

DECOLONIZING

Comments

Feedback to Learner

11/28/21 10:05 AM

Decolonizing Critical Inquiry

Great colors used! Icons are on target.

Helpful to highlight parts of definition you want emphasized. [in cites, shift “and” to “&” – check throughout if other cites need “&”]

Very good to show cites / sources throughout. Demonstrates range of what you accessed. Your voice is pleasing to listen to, and the way you show yourself then emphasis on the slides is very smooth (how do you do that?!?).

Strong historical context provided.

Visual of knowledge creation is quite informative and seems clear you synthesized multiple sources to develop this. Like the phrase “curation” as used multiple times in presentation!

Assumptions are on target and well stated. You go above / beyond in this section, and that’s evident and appreciated.

Connections to research – how comprehensive! Excellent examples of RQs. Love the paradigm shift emphasis to the right side of slide. Your set up for this section is outstanding. Not sure how much can “fit” into NWOK paper, but keep the RQs and their commonalities.

Very good dimensions selected for comparing your WOK to the NWOK. Sounds as if DIT will be a natural outgrowth for you from CRT. Your reflection for this section?


May I use your presentation in future as exemplar?!?

References are missing, so I can provide no feedback on APA technical. Be sure you are going for 100% accuracy in NWOK paper, as you should have APA well known by now 😊.



WHAT IS DIT?

DECOLONIZING INQUIRY THEORY (DIT)



Decolonizing inquiry theory seeks to **deconstruct** the belief that knowledge produced in a Western system is **superior** over other systems of knowledge and construct **other** knowledge systems by exploring **alternative epistemologies, ontologies, and methodologies.**

(Mignolo, 2018; Mutua and Swadener, 2014; Reiter, 2019)

To employ a
decolonizing
theory is to
deconstruct
traditional
western views of
the value of
knowledge and
give space to
indigenous voices
as an alternate
perspective from
the established
Eurocentric male
canon.

(Taha, 2018)



Counter Dominant Narratives



HISTORICAL FOUNDATION

A CRITICAL PEDAGOGY

DIT: HISTORICAL FOUNDATION



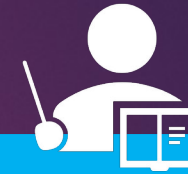
GROUNDING

- Critical bicultural principles of:
 - Knowledge construction
 - Critical social theory
 - Critical pedagogy



CENTRAL TENETS

- Critical principles counter:
- Classical positivist approaches to the study of human phenomenon



PRINCIPLES

Dismantling of traditional Western assumptions and values of empiricism associated with legitimate forms of knowledge construction.

