

## Evaluation of SGO9210

The course was offered as a five-day, intensive PhD course with two main lecturers and three visiting lecturers, although one had to drop out last minute. The two main lecturers were involved in all sessions. The sessions were organised around lectures, large and small group conversations and discussions of course papers. The reading list was designed to provide a starting point into the rapidly expanding literature on decolonial and anti-colonial thinking. The sessions were organised with a geographical logic in mind, reading both seminal texts from each respective region and more recent contributions. It was not possible to survey as much of the literature as would have been ideal given the length of the course, but overall, the reading list provided an excellent entry point into the field. One outcome was the compilation of a more extensive reading list which is available on-line for those interested.

Participants were required to submit a draft paper before the course began to help them engage and begin to process the readings. During the course, the papers were discussed in small group sessions and a final paper was turned in three weeks later.

Feedback was overwhelmingly positive with 98% of participants extremely satisfied with all aspects of the course. The inclusion of external lecturers (who gave 1 session each) plus the two main lecturers helped to provide a diversity of perspectives, not only intellectually, but also in terms of the career trajectories and backgrounds of the different lecturers. Several commented on the usefulness of the reading list and the logic used to work through the field. "Absolutely! [I am better equipped to engage with anti-colonial research] One of the main points was the different traditions of anticolonial research as they have arisen in different geographies." "The course was hugely valuable in navigating the multiplicity of conversations on this field of study across geographical regions, and also in deep conversations regarding the openings and challenges with using decolonial concepts and theories." The vast majority found the draft paper to be very useful, "I think it's very good having to submit a draft prior to the course, as I read the literature and got to think about questions related to the topic in advance." Although a couple of students found it less helpful as they were so new to the topic, "The connection between the pre and the post-course essays were non-existent in my case, because after the course I was much better equipped to assess in what ways decoloniality is relevant to my project, which meant I rewrote the entire essay."

Given the topic of the course, the question of challenging emotions and topics was raised at the beginning. Feedback on how well this was handled was also overwhelmingly positive. "They all were very sensitive and comprehensive of difficult topics and made safe space for all." "This [difficult conversations] was accounted for through a multiplicity of useful pedagogical tools and handled splendidly throughout."

Offering a version of this course on a regular basis was named in class and amplified on the feedback. Future courses will look to improve upon the strong foundation began here by deepening the analytical engagement with the course topics, using a variety of facilitation techniques—including providing more time for quiet reflection before beginning group discussions, and ensuring there is adequate time to capitalise upon the posters created in small groups within large group sessions.