

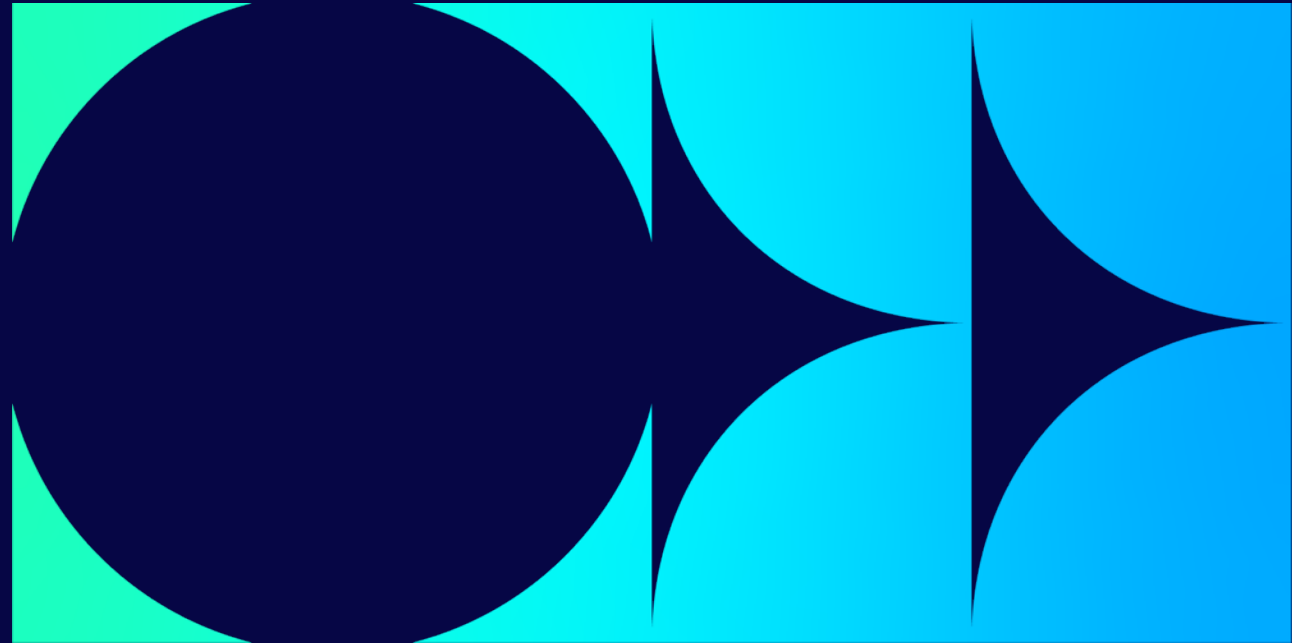
# Decolonising Computing

Insights into mapping of UK  
activity within Higher Education

**Zoe Tompkins, Kate Feliciello, Amaninder Singh**

School of Computing and Communications

25<sup>th</sup> March 2024



# Session outline

- 1) Overview of what decolonising computing means to the research team
- 2) Share initial findings of HE desk based audit of decolonising computing activities

# Decolonial commitments

## Epistemological

What – Embrace the ‘decolonial turn’

How – delinking or decentring from West/North centrism as the site of knowledge production

## Ethical political

What – embrace the ‘decolonial option’ by preferencing those on the margins

How – seek to address the legacy systematic effects of colonialism

# Adopting a decolonial computing perspective

- 1) Consider your geo-political orientation when designing, building, researching or theorising about computing phenomena
- 2) Embrace the decolonial option as attempting to think through what it might mean to design and build computing systems with and for those situated at the peripheries of the world system. Informed by the epistemologies located at such sites with a view to undermining the asymmetry of local-global power relationships.

(Sayeed: 2016)

# Artificial Intelligence coded bias


result

Your photo doesn't meet all the rules and is unlikely to be suitable for a new passport.

Find out the reason for this result

**It looks like your mouth is open**

Your photo



Passport photo

Select photo

X The photo you want to upload does not meet our criteria because:

- Subject eyes are closed


Please refer to the technical requirements. You have 9 attempts left.

Check the photo [requirements](#).

Read more about [common photo problems and how to resolve them](#).

After your tenth attempt you will need to start again and re-enter the CAPTCHA security check.

Reference number: 20161206-81



# AI coded basis

[Article link](#)

## Lost in AI translation: growing reliance on language apps jeopardizes some asylum applications



Illustration: Nicole Rifkin/The Guardian

Translators say the US immigration system relies on AI-powered translations, without grasping the limits of the tools

