

# Teaching in Higher Education

## Critical Perspectives

ISSN: (Print) (Online) Journal homepage: [www.tandfonline.com/journals/cthe20](http://www.tandfonline.com/journals/cthe20)

## Diversifying curricula: how are people of colour represented in lecture slide images?

Mi Young Ahn, Kathleen M. Quinlan & Barbara Adewumi

**To cite this article:** Mi Young Ahn, Kathleen M. Quinlan & Barbara Adewumi (21 Nov 2023): Diversifying curricula: how are people of colour represented in lecture slide images?, Teaching in Higher Education, DOI: [10.1080/13562517.2023.2283725](https://doi.org/10.1080/13562517.2023.2283725)

**To link to this article:** <https://doi.org/10.1080/13562517.2023.2283725>



© 2023 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



Published online: 21 Nov 2023.



Submit your article to this journal [↗](#)



Article views: 1192



View related articles [↗](#)



View Crossmark data [↗](#)

# Diversifying curricula: how are people of colour represented in lecture slide images?

Mi Young Ahn <sup>a</sup>, Kathleen M. Quinlan <sup>b</sup> and Barbara Adewumi <sup>c</sup>

<sup>a</sup>Sociology department, Goldsmiths, University of London, London, UK; <sup>b</sup>Centre for the Study of Higher Education, University of Kent, Canterbury, UK; <sup>c</sup>Student Success, University of Kent, Canterbury, UK

## ABSTRACT

Diversifying higher education curricula has been called for as one way to reduce racial inequalities in higher education. This study makes an original contribution by focusing on images of people in lecture slides. We explored how people of colour versus white individuals were portrayed in images (n=250) used in lecture slides in four first-year core social sciences modules and whether the images were likely to be 'inspiring' to racially minoritised students. Drawing on visual content analysis used in textbook studies and thematic analysis, we developed a novel method of analysing lecture slide images. Only 12% of the images presented people of colour in positive, non-stereotyped and active roles that could be described as inspiring. People of colour were less likely to be presented and less likely to be featured exclusively in an image than white people. By applying a Critical Race Theory framework, we discuss implications for curricular reform.

## ARTICLE HISTORY

Received 17 February 2023  
Accepted 6 November 2023


## KEYWORDS

Hidden curriculum; culturally sensitive curriculum; visual content analysis; racial inequalities; higher education

## Introduction

Calls to diversify or decolonise higher education (HE) curricula (Douglas, Shockley, and Toldson 2020; Hall et al. 2021; Peters 2018; Thomas and Jivraj 2020) have gained greater traction as universities seek ways to reduce racial inequalities. Efforts to diversify curricula to better reflect the histories, experiences, contributions, and aspirations of racially minoritised people<sup>1</sup> have unfolded in different ways in different countries. For example, the movement in South Africa has focused on decolonising (Meda 2020; Mheta, Nyangu Lungu, and Govender 2018) while in Australia, curricular reconciliation is sought (Fildes 2021).

In England, where this study was set, racially minoritised students are entering HE at the highest rates of any groups of students. However, disparities persist between racially minoritised students and their white counterparts in their experiences (Office for Students 2020), degree attainment (Richardson, Mittelmeier, and Rienties 2020), and employment outcomes (Li 2018). The Office for Students (OfS) has set ambitious targets to eliminate all racial inequalities in degree attainment by 2030. Several prominent

**CONTACT** Kathleen M. Quinlan  k.m.quinlan@kent.ac.uk

© 2023 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group  
This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

studies have recommended making changes in the curriculum to reduce attainment gaps (Dale-Rivas 2019; Mountford-Zimdars 2015), emphasising that universities need to attend to structural elements of the environment to achieve equality.

Students, too, have been calling for changes in their curriculum under hashtags such as #WhyisMyCurriculumSoWhite, #RhodesMustFall, and #LiberateMyCurriculum (Peters 2018; Thomas and Jivraj 2020). In response, recent studies have focused on the absence of authors of colour in course reading lists in various subjects (Adewumi and Mitton 2022; Adewumi et al. 2022; Borkin 2021; Schucan Bird and Pitman 2020). Yet, racial representation and portrayals in other aspects of curricula have received little attention.

To our knowledge, no studies have investigated the ways that people of different races are portrayed in lecture slide images, although teacher-developed lecture slides constitute key curricular materials and are an important site for curricular reform. We interrogated the cultural sensitivity of the curriculum (Thomas and Quinlan 2023) by examining the images of people used in lecture slides. We sought to determine whether there were differences in the way racially minoritised versus white individuals were portrayed in four core social science modules.

## Literature review: studies of images in the curricula

There is a growing body of literature investigating lecture slides in general, focussing mainly on their effectiveness in teaching and learning (Baker et al. 2018; Levasseur and Kanan Sawyer 2006; Strauss, Corrigan, and Hofacker 2011). Most found positive effects of the use of lecture slides on students' academic performance as measured by exam results or surveys (e.g. Bartsch and Cobern 2003; Chen and Lin 2008; Raver and Maydosz 2010), though some showed no effect (Baker et al. 2018; Cosgun Ögeyik 2017) or even negative effects (Weatherly, Grabe, and Arthur 2003).

Several studies have treated images as one of the essential components of slides and demonstrated that images in lecture slides play a critical role in student learning. For example, Roberts (2018, 2019) found that a group of social sciences students who were taught with images in lectures were more engaged and had better learning outcomes than a control group without images. Some researchers have concluded that images used in lecture slides should be conceptually related to the texts to support students' learning (Baker et al. 2018; Bartsch and Cobern 2003; Hallewell and Lackovic 2017; Tangen et al. 2011). Yet, Hallewell and Lackovic (2017) examined 145 photos from slides of 20 lectures in undergraduate psychology in 16 UK universities and found that two thirds of the photographs were not directly related to the content. Roberts (2019) found that only 'metaphorical or paradoxical' images and not those with literal meanings made a positive impact.

