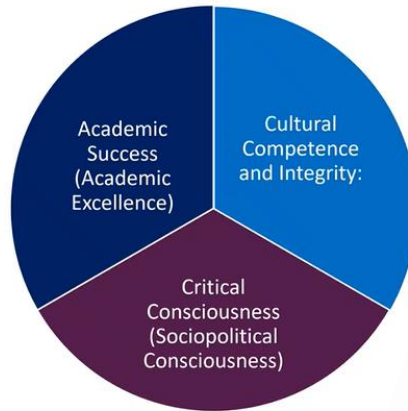
bell hooks

1952 — 2021

Pitch a Theorist

The Three Pillars of *Culturally Relevant Pedagogy*
Ladson-Billings defines CRP through three core components:

CRP does not lower standards; it focuses on high expectations and empowering students to meet them. It emphasizes fostering academic competence and intellectual growth.



Students are taught to recognise, understand, and critique the world around them and to analyse the world around them and to change injustices.

This involves helping students to recognise and honour their own cultural beliefs and practices.



Core Pedagogical Ideas

In *Decolonising the Mind* (1986), Ngũgĩ argues that **language is not neutral**, it carries culture, values, and worldview.

Colonial education systems imposed European languages which:
Alienated learners from their own cultures
Positioned Western knowledge as "superior"

His pedagogical stance:
Teach and learn in **mother tongues where possible**
Value multilingualism as intellectual expansion, not deficit

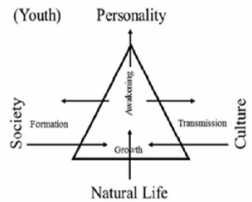
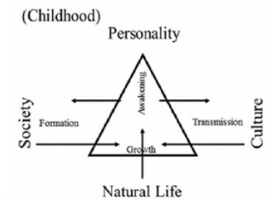
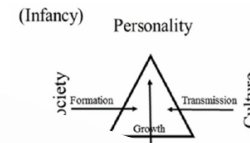
Implication for learning design:
Language choices in curriculum are not just delivery decisions—they shape identity, participation, and epistemic access.



My Educational Theorist - Paulo Freire



Mori Akira



Education should not be limited to knowledge transmission.



The Impact: what did you get from PaGT?

Thank you for encouraging me to explore new ideas and approaches

I have adapted resources in light of this, which has been appreciated by our diverse staff body

...opening my mind to a global perspective

I've just enjoyed participating and this area is certainly something I would like to explore more with my work if at all possible

...engaged in great discussion with peers

Your thoughts

What opportunities exist in your context to incorporate global perspectives?

Representation

Use co-creation approaches, involving students in shaping curriculum content and classroom norms, so their cultural knowledge becomes an integral part of teaching (TASO, 2023).

Representation

Audit and diversify reading lists to include scholarship from non-Western scholars and varied cultural contexts, aligned with inclusive curriculum models (TASO, 2023; UCL, 2019).

Representation

Encourage students to reference global scholarship in assignments, offering credit when they include diverse perspectives (UUK, 2022; TASO, 2023).

Representation

Work with students as co-creators to identify gaps in global perspectives of disciplinary content and sources, ensuring curriculum development includes student voices (TASO, 2023).

“The process of discovery is not just about finding answers, but about understanding whose answers have been excluded from the conversation.”

— bell hooks

Thank you for joining us.

Any questions?

References:

- Andrews, S., Stephenson, J., Adefila, A., Cuthbert, K., Lee, S., Dodd, V. & Jones-Devitt, S. (2023). *Approaches to addressing the ethnicity degree awarding gap*. TASO. <https://cdn.taso.org.uk/wp-content/uploads/Approaches-to-addressing-the-ethnicity-degree-awarding-gap.pdf>
- Arday, J., Zoe Belluigi, D., & Thomas, D. (2021). Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy. *Educational Philosophy and Theory*, 53(3), 298–313. <https://doi.org/10.1080/00131857.2020.1773257>
- Tate, S. A., & Bagguley, P. (2017). Building the anti-racist university: next steps. *Race Ethnicity and Education*, 20(3), 289–299. <https://doi.org/10.1080/13613324.2016.1260227>
- UCL Teaching and Learning. (2025). Resources to help close the awarding gap. <https://www.ucl.ac.uk/teaching-learning/education-strategy/1-personalising-student-support/bme-attainment-project/resources>
- National Union of Students. (2019). Black, Asian, and minority ethnic students attainment at universities: #closingthegap. Universities UK. <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf>

Connect

Web: cadi.port.ac.uk

Email: cadi@port.ac.uk



Cathy Willatt

Learning Designer

cathy.willatt@port.ac.uk



Joanna Clarke

Learning Designer

joanna.clarke@port.ac.uk