# Racial Homogeneity

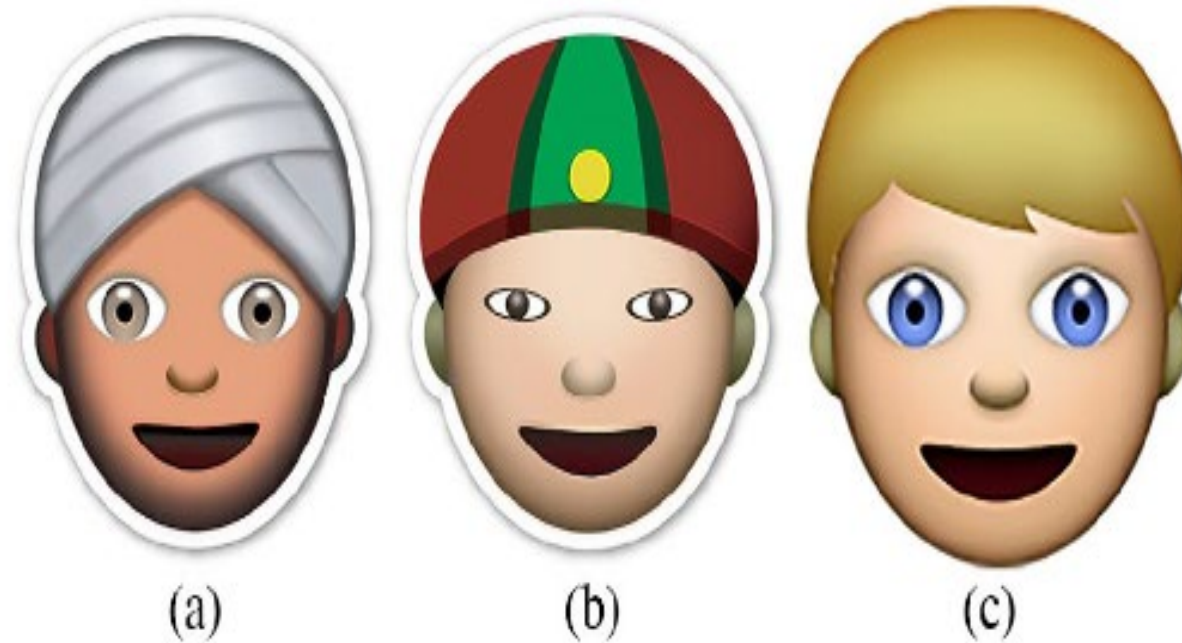


Figure 1. Unicode 7.0 versions of (a) Man with turban, (b) Man with gua pi mao, (c) Western man.

# Postcolonial Computing Circuits

From the core (demand and design) to the periphery (supply, sourcing and construction) to the core (consumption) to the periphery (disposal)



Description: person pushing trolley of waste through landfill



Description: pond like hole with brown/orange coloured water and surrounding earth



# LLM content moderation

- Nairobi workers for Sama asked to review text and image within OpenAI ChatGPT
- Graphic scenes of violence, self-harm, murder, rape, necrophilia, child abuse, bestiality and incest
- Suffered psychosocial trauma, low pay (\$1.46-\$3.74/hr) and abrupt dismissal

## **'It's destroyed me completely': Kenyan moderators decry toll of training of AI models**

Employees describe the psychological trauma of reading and viewing graphic content, low pay and abrupt dismissals



📷 Office premises of Sama in Nairobi, Kenya. Photograph: Tony Karumba/AFP/Getty Images

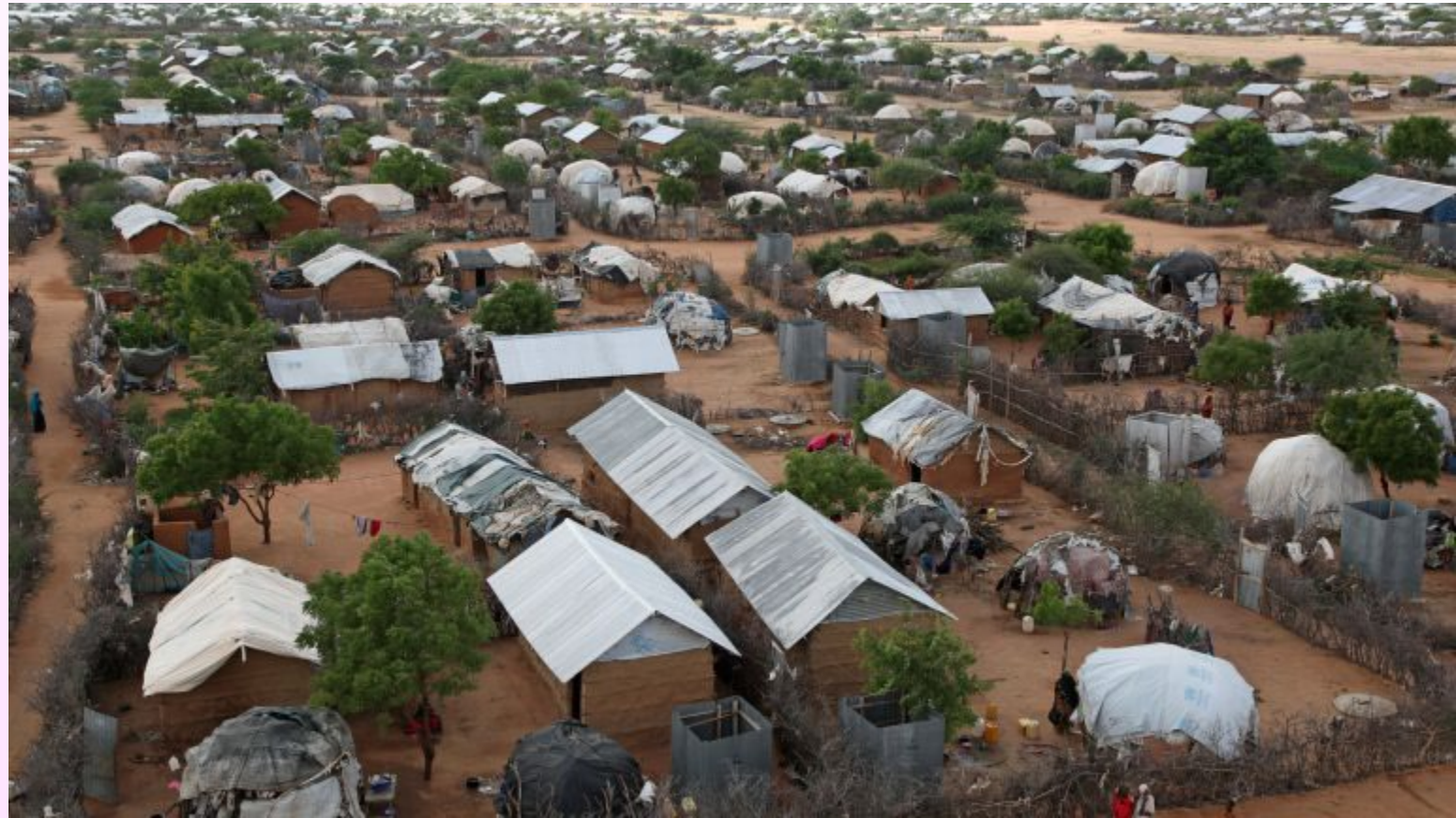
[Article link](#)