These studies suggest that the role of images in lecture slides warrants further research attention. Despite the importance of selecting the most appropriate images and applying them in meaningful ways, we found no research on the ways in which different groups of people were represented in lecture slide images or how those portrayals might affect students, particularly those from racially minoritised groups.

In contrast, there is a body of primarily US-based research that examines gender and, to a lesser extent, racial representation in images in textbooks at various levels of

education. In HE, Ferree and Hall (1990) found racially stereotypical images in American sociology textbooks, with mainly white men depicted in the politics chapters. Allen and Wallace's (2010) research on American government/politics textbooks revealed only 21% of a total of 1,645 roles occupied by African Americans were positions of power. In more recent studies, Eigenberg and min Park (2016), and Park et al. (2018) found that white males tended to be depicted pre-dominantly as professionals in the US criminal justice systems in images in criminology textbooks, whilst Black males were typically presented as criminals. Park et al. (2018) also found the percentage of white people depicted as professionals (39%) was substantially higher than people of colour (28%). Woynshner and Schocker's (2015) content analysis of high school history textbooks in the US examined how Black women were portrayed. Looking beyond textbooks to other visual material presented to HE students and prospective students, Osei-Kofi and Torres' (2015) visual textual analysis of 20 US admissions viewbooks found stereotypical images of scientists as White heroic males. We draw on the concepts and methods used in these related studies to investigate images of people in lecture slides in first year social science modules in the UK. In doing so, we address key gaps in both the literature on making curricula more diverse and culturally sensitive and the literature on lecture slides.

## Conceptual framework

We situate our study broadly within critical race theory (CRT), a cross-disciplinary social and intellectual movement that shifts attention away from racism as an individual act to the ways structural racism is embedded in society and enacted in policies, practices, and processes (Harper 2012; Ladson-Billings and Tate 1995; Ledesma and Calderón 2015). CRT research has been used to show how race and racism manifest themselves in educational settings, including the curriculum and teaching practices (Ledesma and Calderón 2015). Spotlighting these issues enables educators to reconsider their practices through a CRT praxis.

Ladson-Billings (1995) also used CRT as a conceptual framework to argue for a culturally relevant curriculum that facilitates learners' socio-political awareness, enabling them to challenge hegemonic, taken-for-granted power structures. Thomas and Quinlan (2023) built on this CRT foundation, particularly Ladson-Billings' work, to conceptualize culturally sensitive curricula as those in which attitudes, teaching methods and practices, teaching materials, curriculum, and theories relate to, affirm and respect diverse cultures, identities, histories, and contexts. They operationalized this definition in their Culturally Sensitive Curricula Scales (CSCS) (Thomas and Quinlan 2023; Quinlan et al. 2022), a Likert scale survey that allows students to rate six distinct but related factors: *Diversity Represented*, *Negative Portrayals*, *Positive Depictions*, *Challenge Power*, *Inclusive Classroom Interactions* and *Culturally Sensitive Assessments*. Culturally sensitive curricula matter because they are associated with students' interest (Quinlan et al. 2022), especially among minoritised students (Thomas and Quinlan 2023).

While racially minoritised students consistently rated their curricula as less culturally sensitive overall than white students across factors (Thomas and Quinlan 2023; Quinlan et al. 2022), these differences were largest on *Positive Depictions* and *Negative Portrayals* (Quinlan et al. 2022). Therefore, we focus specifically on *Negative Portrayals* and *Positive Depictions* as a lens for analysing lecture slide imagery. *Negative Portrayals* capture the

extent to which people of colour are represented in stereotyped or negative ways or seen as the source of social problems such as crime, violence, and poverty. *Positive Depictions* assesses the extent to which people of colour are presented in positive ways, in terms of their strengths, having high income or education, or in positions of power or leadership.

Lecturers choose the content of their lectures, design their lecture slides, and choose images to illustrate the points they want to make. However, they may not be considering the range of potential impacts of the images used in lecture slides (Hallewell and Lackovic 2017). Unexamined and unquestioned by lecturers and students, lecture slide images may convey unintended messages, constituting part of what Jackson (1968) termed the hidden curriculum. Because the hidden curriculum is unexamined, deeply engrained structural racism is most likely to be present there. Using a CRT frame to analyse potential examples of racism embedded in the hidden curriculum of lecture slide imagery is important to understanding students' experiences, as well as assisting educators in challenging and changing this aspect of their curriculum (Cotton, Winter, and Bailey 2013).

## Research questions and aims

We address the following questions: how are people of colour and white individuals portrayed in the images used in lecture slides? Specifically, how often and how exclusively were people of colour portrayed in the images? What themes emerged, and are racially minoritised actors depicted differently from white actors? How inspiring are the images likely to be for racially minoritised students, and how different are the results by modules? Through this empirical inquiry, we aimed to develop methods for CRT – inspired visual analysis of lecture slides, prompt critical reflection on the role of images in diversifying curricula, and build the foundation for further research on the impact of lecture imagery on students' engagement and attainment.

## Materials and methods

### Sample

All photos of people ( $n = 269$ ) were extracted from the lecture slides of all lectures given over 12 week terms in four first year core (required) social science modules. The modules were taught in the 2020–2021 academic year at a racially diverse university in the UK that is ranked in the middle of most UK league tables. University teaching staff are primarily white (including the four participating module convenors), while the student body ranged from 35–40% racially minoritised in those modules.

Lecture slides were downloaded from the virtual learning environment with the permission of the lecturers and ethics approval from the first author's department. After initial screening, 19 images were excluded as they did not show a person's face or it was impossible to code the race of the person depicted, leaving a corpus of 250 photos.