DIT: HISTORICAL CONTEXT

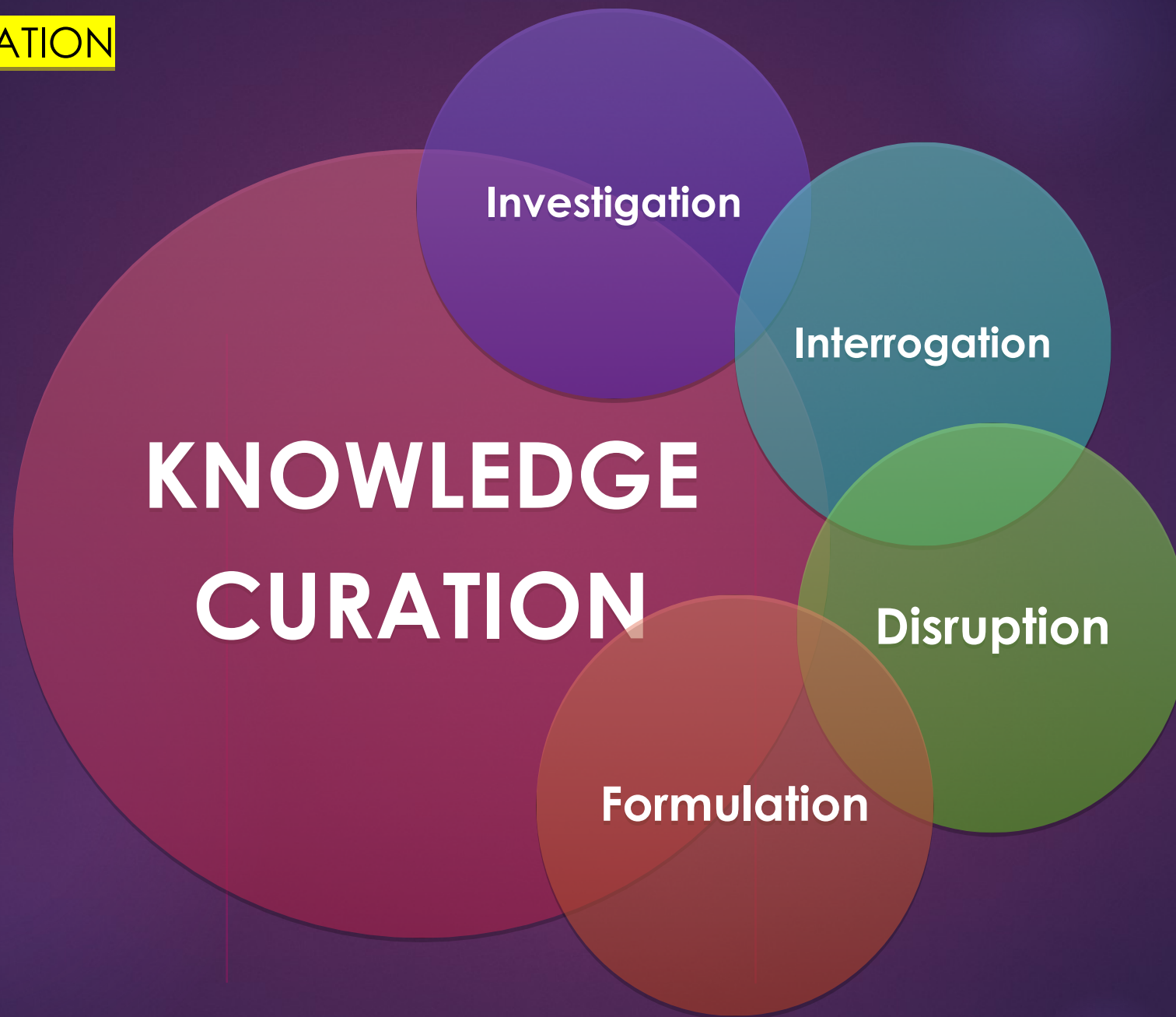


Traditional Knowledge Curation

- ▶ Privilege reasoning shaped by an underlying belief in:
 - ▶ Superiority of an either/or
 - ▶ Linear
 - ▶ Reductionist
 - ▶ Hierarchical
 - ▶ Concrete
 - ▶ Object/subject
 - ▶ Nature/human separation
 - ▶ Neutral methodologies
 - ▶ Decontextualized methodologies
 - ▶ ahistorical methodologies
 - ▶ apolitical methodologies

DIT Knowledge Curation

- ▶ Meta-process of investigation
 - ▶ Interrogation and disruption of currently held values, beliefs, and assumptions
 - ▶ Bicultural reformulation of social phenomena of oppressed populations are understood





ASSUMPTIONS

EPISTEMIC RECONSTITUTION: THINKING INDEPENDENTLY

ASSUMPTIONS

An **unsettling** program of complete **disorder** that **dismantles** and **challenges** people to look at the world and **do things differently** and use **theory as intervention** and a way to **challenge** the status quo.

ASSUMPTIONS

- Epistemic reconstitution
- Concern for the “4/5ths” of the world
- Power relations must be unsettled in material ways
- Silence about coloniality and racism in the field is actively produced
- Erasures from research and history are held up through theoretical frameworks and epistemologies of (white) ignorance



COMPONENTS

BELIEFS: AN ACCOUNTABILITY TO THE RESEARCHED



RESEARCHERS SHOULD:

- Represent the indigenous and colonized nations without distortion or stereotype.
- Honor indigenous knowledge, customs, and rituals.
- Not be judged in terms of neocolonial paradigms.
- Be accountable to indigenous persons.
- Appreciate that this is a living knowledge embedded in community practices, rituals and relationships.
- Knowledge is personal, orally transmitted, experiential, holistic, contextual, narrative, and relational.

Components

(Mills, 2007; Swadener & Mutua, 2008, Smith, 2008)