# Refugees help power machine learning at big tech

click work for Silicon Valley

Kenya's Dadaab refugee camp

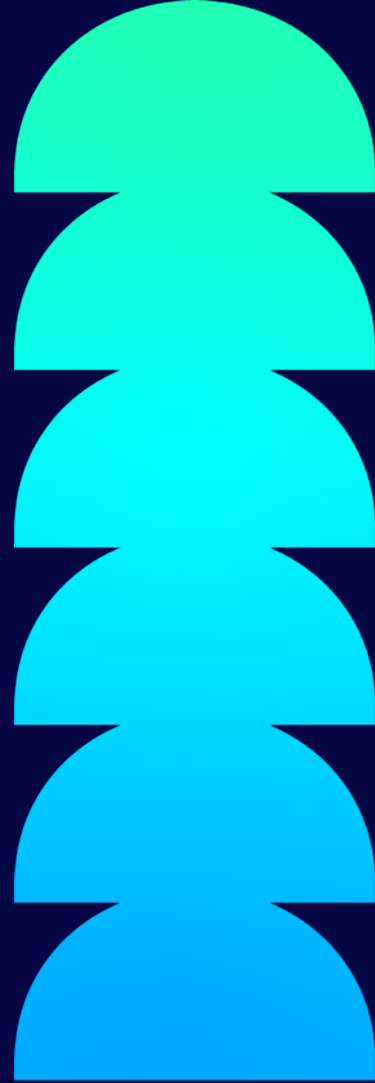
- AI systems fuelled by millions of underpaid workers
- Repetitive tasks under precarious labour conditions
- Sites like Clickworker, Amazon Mechanical Turk allow microtasks to be posted



# Decolonising Audit – where

*Where* did we look:

1. Russell Group e.g. Kings College London
2. Athena Swan (Silver) e.g. University of Warwick
3. Other HEI e.g. Nottingham Trent
4. Key word search “decolonising STEM/computing”



# Decolonising Audit – how & who

*How the audit was conducted:*

- ❑ Desk based – external public facing web pages
- ❑ Standardised template completion

*Who did the audit:*

3 x project team members

3 x student researchers



# Findings

## Decolonising Activities

### 1. Collaboration

Between students/staff and other internal services e.g. library.

With external services e.g. museums, authorities, professional computer associations

With other HEI's in Europe, Africa and Oceania

### 2. Scholarship

Papers written and articles published

### 3. Resources

Blog, video, toolkit, web page, guides, poetry

### 4. Events

Talks, discussions

# Findings cont.

## Decolonising Activities

### 5. Awards

STEM Learning Award, Benchmark Standard, best practice

### 6. Hub/Physical space

Studio, computing education research centre, centre for academic inclusion in science and engineering

### 7. Curriculum Development

Module, lecture

### 8. Strategy

Annual EDI Report

# 1. Collaboration

- ▶ Library and Student Union asking students to suggest new titles for the collection (Swansea)
- ▶ Students sit on Senior boards, Senate and Council (Bath)
- ▶ Students and staff research leading to a manifesto (Kent)
- ▶ 'Transforming Access and Student Outcomes' in HE, (Leicester and Kent) partnering to research impact of curriculum reform on race equality gaps

## 2. Scholarship

- › University of Edinburgh – Article published on ‘Techno-solutionism and Neocolonial Narratives in ICT (and other engineering) Curriculum’ in CEUR-WS
  - techno-optimism and techno-solutionism hides to the students that most of "technological progress" is highly dependent on colonial-era exploitation of the Global South
  - curriculum is mostly influenced by the requirements of profit-driven industries rather than societal needs.
- › Imperial College, London:
  - “Decolonization in a higher education STEMM institution – is ‘epistemic fragility’ a barrier?” Research carried out with teaching teams and although it is important area, many barriers still exist
  - “A novel data solution to inform curriculum decolonisation: the case of the Imperial College London Masters of Public Health” Examination of reading lists away from global north
- › Cambridge University
  - Perceptions of decolonisation of teaching and learning – a small study with a range of lecturers to look at how decolonisation practices could be used in the classroom



# 3. Resources

## University of Bristol

- ▶ Newsletter 'Decolonising the Bristol curriculum' available internally – last published Nov 2023
- ▶ A podcast and interview series on 'Decolonising the Curriculum' initiated in 2021 but not continued

## Liverpool School of Tropical Medicine (LSTM)

- ▶ Curation of images to tackle outdated or negative portrayals of minoritised groups
- ▶ Blog – Working towards decolonising language e.g. how to refer to global colleagues
- ▶ Exploring what restorative action looks for students

Expression of Interest: Decolonising language at LSTM

BLOG 16 NOV 2021



As members of the Decolonising Education Working Group, we are looking to set up a small Working Group of colleagues and students from across the School to explore how we might approach the Decolonisation of our Communication(s) and use of language.

