

# DE-COLONISING SCIENCE THROUGH CO-TEACHING CONSILIENCE

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Recognition of Indigenous science in an increasingly globalised world is challenging but may be achieved through de-colonisation of higher education science curriculum (Le Grange, 2019). A focus on de-construction of stereotypes and prior knowledge, then scaffolding re-construction of understandings through critical inquiry, and acquisition of diverse knowledge in a way that is independent of the dominant culture may lead to de-colonisation of science (Harvey & Russell-Mundine, 2019). Our social-constructivist unit was characterised by a weekly lecture and workshop co-taught by one Eurocentric, and one Indigenous way science specialist. Insights gained while teaching this new unit that attempts to de-colonise science for first-year university science students have been discussed here, framed for broad application as other parts of the world are also subject to colonisation.

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