### Measures and coding procedures

A mixed methods approach was used, drawing on techniques of visual content analysis (Bell 2001) and thematic analysis (Braun and Clarke 2006). Visual content analysis, as

‘a systematic, observational method used for testing hypotheses about the ways in which [images] represent people, events, situations’ (Bell 2001, 14), is efficient and robust for analysing a large number of samples, focusing on the literal representation in an objective way (e.g. counting numbers of people of colour vs white people in each frame). Quantitatively summarising across qualitative assessments addresses key criticisms of qualitative analysis alone (e.g. Baro and Eigenberg 1993; Krippendorff 2012; Silverman 2011). In addition, we used thematic analysis to consider the importance of the cultural and social contexts of visual data that are crucial to the interpretation of their meaning (Peirce 2000).

The approach, codes, coding scheme, and themes were agreed in a series of working sessions among the research team. The three researchers were from different racial groups, including Asian, Black, and white, and brought a variety of personal experiences of race and ethnicity. At the first meeting, all three researchers reviewed all the images, discussed general impressions, and potential approaches to coding. In a second working session, the researchers calibrated their visual content analysis (Bell 2001) judgements of the following key measures (in bold below), treating the whole image as the unit of analysis. After calibration through collaboratively discussing specific cases and clarifying coding rules until agreement was reached consistently, the first author coded all the images.

Visual content analyses were based heavily on Ferree and Hall’s (1990, 504) categorisation of ‘the depiction of individuals’ and ‘the social composition of photographs’, used in their research on sociology textbooks in HE in the USA and adapted in other textbook studies (e.g. Baro and Eigenberg 1993; Love and Park 2013; Park et al. 2018). For this study, ‘presence or absence of people of colour’, and ‘exclusiveness’ were adapted.

**Presence of people of colour (PoC)** refers to whether a visually identifiable racially minoritised person was present in the photo (i.e. Black or Asian/people of colour). We use the terms racially minoritised and people of colour synonymously to refer to a broad, socially constructed category that, in our study, primarily included people of apparently African and Asian descent. This coding of race is blunt and may not match the self-identification of the people photographed. However, our aim was to capture broad racial categories as they would likely be interpreted at a glance by the intended audience for the slides (i.e. predominantly UK students). This approach assumes that people of colour are readily identifiable in white-majority societies and experience various forms of discrimination and differential treatment based on quick visual appraisals.

**Exclusiveness** refers to whether a PoC appeared exclusively or not (Ferree and Hall 1990; Allen and Wallace 2010). Ferree and Hall argued that an exclusive portrayal (such as a portrait) conveys ‘visual dominance’ and ‘greater sociological significance’ (Ferree and Hall 1990, 506). For this study, we measured the frequency of exclusive and integrated representation of people of colour.

**Inspiring for racially minoritised students** was a holistic judgement of the image anchored in *Positive Depictions* (Thomas and Quinlan 2023; Quinlan et al. 2022). We defined it as, ‘whether PoC are depicted in positive, active roles to which racially minoritised students may wish to aspire, rather than absent, under-represented, or depicted in stereotypical or marginalised roles or as social problems’. For example, an image of Martin Luther King Jr giving a speech was considered ‘inspiring’. An image in which a lone Black student appears in a class full of white students and a white teacher was not deemed inspiring due to under-representation.

To provide a more detailed analysis of the images and justify our broad assessment of ‘inspiring’ or ‘not inspiring’, we shifted the unit of analysis from the whole image to the roles of the primary actors and conducted thematic analysis. Thus, in the results section, we will present the results of the roles analysis before discussion of ‘inspiring’ images.

**Roles of primary actors** were coded in four stages. First, we identified the actors. Where only one actor was depicted, coding for a primary actor was straightforward. In images with multiple people depicted, we identified up to three actors based on their role in the image. For example, actors who were in the centre of the image or central to the action taking place (e.g. talking or gesturing) were coded. In crowd scenes, such as a street full of commuters or protestors, we treated them as one actor. A total of 340 actors were coded from the 250 images. Second, we coded actors’ role descriptions literally based on context, props, or uniforms (Rapley 2011; Strauss 1987). At this coding stage, visual data was transformed into text data which describes actors’ roles in the way that they were depicted in the image such as ‘fast-food worker’ or ‘student’. Third, these keywords of role descriptions were grouped to identify patterns and themes across 12 clusters (Braun and Clarke 2006). When clustering roles, we drew on Woyshner and Schocker’s (2015) analytic approach to coding the political and social status of Black women depicted in American high school history textbooks. We also adapted Allen and Wallace’s (2010) analysis of marginalised or stereotyped representation of African Americans in American government/ politics HE textbooks. Finally, we grouped the second order codes into five broad themes, which involved broader structural and conceptual interpretation. Most of the images were subsumed under five themes: power (including business or thought leaders and jobs with state-sanctioned authority), other jobs, social problem (e.g. social conflict, poverty, vulnerable populations), immigrant, and daily life. More detail of the codes and themes is provided in the results (see Table 1).

## Results

### *How often and how exclusively were people of colour (PoC) portrayed in the images?*

People of colour (PoC) were represented in only one third of the images, whilst most images contained white individuals (87.2%). Out of the 250 images, only 32 images portrayed people of colour exclusively (12.8%), whereas White exclusiveness was 67.2%. The proportion of images representing PoC exclusively (39%, 32 out of 82 images) amongst all the images with PoC people was much lower than those of white (77.1%, 168 out of 218 images). The frequency and exclusivity analyses revealed that white people largely dominated images used in lecture slides, whereas PoC tended to appear and be represented exclusively much less frequently.