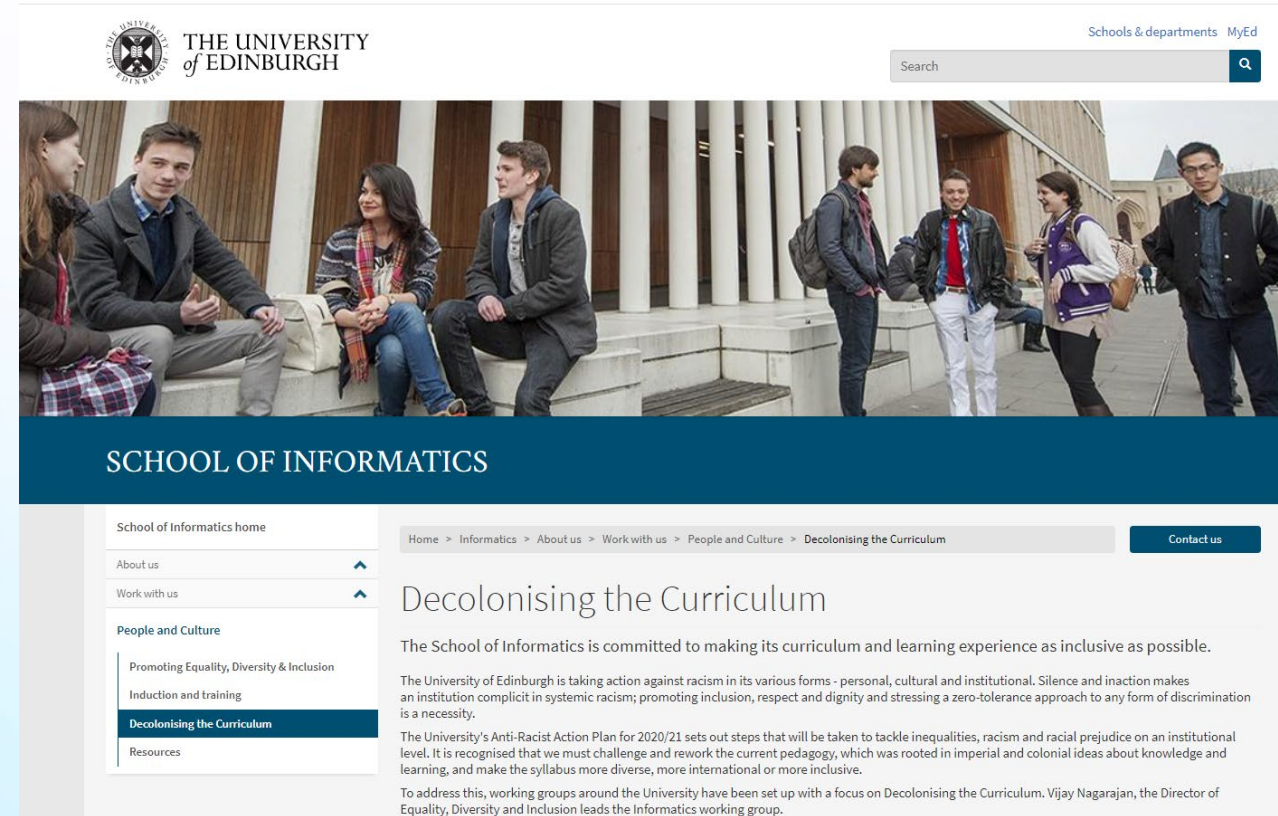
### 3. Resources cont.

- › Digital journal (archive) voices and experiences of indigenous perspectives (Kings College, London, LSTM)
- › Review and diversify reading lists (Kings College, London)
- › Sourcing representative images, alternative publishers and formats, best practice at other institutions (Bath)
- › Decolonising the curriculum toolkit (Leicester), How do I get started? (The Times HE)
- › Inclusive teaching and learning toolkit (Imperial College, London)

# 4. Events

## University of Edinburgh

- ▶ Decolonising the curriculum- the Podcast series involving academics from Engineering and Technology
  - These podcasts are available till 2021 but seem to have been discontinued
- ▶ Session on 'Decolonising your dissertation' in the Dissertation and Thesis Festival in Nov 2023
  - Talks about how citations can be used as a practical tool for including marginalised voices
  - Explores critical and practical approaches to library research
- ▶ Diversifying Toolkit for Staff- Online Launch event in May 2023
  - How to use more diverse resources in teaching



The screenshot shows the website for the School of Informatics at the University of Edinburgh. The page title is "Decolonising the Curriculum". The navigation menu includes "Home", "Informatics", "About us", "Work with us", "People and Culture", and "Decolonising the Curriculum". The main content area contains the following text:

The School of Informatics is committed to making its curriculum and learning experience as inclusive as possible.

The University of Edinburgh is taking action against racism in its various forms - personal, cultural and institutional. Silence and inaction makes an institution complicit in systemic racism; promoting inclusion, respect and dignity and stressing a zero-tolerance approach to any form of discrimination is a necessity.

