

Good Practice: Using Global Majority Heritage resources within teaching

1. Use diverse imagery

- Representing a range of people, cultures and contexts through images can pique students' interest and prepare the ground for introducing diverse resources
- Images can speak as loudly as words

"Classical theological education often silences otherness of all kinds, so bring otherness into the framework of [your] teaching"

Revd Dr Carlton Turner (The Queen's Foundation)



2. Be creative in your search for resources

- It is not always easy to find diverse resources for every module, so broaden your search and look within related topics and subject areas

"I'm trying to be quite creative about [...] where I source [resources] from"

Revd Canon Grace Thomas (Luther King Centre)



3. Use your students' stories

- Oral traditions form the basis of many societies and are a valid learning tool
- Each student comes to class with stories from their life experience: how can you draw on these?

"We can use story and narrative as a basis for learning"

Revd Canon Grace Thomas (Luther King Centre)

4. Help students to notice their contexts and to learn from other contexts

- How do your students read the biblical text and why?
- All kinds of approaches to the Bible are valid and should be respected
- Based on the four-source model of theological reflection, the following concepts can be used as a tool to help your students to engage with diverse perspectives: context, culture, conviction and curiosity



"When the four sources interact, we can begin to unpick white colonial understandings and learn from other contexts. And it becomes a very enriching process"

Revd Canon Dr Liz Shercliff (Luther King Centre)



5. Make diversity visible and highlight where it is not present

- Highlight the geographic reality of the contexts of the Bible
- Encourage students to reflect on themselves as readers
- Make diversity visible and highlight places where it is not present
- When talking about a scholar, display their image

“[H]ighlight places where there isn’t diversity. So, for example, discussion around the historicity of the biblical text, that’s often dominated by white male scholars from North America and Europe. And so that raises questions of why it is that this particular group of scholars are interested in those questions, and why some other scholars seem less interested, and what that helps us to see”

Dr Rachel Starr (The Queen’s Foundation)

6. Support students to engage with a range of cultural perspectives

- Videos can help to highlight difference and expose students’ own cultural assumptions and prejudices
- Encourage students to read different perspectives in conversation with one another
- Expose students to a broad range of cultural perspectives and interpretations, providing questions to support them as they read and engage with these texts

“I want [students] to experience locating their assumed norms within a wider global picture. [...] Overall, what I’m trying to do in these different ways is to seek to equip students to be inquisitive, to challenge them to complexify topics and decenter their own perspectives, and also to inspire them to be lifelong learners who have the confidence to engage critically and compassionately with a range of perspectives”

Revd Dr Helen Collins (Trinity College Bristol)



“If your TEI would like to feature in the next video, please get in touch. We would love to hear more examples of good practice!”

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