### *Analysis by actor: what themes emerged?*

A total of 340 actors were identified from 250 images and labelled with role descriptions. In the first stage, actors were coded using terms that described the role they were playing in the photo (column 1 in Table 1); then related terms were clustered (column 2 in Table



**Table 1.** Thematic analysis results at three coding stages.

Role description	Second coding/ clustering	Themes
Executive board, Business person, IMF director Journalist, Scholar	Business or thought leaders	<b>Power</b> <b>136</b> <b>(39.2%)</b>
Politician, Army general, Queen, Royal family Soldier, Police Teacher, Healthcare worker, Nurse, Pharmacist	Jobs with state-sanctioned authority	<b>Other jobs</b> <b>42 (12.1%)</b>
Electrician, Fast food server, Builder, Manufactory workers Miners, Seasonal worker, Delivery man, Mechanics, Office worker	Jobs without state-sanctioned authority	
Actor or actress, Sport player, Model Protesting (Black Lives Matter, Trade Union, anti-war, pro-EEC, Miners' strike) Criminal, Prisoner, Juvenile delinquent Victim (Murder, kidnap, war) Arguing, Fighting, Graffiti	Celebrity Social conflict	<b>Social problem</b> <b>77 (22.2%)</b>
Child in poverty, Debt-related, Unemployed Medical patients, Elderly	Poverty The vulnerable	<b>Immigrant</b> <b>10 (2.9%)</b>
Lascar sailors, Polish immigrant, European immigrant Windrush generation worker	Immigrant	
Commuter, Crowd, Daily activities, Holiday makers, Student Family (mother, father, couple, children, baby), Bride Youth programme participants, Adolescent, Young people	Daily life activity Family-related Youth-related	<b>Daily life</b> <b>75 (21.6%)</b>
Science experiment participant, Lady Clough, Eton school students and Local boys, Lady escorted by police, Female voter	Unclassified	Unclassified 7 (2.0%)

1) and finally grouped into five themes (column 3, Table 1). For instance, businesspeople and scholars (role descriptions) were grouped as business or thought leaders (clusters), then categorised as 'Power' (themes after the last coding stage), alongside jobs with state-sanctioned authority (e.g. Members of Parliament, Royal family, police, teachers, National Health Service workers), consistent with the CSCS phrasing of *Positive Depictions* items (Quinlan et al. 2022). On the other hand, those jobs without state-sanctioned authority such as technicians, manual workers, and office workers as well as celebrities (e.g. actors and actresses, sports players) were put into the theme of 'Other jobs'. People participating in various protests and strikes or related to criminal activities were clustered as 'social conflict'. Social conflict codes were merged with images related to poverty and the vulnerable under the broad theme 'Social problem', consistent with the CSCS phrasing of *Negative Portrayals* (Thomas and Quinlan 2023). The fourth theme, 'Immigrant', consisted of immigrants related to historical contexts such as the Windrush generation and Lascars. Lastly, people involved in various daily activities clustered into family or youth groups and were thematically coded as 'Daily life'. There were a small number of 'unclassified' items (2.0%), which were difficult to code without more contextual information and treated as missing data. Overall, four in ten actors were interpreted as 'Power', which is the largest theme; followed by 'Social problem' (22.2%), 'Daily life' (21.6%), 'Other jobs' (12.1%) and 'Immigrant' (2.9%).

### **Roles by race: are PoC actors depicted differently from white actors?**

Analysis by race revealed that only one in four actors were people of colour, whilst the rest (73.8%) were white (251 actors) in Table 2. Out of the total of 89 PoC actors, only 23.6% were depicted in the theme of 'Power', which combined 'Jobs with state-sanctioned



**Table 2.** Thematic coding results by ethnicity.

	PoC (N = 89)	White (N = 251)
<b>Power 21 (23.6%) 115 (45.8%)</b>		
Jobs with state-sanctioned authority	17 (19.1%)	83 (32.2%)
Business or thought leaders	4 (4.5%)	32 (12.4%)
<b>Other jobs 18 (20.2%) 24 (9.6%)</b>		
Jobs without state-sanctioned authority	5 (5.6%)	13 (5.0%)
Celebrity	13 (14.6%)	11 (4.3%)
<b>Social problem 20 (22.5%) 57 (22.7%)</b>		
Social conflict	19 (21.3%)	44 (17.1%)
Poverty	1 (1.1%)	7 (2.7%)
The vulnerable	0	6 (2.3%)
<b>Immigrant 6 (6.7%) 4 (1.6%)</b>		
Immigrant	6 (6.7%)	4 (1.6%)
<b>Daily life 24 (27.0%) 51 (20.3%)</b>		
Daily life activity	9 (10.1%)	25 (9.7%)
Family-related	13 (14.6%)	19 (7.4%)
Youth-related	2 (2.2%)	7 (2.7%)