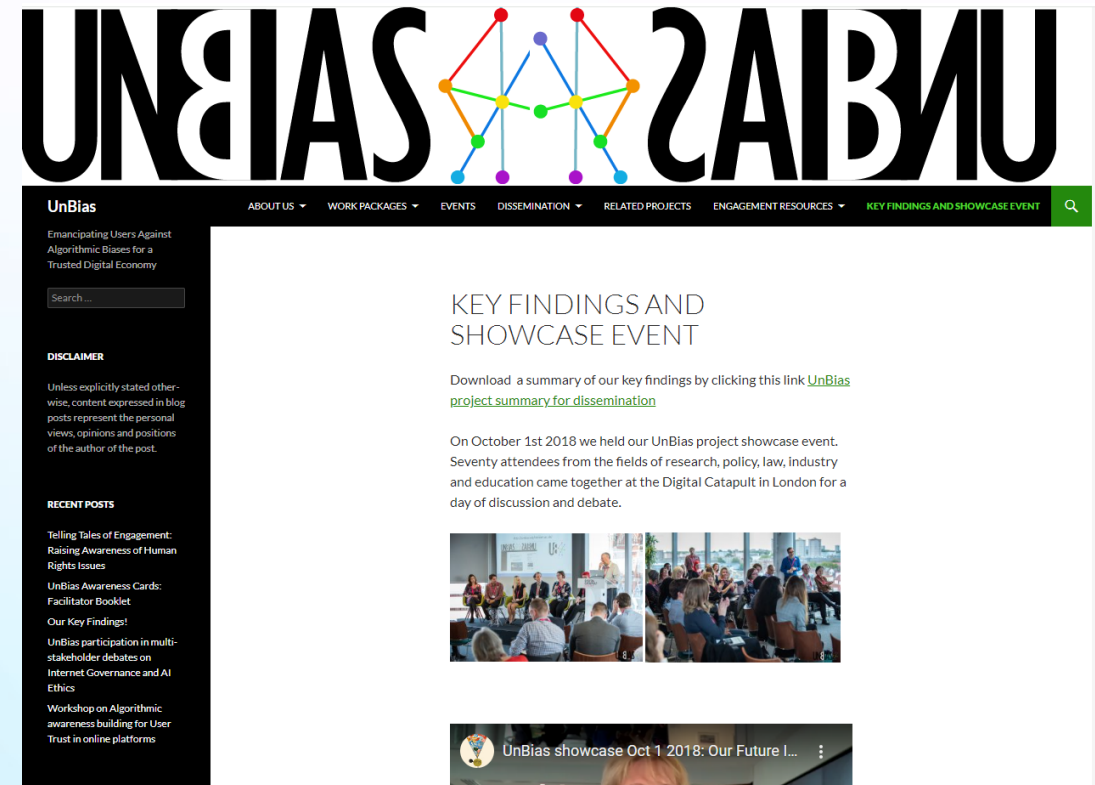
The University's Anti-Racist Action Plan for 2020/21 sets out steps that will be taken to tackle inequalities, racism and racial prejudice on an institutional level. It is recognised that we must challenge and rework the current pedagogy, which was rooted in imperial and colonial ideas about knowledge and learning, and make the syllabus more diverse, more international or more inclusive.

To address this, working groups around the University have been set up with a focus on Decolonising the Curriculum. Vijay Nagarajan, the Director of Equality, Diversity and Inclusion leads the Informatics working group.

# 4. Events cont.

## Oxford University

- ▶ Working on Human Centred Computing Theme at Oxford from 2018 resulting in Unbiased (Emancipating Users against Algorithmic biases for a trusted digital economy)
  - Setup Ethical Hackathon – a design challenge that highlights ethical issues alongside technical ones.
  - Responsible research & innovation (RRI) focussed Youth Juries and Hackathons to promote improved design e.g. case studies on algorithmic bias, search engine bias etc.

