

Uncovering the Hidden Forces in the Physics Curriculum.

As part of the University of Kent's growing commitment to student success, inclusion, equity, and student empowerment, four Stage 2 undergraduate physics students recently took on a bold and important project: **Decolonising and Diversifying the Curriculum in Undergraduate Physics**.

Supervised by **Dr Yetunde Kolajo**, Research Associate for Student Success, and in collaboration with **Dr Manuel Marques**, module convenor for PHYS5300 (Research Skills in Physics), the student team delivered an impactful research project that tackled longstanding assumptions in physics education.

Their aim? To explore how representation, inclusivity, and curriculum content shape belonging and success in physics and how small but significant changes can make the subject more welcoming to a wider range of learners.

Project Highlights:

- Research conducted as part of PHYS5300 module
- Students worked collaboratively across all research phases: planning, research questions, structure, data collection, data analysis, write-ups and presentation
- Supervised by Student Success and Physics academic
- Final report submitted and presented at the departmental student research conference
- Linked directly to the University of Kent's Access and Participation Plan (APP) and Student Success priorities.

A Living Legacy: EDU-B's Contribution to the Decolonising Agenda

A standout outcome of the EDU-B Team's work was the **creation of a publicly accessible digital resource:**

[Diversify and Decolonise Physics Webpage](#)

This page, hosted on the University of Kent's research portal, provides a growing resource hub for both **students and academic staff** to explore:

- The principles of decolonising the physics curriculum
- Insightful articles and definitions to support understanding
- Case studies and references to **minoritised and BAME physicists** who have historically contributed to the discipline
- Practical ways educators can embed diverse voices and perspectives into teaching and learning

"This was our way of ensuring the conversation doesn't end with our project," said one student.

"We wanted to leave something behind that could keep growing something others could learn from."

The webpage stands as a **living artefact of student-led transformation**, contributing to a wider institutional and sector-wide movement toward epistemic justice in STEM.

Stay Connected

Want to learn more about Student Success work in STEM disciplines, or help with your stage 2 research module?

Contact us at studentsuccess@kent.ac.uk or explore Kent's [Access and Participation Plan](#).

Visit the Physics student-created resource: [Diversify and Decolonise Physics Webpage](#)