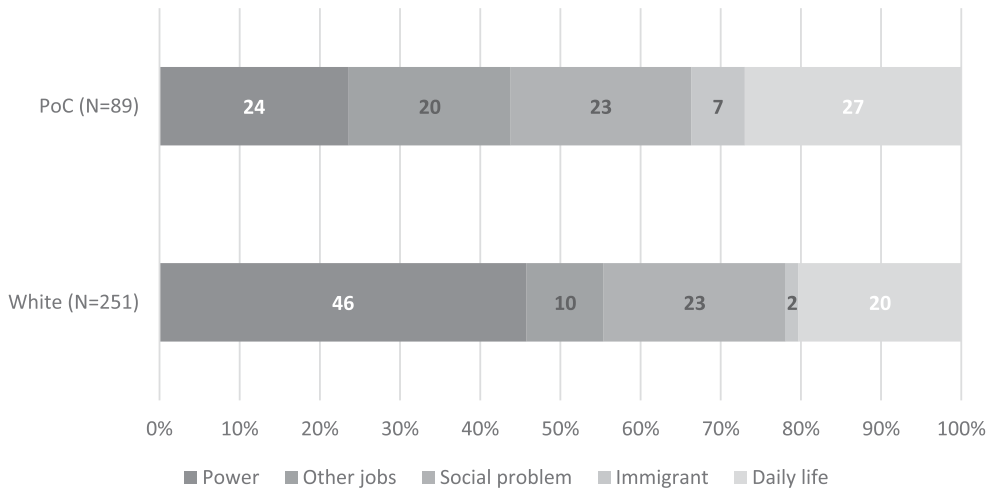
authority' (19.1% RM) and 'Business or thought leaders' (4.5% RM) (Table2, Figure 1). Compared to PoC actors, the proportion of white actors classified under the theme of Power was notably higher (45.8%) (Figure 1). The proportion of racially minoritised actors classified under 'Other jobs' was high, since Marcus Rashford, a famous Black British football (soccer) player and successful social reformer accounted for the majority of 'celebrity' (10 times). This result showed that PoC were much less likely to be represented in powerful social positions, compared to white actors.

### *How inspiring are the images likely to be for racially minoritised students?*

The concept of 'inspiring' was framed as images capturing racially minoritised people positively and actively, instead of being absent, under-represented, or presented stereo-typically or problematically. Only 31 images were interpreted as 'Inspiring' (12.4%), whereas the majority (204 images, 81.6%) were regarded as potentially 'Uninspiring' for racially minoritised students.

Analysing the roles occupied by people in the 31 images deemed 'Inspiring' overall (Table 3), 43.8% of PoC roles in inspiring images were related to Power; 31.2% to Other jobs and 25.0% to Daily life. People of colour in positions of power tended to be business or thought leaders (e.g. business person, Martin Luther King), Jobs with state-sanctioned authority (e.g. teachers, healthcare workers), and Celebrity (i.e. Marcus Rashford). Other inspiring roles were found in daily life activity (e.g. family, a bride and bridesmaids, students).

In addition to the images considered inspiring, we found 15 images (6.0%) presenting scenes related to various types of 'protesting' (e.g. Black Lives Matter, Miners' strikes, Trade Union strikes); 9 of the 'protesting' images (60%) included PoC. We debated whether these were 'inspiring' since they demonstrated acts of courageous resistance and shows of power in solidarity against injustices. However, we questioned whether they represented a vision to which students would want to aspire with an HE degree. Therefore, we treated 'protesting' as a separate category, not counting them as either 'inspiring' or 'uninspiring'.



**Figure 1.** Thematic coding results by race.

**Table 3.** Inspiring images of PoC with role description.

Role description	Theme
Business woman, executive board	<b>Power</b> (43.8%)
Teacher, healthcare worker, pharmacist	
Martin Luther King (political leader)	
Kwame Ture (born Stokely Carmichael, author of Black Power)	
Sadiq Khan (Politician)	
Francis Fukuyama (scholar)	
Samira Ahmed (BBC presenter)	<b>Other jobs</b> (31.2%) <b>Daily life</b> (25.0%)
Marcus Rashford (football player and social reformer)	
Family (a couple and a baby, a father and a son, family playing the football)	
Youth (playing in the youth centre)	
Bride and bridesmaid	
Students studying in the classroom	

### **How different are results by modules?**

Three measures of cultural sensitivity of images were analysed by module: Presence of people of colour, Exclusiveness, and Inspiring to racially minoritised students. Table 4 demonstrates that numbers of images for each module varied; 122 images were extracted from Module1 (48.8%), followed by 66 from Module4 (26.4%), 41 from Module3 (16.4%); and 21 from Module2 (8.4%). Furthermore, there was a wide range of percentages of PoC presence and PoC exclusiveness, as well as inspiring images, although the three measures tended to show the same trends. For example, 42.6% of the 122 images of Module1 included PoC, and 17.2% exclusively represented them; these figures were considerably higher than other modules, particularly compared to Module4 (19.7% for PoC presence, 7.6% for PoC exclusiveness). Module1 also contained the largest proportion of Inspiring images (23.8%), whilst only 1.5% of the images extracted from Module4 were likely to be inspiring to students of colour.

**Table 4.** People of colour (PoC) exclusiveness and inclusion, and Inspiring images by modules.

	Module1		Module2		Module3		Module4	
	N	%	N	%	N	%	N	%
PoC presence	52	42.6	5	23.8	12	29.3	13	19.7
Exclusive portrayal of PoC	21	17.2	2	9.5	4	9.8	5	7.6
Inspiring images								
Inspiring	29	23.8	1	4.8	0	0.0	1	1.5
Uninspiring	90	73.8	20	95.2	37	90.2	57	86.4
Protesting	3	2.5	0	0.0	4	9.8	8	12.1
Total (n = 250)	122		21		41		66	

## Discussion

Using CRT-inspired visual content analysis and thematic analysis of lecture slide images, we found that people of colour (PoC) were less frequently represented than white people (33% vs 87%) and much less likely to be portrayed exclusively in imagery (13% vs 67%). Our findings on the presence of PoC were similar to previous textbook studies<sup>2</sup> (e.g. 29% in Ferree and Hall (1990); 28% in Park et al. (2018); and 27% in Eigenberg and min Park (2016)). However, at 13%, the percentage of PoC represented exclusively was lower than in the textbook studies (e.g. 25% in Park et al. (2018); 23% in Ferree and Hall (1990); 14% in Eigenberg and min Park (2016)).

In UK HE in 2019-2020, 27% of UK undergraduate students were of Black, Asian or minority ethnic (BAME) backgrounds (HESA 2021<sup>3</sup>) and 35-40% of the student population in the studied modules were BAME. Thus, racially minoritised people were under-represented in the lecture slide images of the four social science modules compared to the population of students in those courses. Racially exclusive portrayals, which carry greater salience (Ferree and Hall 1990), were severely under-represented relative to both the UK undergraduate population as a whole and the student population of these courses.