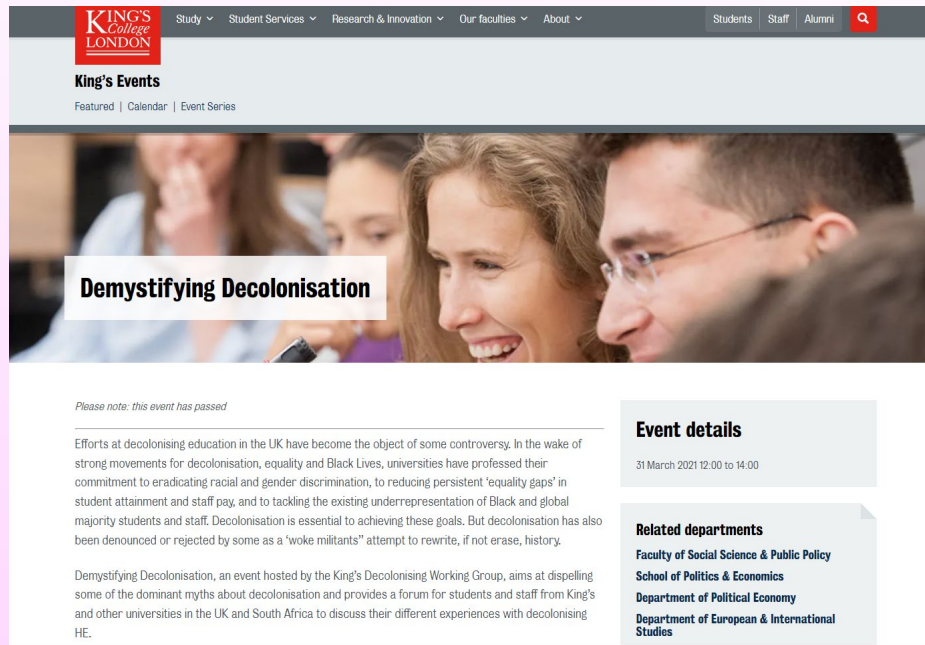


The screenshot displays the UnBias website. At the top, the logo 'UNBIAS' is followed by a network diagram with nodes in red, blue, green, and orange, and 'ZAIWU' to the right. Below the logo is a navigation bar with links: ABOUT US, WORK PACKAGES, EVENTS, DISSEMINATION, RELATED PROJECTS, ENGAGEMENT RESOURCES, and KEY FINDINGS AND SHOWCASE EVENT. The main content area features the heading 'KEY FINDINGS AND SHOWCASE EVENT' and a call to action: 'Download a summary of our key findings by clicking this link [UnBias project summary for dissemination](#)'. Below this, a paragraph states: 'On October 1st 2018 we held our UnBias project showcase event. Seventy attendees from the fields of research, policy, law, industry and education came together at the Digital Catapult in London for a day of discussion and debate.' A photograph shows a group of people in a meeting room. At the bottom, a video player shows a thumbnail for 'UnBias showcase Oct 1 2018: Our Future I...'. The left sidebar contains the UnBias mission statement, a search bar, a disclaimer, and a list of recent posts.

# 4. Events cont.

## Kings College, London

### Demystifying Decolonisation



The screenshot shows the King's College London website. At the top, there is a navigation bar with links for 'Study', 'Student Services', 'Research & Innovation', 'Our faculties', and 'About'. Below this is a search bar and a 'King's Events' section with sub-links for 'Featured', 'Calendar', and 'Event Series'. The main content area features a large image of a diverse group of people smiling, with the text 'Demystifying Decolonisation' overlaid. Below the image, there is a note: 'Please note: this event has passed'. The event details section states: 'Efforts at decolonising education in the UK have become the object of some controversy. In the wake of strong movements for decolonisation, equality and Black Lives, universities have professed their commitment to eradicating racial and gender discrimination, to reducing persistent 'equality gaps' in student attainment and staff pay, and to tackling the existing underrepresentation of Black and global majority students and staff. Decolonisation is essential to achieving these goals. But decolonisation has also been denounced or rejected by some as a 'woke militants' attempt to rewrite, if not erase, history.' The 'Demystifying Decolonisation' event is described as being hosted by the King's Decolonising Working Group, aimed at dispelling dominant myths about decolonisation and providing a forum for students and staff from King's and other universities in the UK and South Africa to discuss their experiences with decolonising HE. The event details are: 31 March 2021 12:00 to 14:00. Related departments listed include: Faculty of Social Science & Public Policy, School of Politics & Economics, Department of Political Economy, and Department of European & International Studies.

## Imperial College, London

### Focus on examining geographic bias in our curricula

#### Examining geographic bias in our curricula



#### Focus on examining geographic bias in our curricula

This workshop will explore to what extent geographic bias (specifically a bias toward research from high-income countries) may exist in the faculty and the curricula at Imperial College London. This stems from the well-documented observation that research from prestigious institutions, many of which are in high-income countries, is more frequently published and cited in the research literature. We situate this workshop within the broader debate surrounding the "decolonization" of the higher education, and query which role reading lists may or may not play in the process. Through a series of small group discussions and plenaries, this workshop presents an opportunity for you to learn more about this issue, examine your own practices, and share experiences with your colleagues. This workshop is part of a larger research project funded through the Presidents Excellence Award for Teaching and Learning.

This workshop, developed in partnership between the School of Public Health and Library Services, is

#### Workshop details

Dates for 2023-24

- Monday 22 April 14:00-17:00 (in person)

#### Tutors

Ms Georgina Wildman, Dr Matt Harris, Ms Coco Nijhoff

# 4. Events cont.

## University of Sussex

### Decolonising the Curriculum at Sussex – a half-day online symposium

#### Register now: Decolonising the Curriculum at Sussex - a half-day online symposium

By: Sean Armstrong

Last updated: Thursday, 10 June 2021



Save the date:

Decolonising the Curriculum at Sussex: Cross-disciplinary Perspectives & Decolonial Futures, A Half-Day Online Symposium | 30 June | 9.30 am - 1.00 pm

Students and staff are invited to attend a half-day online symposium on Wednesday 30 June, 9.30 am to 1.00 pm to explore concrete examples of decolonising the curriculum at Sussex. This symposium aims to spark an inclusive and longer-term conversation around possibilities for decolonising the curriculum across disciplinary contexts at the University. [Register for the symposium now.](#)

#### Decolonising the curriculum in context

For universities around the world, decolonising the curriculum has increasingly emerged as central to addressing race-based inequities in student attainment and outcomes while, at the same time, delivering a truly global and culturally enriching educational experience that benefits all students. Across higher education institutions, however, decolonising the curriculum has yet to achieve consensus, with its plurality of approaches and the pace of change serving as sites of contestation between staff and students.

#### The Sussex difference

Here at Sussex, the ambition is to be radically disruptive of this traditional divide between staff and students. The core aspiration of the event is to spark inclusive, cross-disciplinary conversations around how decolonising the curriculum can move from being contested to being integral both to Sussex's pedagogic delivery and curriculum. Created by a staff-student team comprising Professor Claire Smith, Deputy Pro-Vice-Chancellor, Education and Innovation, Dr Eva Sansavio, Academic Developer, School of Media, Arts and Humanities, the student-led group Decolonise Sussex and academic colleagues from across the University's disciplinary spectrum, the event will take as its starting point two key questions:



# 5. Awards

## University of Kent

[University of Kent](#) > [Student Success](#) > Diversity Mark

### Diversity Mark

Diversity Mark is an institution-wide award that is given to modules that can offer a diverse and inclusive range of resources for their students via their reading lists.