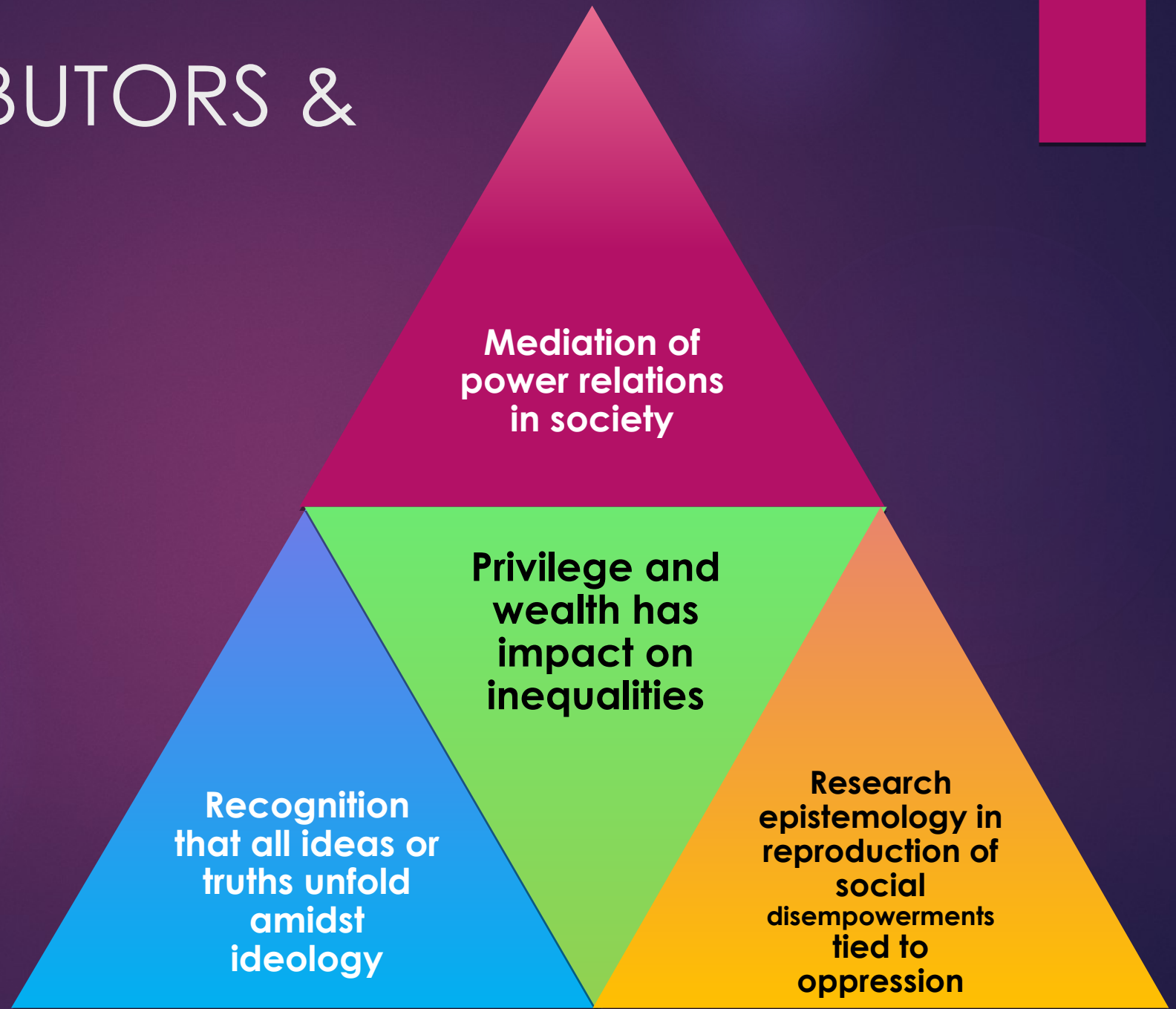


CONNECTIONS TO RESEARCH

RESEARCH QUESTIONS

DIT CONTRIBUTORS & PRINCIPLES

- Freire (1968)
- Darder (1991)
- hooks (1994)



CONNECTIONS TO RESEARCH

PEOPLE

Critical, LatCrit and DisCrit researchers.



PRACTICE

Employ participatory action research studies.

Qualitative research practices including critical reflexivity, reciprocity, respect or self-determination, embracing othered ways of knowing, transformative praxis.



PROCESS

Qualitative research to study interests concerning: indigenous people groups, marginalized feminisms, moral activism, critical race, and humanism



RESEARCH QUESTIONS

Do indigenous community college students interpret belongingness items differently than non-Indigenous community college students?
(Fong et al., 2019)



What gender-based tools do Somali mothers use to navigate colonizing school structures?
(Abdi, 2019)



How can school leaders learn to recognize and tap into these types of parental knowledge and ways of being to serve these communities?
(Abdi, 2019)

The paradigm shifts when indigenous people become the researchers and not merely the researched. It is then that the activity of research is transformed; questions are re-framed, priorities are ranked differently, problems are re-defined and people participate on different terms.
(Zavala, 2013)

COMPARISON TO MY WOK

CRT V. DIT

COMPARISON TO MY WOK

| | DECOLONIZING INQUIRY THEORY | CRITICAL RACE THEORY |
|--------------------------|--|---|
| The Researched | <i>The researched becomes the researcher honoring indigenous voices.</i> | The researched are historically marginalized voices. |
| The Researcher | Indigenous voices/researchers | Underrepresented voices/researchers |
| The Framework | Grounded in critical bicultural principles of knowledge construction and social theory later developed as critical pedagogy. | Racism is inherent in the law and legal institutions of the US and function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans. |
| View of Race | Social construction | Race is a socially constructed category used to oppress and exploit people of color |
| View of Racism | Offenses, as a result of racism, must be restituted. | Racism is not aberrational and must be a factor in evaluating social disorder. |
| View of Knowledge | A disruption and deconstruction of traditional Western views regarding the value of knowledge. | A disruption and valuing of minority voices as contributors and curators of knowledge must occur. |