As Thomas and Quinlan (2023) highlighted, cultural sensitivity of curricula involves not just representation, but positive depictions of people of colour. Their concept of *Positive Depictions* refers to representing people of colour in ways that highlight their strengths and contributions, rather than presenting them in stereotyped ways or as part of a social problem. The role analysis of actors in the images allowed us to assess how positively racially minoritised actors in the images were presented relative to white actors. Our study revealed that 40% of the actors were depicted in roles associated with 'Power', followed by 'Social problem' (22%), 'Daily life' (22%), 'Other jobs' (12%) and 'Immigrant' (3%). However, only 24% of the roles occupied by people of colour were related to 'Power', which included 'Jobs with state-sanctioned authority' (e.g. politician, police, soldier, teacher, healthcare worker) and 'Business or thought leaders' (e.g. executive board, scholar, journalist). The proportion of white roles related to 'Power' was strikingly higher, with almost half of the total white (46%) actors in positions of power. White actors were more likely to be political, economic, and academic leaders than people of colour, whereas racially minoritised actors were more likely to be portrayed as sports players, protestors, manual workers, or immigrants.

Only about 12% of the images were deemed likely to be ‘inspiring’ to racially minoritised students. The set of images, which constituted a substantial proportion of students’ first year curriculum, provided few opportunities for racially minoritised students to see themselves in roles to which they might aspire with a degree. As suggested by Thomas and Quinlan (2023) this absence may negatively influence racially minoritized students’ engagement and success, though more research is needed to establish this specific link. Our findings build on Thomas and Quinlan (2023) by documenting cultural (in)sensitivity of curricula in visual images of racially minoritised vs white people in lecture slides. While they analysed students’ ratings of the curricula overall, we documented one aspect of the curriculum in which people of colour were presented less often and less positively than white people, helping to explain why racially minoritised students perceived the curriculum as less culturally sensitive. Racially minoritised students taking these modules had fewer opportunities than their white peers to see people who look like them in positions of social power or esteem in their curriculum. Our findings from the role analyses were broadly consistent with previous research on undergraduate textbooks in various social sciences fields as summarised in our literature review section (Ferree and Hall 1990; Allen and Wallace 2010; Eigenberg and min Park 2016; Park et al. 2018).

This study extended existing research on lecture slides by analysing slide images, treating images as a hidden curriculum that has potential differential impacts on racially minoritised students and, thus, racial inequalities. Existing literature on lecture slide studies has typically investigated the effectiveness of different types of images for learning, whilst racial representation in lecture slide images and hidden curricula (Jackson 1968) associated with such representations has been neglected.

We have also advanced the study of diversification of the curriculum by focusing on lecture slides. Other studies of diversification of HE curriculum have focused on reading lists (Adewumi and Mitton 2022; Adewumi et al. 2022; Borkin 2021; Schucan Bird and Pitman 2020). We interrogated lecture slide images through a race-focused lens rooted in critical race theory and praxis.

Finally, we have innovated on the methods used in existing research on textbook imagery. We developed the concept of ‘inspiring’ to capture the potential liberatory effect of images on racially minoritised students. While previous studies investigated unequal representation of ethnicity or gender with concepts of positive images more narrowly defined as, for example, political participation (e.g. Allen and Wallace 2010), our coding for ‘inspiring’ adopted a more holistic judgement that could be used across disciplines. We also validated this relatively easy-to-use code with unique, detailed role analyses. Given similar trends within modules across all our measures, it may be possible to use this single holistic coding of ‘inspiring images’ as a proxy for the cultural sensitivity of images in the curriculum. We recognise that ‘inspiring’ is a subjective assessment by the authors and may not reflect all students’ views, particularly considering intersectionality. Nonetheless, it offers a short-hand that is empirically aligned with several other, more complex codes, facilitating communication with academics and, therefore, CRT praxis.

### ***Limitations and implications for research and practice***

All visual data were collected and analysed without listening to the lectures or interviewing teachers or students. This limitation means that we cannot comment on ‘what

signifies' (i.e. denotation or what lecturers intended) or potential misalignment with 'what is signified' (i.e. connotation or what students might have understood) (Barthes 2000). Considering the impact of meaningful images on students' deep learning from a semiological perspectives (Hallewell and Lackovic 2017; Lacković and Olteanu 2020), future research should investigate the gaps between the denotation and connotation (Barthes 2000), or internal and external narratives (Banks 2001) of image analysis that contribute to the hidden curriculum. Doing so will help understand intentional or unintentional disagreements, but also how the cultural sensitivity of images could affect student academic engagement. Specifically, a further study of students' perceptions of and reflection on lecture slide images is needed to understand how students, particularly racially minoritised students, receive, interpret and construct meaning from images and how that affects their engagement with the subject.

Our research was also limited to modules in sociological studies in a single British university. Future research and evaluation could apply our measures of representation and 'inspiring' images to other contexts, such as other disciplines where images of people are commonly used or to other universities or countries. For example, might similar patterns be observed in images in former British colonies? Teachers themselves could interrogate their own slides using these measures to reflect on and enhance their own practice. Future studies might also consider both race and gender together consistent with principles of intersectionality in CRT research.

We specifically examined just two of the six factors that describe culturally sensitive curricula, specifically *Negative Portrayals and Positive Depictions* (Quinlan et al. 2022). Further research could examine other dimensions of culturally sensitive curricula through interrogating other aspects of the curriculum. While we extended research on diversification of curricula beyond reading lists, future research could, for example, examine classroom interactions or assessments.