#### Diversity Mark

[The award](#) is given to those convenors that undergo a process of review and reflection **with their students** to ensure that they have considered **authors and perspectives from divergent backgrounds**, such as race, gender, sexuality, disability, internationalisation, and socio-economic contexts within their discipline. Diversity Mark aims to support staff in representing diverse perspectives and authors in their reading list, which in turn leads to **a more inclusive learning experience for students**.

Diversity Mark evolves year on year. In some instances a module has a purely

#### In this section

##### Diversity Mark

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Articles and Blogs

---

Conferences and Events

---

Podcasts and Videos

---

Getting Involved

---

Outcomes

# 6. Hub/physical space

## Exeter Decolonising Network



ABOUT ▾ WHO WE ARE ▾ SOLIDARITY ▾ WORK ▾ RESOURCES 🔍

# WELCOME

Welcome to the Exeter Decolonising Network (EDN) collective space for writing, thinking and sharing matters related to decolonial and antiracist praxis within and beyond the academy.

“Our survival, our humanity, our worldview and language, our imagination and spirit, our very place in the world depends on our capacity to act for ourselves, to engage in the world and the actions of our colonizers, to face them head on.”

— Linda Tuhiwai Smith

BLOG



## Collection of staff, students, and community members affiliated to the University of Exeter

- ▶ Reflections space
- ▶ Creativity space
- ▶ The Roots Resistance



THE ROOTS RESISTANCE

"We are here to challenge the dominant waves of knowledge production in spaces that weren't made for us, by making a space of our own."



# 7. Curriculum Development

## Nottingham Trent

The screenshot shows the Nottingham Trent University website. At the top, there is a navigation menu with links for 'Study', 'International', 'Research', 'Business', 'Alumni', and 'About'. A search bar is located in the top right corner. The main content area features a large image of students walking on a campus path with the NTU logo in the background. Below the image, the heading 'Supporting Curricula Decolonisation' is displayed, followed by a sub-heading 'What is curriculum decolonisation?'. A small text block below the sub-heading states: 'There are many different definitions of decolonisation.'

### Resources to support curricula decolonisation

These external resources, which include videos and podcasts, can be used to introduce yourself to the importance of curricula decolonisation and to familiarise yourself with current movements and debates taking place within higher education.

#### The Internationalist Podcast - Decolonising higher education

This podcast series brings together academics, students and practitioners

#### The Interrogating Spaces Podcast

This podcast series examines ideas around inclusivity and attainment in Higher Education, exploring topics that

#### Black Student Voices: What Does It Mean To Decolonise the Curriculum? (YouTube)

## Discipline-specific resource lists

For subject specific resources click on the link to your School, where you will find a variety of guides and case studies around decolonisation. If you would like to add further titles, please email your recommendations to [libinfodirect@ntu.ac.uk](mailto:libinfodirect@ntu.ac.uk).

Please note, staff will need to sign in using their online NTU accounts to access these resources.

- [Confetti](#)
- [Nottingham Business School](#)
- [Nottingham Law School](#)
- [School of Animal, Rural, Environmental Sciences](#)
- [School of Architecture, Design and the Built Environment](#)
- [Nottingham School of Art and Design](#)
- [School of Art and Humanities](#)
- [School of Science and Technology](#)
- [School of Social Sciences](#)

## Critical questions for discipline-specific resource lists

The Centre for Academic Development and Quality have designed a series of critical questions to be use alongside the resource lists to support the process of curricula decolonisation. Asking yourself these questions will help you engage effectively with the material.

### Before engaging with the discipline-specific resource lists

- Have I made efforts towards understanding the global and local impact of colonisation and decolonisation, coloniality and decoloniality?
- What are my assumptions and biases about knowledge and power?
- Have I reflected on my positionality and power dynamics within my discipline, teaching and wider communities?
- What overall do I hope to gain by engaging with the discipline-specific resource lists?

Further critical questions to ask yourself:

- Have I further developed my own understanding?
- Have I explored new resources to include in my module/course reading lists?
- Am I exploring how I can bring the topic of coloniality and decoloniality into my teaching, discourse and content?
- Am I increasing my confidence in talking and teaching about coloniality and decoloniality within my discipline?

### While engaging with the discipline-specific resource lists

# 7. Curriculum Development

## Aston University



About ▾ Aston students International Alumni Staff (One Aston)

Search the site

Courses ▾ Student life ▾ Research ▾ For Businesses

Find a course

Home / About / Our Mission, Vision and Values / Inclusive Aston / **Decolonising the curriculum at Aston University**

### Decolonising the curriculum at Aston University



- ▶ Decolonising the Curriculum Working Group. Staff and students are welcome to join this group
- ▶ Library Services support
- ▶ Aston Students' Union provides a forum
- ▶ University Learning & Teaching Committee embeds monitoring of decolonising
- ▶ College Learning & Teaching Committees
- ▶ University Equality, Diversity & Inclusion Committee
- ▶ Aston Voices Group
- ▶ Associate Pro-Vice Chancellor for Diversity & Inclusion