## Conclusion

Our study is intended to raise lecturers' and researchers' awareness of the inclusivity of images in instructional materials and their potential impact on racially minoritised students. We hope to promote critical examination of an aspect of the curriculum where structural racism can hide in plain sight. To create a more racially equitable society, lecturers could intentionally present images that do not merely reproduce the current social order but offer inspirational imagery that normalises the presence of people of colour in positive, powerful roles.

## Notes

1. We use the term 'racially minoritised' to denote social processes of power that lead to exclusion and discrimination of groups of people according to their physical characteristics, regardless of whether these groups are numerically in the minority locally or globally. In England, Black (of African- or African-Caribbean ancestry) and Asian (East Asian or South East Asian ancestry) individuals are in both a numerical minority locally and are racially minoritised relative to white (of European ancestry) individuals.
2. For this study, figures were re-calculated based on the data presented in the articles (i.e. total numbers of images, individuals, depictions) for comparison purposes.
3. <https://www.hesa.ac.uk/news/09-02-2021/he-student-data-201920>

## Acknowledgements

We thank the four module convenors who shared their slides for this study.

## Disclosure statement

No potential conflict of interest was reported by the author(s).

## Funding

We are grateful to Transforming Access and Student Outcomes in Higher Education (TASO), which financially supported this work as part of the process evaluation for Impact of Diversifying HE Curricula on the White/BAME Attainment Gap.

## ORCID

Mi Young Ahn  <http://orcid.org/0000-0003-3643-142X>

Kathleen M. Quinlan  <http://orcid.org/0000-0003-3606-4148>

Barbara Adewumi  <http://orcid.org/0000-0003-4134-8233>

## References

- Adewumi, B., L.R. Bailey, E. Mires-Richards, K.M. Quinlan, et al. 2022. Cross-disciplinary, collaborative, and student-led: Developing a change process for diversifying Reading lists. *London Review of Education* 20, no. 1: 1–17.
- Adewumi, B., and L. Mitton. 2022. Diversifying the social policy curriculum: A collaborative approach. *Social Policy and Society* 21, no. 1: 54–67.
- Allen, M.D., and S.L. Wallace. 2010. Teaching introduction to American government/politics: What we learn from the visual images in textbooks. *Journal of Political Science Education* 6, no. 1: 1–18.
- Baker, J.P., A.K. Goodboy, N.D. Bowman, and A.A. Wright. 2018. Does teaching with PowerPoint increase students' learning? A meta-analysis. *Computers & Education* 126: 376–87.
- Banks, M. 2001. *Visual methods in social research*. London: Sage.
- Baro, A., and H. Eigenberg. 1993. Images of gender. *Women & Criminal Justice* 5, no. 1: 3–36.
- Barthes, R. 2000. *Mythologies*. London: Vintage Classics.
- Bartsch, R.A., and K.M. Cobern. 2003. Effectiveness of PowerPoint presentations in lectures. *Computers & Education* 41, no. 1: 77–86.
- Bell, P.. 2001. Content analysis of visual images. In *Handbook of visual analysis*, eds. T. van Leeuwen, and C. Jewitt, 10–34. London: Sage.
- Borkin, H. 2021. Unconscious bias literature review: bias in the curriculum. Advance HE [Online]. Available at: <https://www.advance-he.ac.uk/knowledge-hub/unconscious-bias-literature-review-bias-curriculum>.
- Braun, V., and V. Clarke. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology* 3, no. 2: 77–101.
- Chen, J., and T.F. Lin. 2008. Does downloading powerpoint slides before the lecture lead to better student achievement? *International Review of Economics Education* 7, no. 2: 9–18.
- Cosgun Ögeyik, M. 2017. The effectiveness of PowerPoint presentation and conventional lecture on pedagogical content knowledge attainment. *Innovations in Education and Teaching International* 54, no. 5: 503–10.
- Cotton, D., J. Winter, and I. Bailey. 2013. Researching the hidden curriculum: intentional and unintended messages. *Journal of Geography in Higher Education* 37, no. 2: 192–203.

- Dale-Rivas, H. 2019. *Report 120 The White Elephant in the Room: Ideas for Reducing Racial Inequalities in Higher Education*. Oxford, UK. <https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf>.
- Douglas, T.-R.M., K.G. Shockley, and I. Toldson. (Eds.) 2020. *Campus uprisings: How student activists and collegiate leaders resist racism and create hope*. New York: Teacher College Press.
- Eigenberg, H.M., and S. min Park. 2016. Marginalization and invisibility of women of color. *Race and Justice* 6, no. 3: 257–79.
- Ferree, M.M., and E.J. Hall. 1990. Visual images of American society. *Gender & Society* 4, no. 4: 500–33.
- Fildes, K.J., et al. 2021. The first steps on the journey towards curriculum reconciliation in science, medicine and health education. *Higher Education Research & Development* 40: 194–206.
- Hall, R., L. Ansley, P. Connolly, S. Loonat, K. Patel, and B. Whitham. 2021. Struggling for the anti-racist university: learning from an institution-wide response to curriculum decolonisation. *Teaching in Higher Education* 26, no. 7-8: 902–19.
- Hallewell, M.J., and N. Lackovic. 2017. Do pictures ‘tell’ a thousand words in lectures? How lecturers vocalise photographs in their presentations. *Higher Education Research & Development* 36, no. 6: 1166–80.
- Harper, S. 2012. Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education* 36: 9–29. <https://rossierapps.usc.edu/facultydirectory/publications/231/Harper> (2012) RHE.pdf.
- HESA. 2021. Higher Education Student Data 2019/20. 9 February, 2021. <https://www.hesa.ac.uk/news/09-02-2021/he-student-data-201920>.
- Jackson, P.W. 1968. *Life in classrooms*. New York: Teachers College Press.
- Krippendorff, K. 2012. *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage.
- Lacković, N., and A. Olteanu. 2020. Rethinking educational theory and practice in times of visual media: Learning as image-concept integration. *Educational Philosophy and Theory* 53, no. 6: 597–612.
- Ladson-Billings, G. 1995. Toward a theory of culturally relevant pedagogy. *American Educational Research Journal* 32: 465–91.
- Ladson-Billings, G., and W.F. Tate. 1995. Toward a critical race theory of education. *Teachers College Record: The Voice of Scholarship in Education* 97, no. 1: 47–68.
- Ledesma, M.C., and D. Calderón. 2015. Critical race theory in education. *Qualitative Inquiry* 21, no. 3: 206–22.
- Levasseur, D.G., and J. Kanan Sawyer. 2006. Pedagogy meets PowerPoint: A research review of the effects of computer-generated slides in the classroom. *The Review of Communication* 6, no. 1-2: 101–23.
- Li, Y. 2018. Dismantling race in higher education. In *Dismantling race in higher education*, eds. J. Arday, and H.S. Mirza’s, 103–24. London: Palgrave Macmillan.
- Love, S.R., and S.M. Park. 2013. Images of gender twenty years later. *Feminist Criminology* 8, no. 4: 320–40.
- Meda, L. 2020. Decolonising the curriculum: students’ perspectives. *Africa Education Review* 17, no. 2: 88–110.
- Mheta, G., B. Nyangu Lungu, and T. Govender. 2018. Decolonisation of the curriculum: A case study of the durban university of technology in South Africa. *South African Journal of Education* 38, no. 4: 1–7.
- Mountford-Zimdars, A., et al. 2015. Causes of Differences in Student Outcomes. *Higher Education Funding Council for England (HEFCE)*:132. [http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Causes,of,differences,in,student,outcomes/HEFCE2015\\_diffout.pdf](http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Causes,of,differences,in,student,outcomes/HEFCE2015_diffout.pdf).
- Office for Students. 19 February, 2020. "The National Student Survey: Consistency, Controversy and Change." <https://www.officeforstudents.org.uk/publications/the-national-student-survey-consistency-controversy-and-change/>.



- Osei-Kofi, N., and L.E. Torres. 2015. College admissions viewbooks and the grammar of gender, race, and STEM. *Cultural Studies of Science Education* 10: 527–44.
- Park, S.M., J.L. Kim, H. Park, Y. Kim, and M. Cuadrado. 2018. Social constructions of racial images in introductory criminal justice and criminology textbooks: a content analysis. *Race Ethnicity and Education* 24, no. 6: 842–855.
- Peirce, C.S. 2000. Philosophy of Signs.
- Peters, M.A. 2018. Why is my curriculum white? A brief genealogy of resistance. In *Dismantling race in higher education: Racism, whiteness and decolonising the academy*, eds. J. Arday, and H. S. Mirza, 253–70. London: Palgrave Macmillan.
- Quinlan, K.M., M.A. Haider, D.S.P. Thomas, A. Annette Hayton, J. Astley, D. West, I. Turner, et al. 2022. *How Culturally Sensitive is our Curriculum? Results of a Multi-institutional NERUPI Study*. NERUPI Report. <https://kar.kent.ac.uk/id/eprint/99494>.
- Rapley, T. 2011. Some pragmatics of data analysis. In *In qualitative research practice*, ed. D. Silverman, 273–90. London: Sage.
- Raver, S.A., and A.S. Maydosz. 2010. Impact of the provision and timing of instructor-provided notes on university students' learning. *Active Learning in Higher Education* 11, no. 3: 189–200.
- Richardson, J.T.E., J. Mittelmeier, and B. Rienties. 2020. The role of gender, social class and ethnicity in participation and academic attainment in UK higher education: an update. *Oxford Review of Education* 46, no. 3: 346–62.
- Roberts, D. 2018. Active learning precursors in multidisciplinary large lectures: A longitudinal trial on the effect of imagery in higher education lectures. *College Teaching* 66, no. 4: 199–210.
- Roberts, D. 2019. Higher education lectures: From passive to active learning via imagery? *Active Learning in Higher Education* 20, no. 1: 63–77.
- Schucan Bird, K., and L. Pitman. 2020. How diverse is your reading list? Exploring issues of representation and decolonisation in the UK. *Higher Education* 79: 903–920. doi:10.1007/s10734-019-00446-9.
- Silverman, D. 2011. *Interpreting qualitative data*. London: Sage.
- Strauss, A.L. 1987. *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.
- Strauss, J., H. Corrigan, and C.F. Hofacker. 2011. Optimizing student learning: Examining the use of presentation slides. *Marketing Education Review* 21, no. 2: 151–62.
- Tangen, J.M., M.D. Constable, E. Durrant, C. Teeter, B.R. Beston, and J.A. Kim. 2011. The role of interest and images in slideware presentations. *Computers & Education* 56, no. 3: 865–72.
- Thomas, D., and S. Jivraj. 2020. *Towards decolonising the university: A kaleidoscope for empowered action*. Oxford: Counterpress.
- Thomas, D.S.P., and K.M. Quinlan. 2023. Reimagining curricula: Effects of cultural (in)sensitivity of curricula on racially minoritised students' engagement. *Studies in Higher Education* 48, no. 2: 283–298. doi:10.1080/03075079.2022.2134332.
- Weatherly, J.N., M. Grabe, and E.I. Arthur. 2003. Providing introductory psychology students access to lecture slides via Blackboard 5: A negative impact on performance. *Journal of Educational Technology Systems* 31, no. 4: 463–74.
- Woynshner, C., and J.B. Schocker. 2015. Cultural parallax and content analysis: images of black women in high school history textbooks. *Theory & Research in Social Education* 43, no. 4: 441–68.