# 8. Strategy

## University of Bath

### Access and Participation Plan 2024-2028, Intervention Strategy 3: Degree Awarding Gaps

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcomes	Outcome Indicator
<b>1</b> – Sense of Belonging <b>7</b> – Lack of appropriate support mechanisms	ABMO (OBJ3.2)  Disabilities (OBJ3.3)	Creating an inclusive and enriching university learning environment: <ul style="list-style-type: none"> <li>- Structured and wide-ranging inductions</li> <li>- Personal tutoring</li> <li>- Dedicated Student Experience staff</li> </ul>	Students have a sense of belonging with the course.  Staff engage with students regularly in small groups and are able to understand their needs.	Increase in student satisfaction and sense of belonging, measured in unit evaluations, student surveys and internal data collection  Increased on course attainment and degree attainment
<b>1</b> – Sense of Belonging <b>5</b> – Inequity, discrimination or unconscious bias <b>7</b> – Lack of appropriate support mechanisms	ABMO (OBJ3.2)  Disabilities (OBJ3.3)	Creating inclusive and enriching teaching and learning <ul style="list-style-type: none"> <li>- Academic support delivered by individual departments.</li> <li>- Decolonising the curriculum</li> <li>- Curriculum Transformation implementation</li> <li>- Centre for Learning and Teaching talks, curriculum development and design, staff workshops</li> </ul>	Staff across the university engage with and understand the challenges faced by WP students  Focus on inclusion, equity and diversity embedded across all levels of leadership and governance and accessibility is a key priority across all areas of university life	Increase in student satisfaction and sense of belonging, measured through NSS scores and internal data collection  Increased on course attainment and degree attainment

# 8. Strategy cont.

## University of Bath

Access and Participation Plan 2024–2028, Intervention Strategy 3: Degree Awarding Gaps

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcomes	Outcome Indicator
8 – Lack of role models		<ul style="list-style-type: none"><li>- Personal tutoring</li><li>- Dedicated Student Experience staff</li><li>- Unconscious bias training for staff</li></ul> All written examinations and other forms of summative assessments are marked anonymously, wherever practical.	<p>Teaching staff are provided with opportunities to develop the skills tools and knowledge to deliver impactful teaching and learning.</p> <p>Courses that have undergone curriculum transformation and <b>decolonising</b> curriculum work are student centred and promote inclusivity and student success</p>	

# 8. Strategy cont.

## University of Sussex

Decolonisation statement for the library

### Decolonisation Statement

#### Decolonisation and the University of Sussex Library

The library's activities are rooted in systems of inequality built upon the racist legacies of imperialism. Libraries are not neutral. By recognising white privilege and the existence of inequality we will ensure that our collections and our work are not controlled by a single point of view and are informed by evidence-based practice.

Decolonisation in the library seeks to redress the inherent imbalances and power-structures present in our work and collections. We recognise that these unequal power structures are embedded within wider institutional systems of whiteness and are committed to collaborating in a process of lasting change around this in line with the [University of Sussex Race Equality Charter Mission](#).

The library's areas of activity in decolonising practices, collections and services are outlined below. We will promote decolonisation work throughout the library, ensuring that all staff have opportunity to learn and engage. However, dialogue on decolonisation will continue beyond this statement; our work is - and will be - an urgent and ongoing process.

## University of York

Statement of approach to decolonising and diversifying the curriculum

### Introduction

This is the University of York's **statement of approach to decolonising and diversifying the curriculum**, co-constructed by staff and students from the University. It has been created following a number of discussion events with staff and students, and has been shaped by campaigns run by the University of York's Students' Unions, as well as other key University initiatives and events. This statement aims to reflect what is important to the University of York community, and sets out a framework of key principles. We also hope to make explicit our understandings about decolonisation and diversification so that as an academic community we have a shared sense of ownership. Decolonising and diversifying the curriculum is an ongoing process, and our approach and its impact will be regularly reflected on and reviewed.

### The University of York: A University for Public Good

In its vision for the University of York, a commitment to Equity, Diversity and Inclusion features as a key principle:

Freedom of inquiry and expression are central to intellectual advancement and to social and economic development. Upholding them is tantamount to assuring that every single member of our communities – whatever their heritage, creed, or orientation – is treated with the respect we expect for ourselves, is afforded the same opportunities, and feels at ease with being in our midst. [University principles - Mission and strategies](#)

A commitment to decolonising and diversifying the curriculum helps to realise this principle across our learning community.

Alongside this, the University's [Together York Community Declaration](#), which has been developed collaboratively with staff and students to describe the foundations and aspirations of our learning

# Summary

- 1) Decolonisation in Computing is still a developing area of study
- 2) To start developing case studies based on our audit findings and surveys
- 3) To create workshops to gather a variety of stakeholder views: tuition delivery, academics and management
- 4) Continue to attend conferences to engage with computing educators
- 5) Building contacts to create a decolonisation network
- 6) Think about your positionality

# References

- ▶ Sayed, M. A. (2016) A brief Introduction to decolonial computing in *XRDS: Crossroads, The ACM Magazine for Students*, Vol 22, Issue 4, pp. 16–21. Available at: <https://doi.org/10.1145/2930886>. (Date accessed: 25<sup>th</sup> March 2024)
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- ▶ Miltner, K. (2021) 'One part politics one part technology, one part history'. Racial representation in the Unicode 7.0 emoji set *New Media & Society*, 2021, Vol. 23 (3), p.515–534.
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- ▶ Tompkins, Zoe and Ramage, Magnus (2023). What does it mean to decolonise Computing and IT - Another dumb buzzword or re-envisaging all cultures and knowledge systems for how the world is framed? In: *Proceedings of the 11th International Technology, Education and Development Conference*, IATED pp. 4250–4261.

# Thank you

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**The Open  
University**