



Global
Human
Rights
Direct

Developing an Instrument to Gauge the Decoloniality of Curriculum and Pedagogy

Inside UAZ-Funded Scholarship

February 2, 2023
12:00pm – 1:00pm



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Land Acknowledgement



**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Event Introduction



Guadalupe (Guada) Lozano

Director, Center for University Education Scholarship (CUES)
Director, External Relations & Evaluation School of Mathematical Sciences
Associate Research Professor of Mathematics

**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Facilitators



William Simmons

CUES Distinguished Fellow

Professor, Gender & Women's Studies
Director, Human Rights Practice Program
College of Social & Behavioral Sciences



Ana Cornide

Director, Critical Service Learning & Community Outreach Program
Associate Professor of Practice, Cultural Studies &
Critical Service Learning, Spanish & Portuguese
College of Humanities



Victoria Vertein

Assistant Program Manager, Desert Vista Learning Center
Liberatory Writing Across the Curriculum Coordinator
Pima Community College

**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Other Team Members

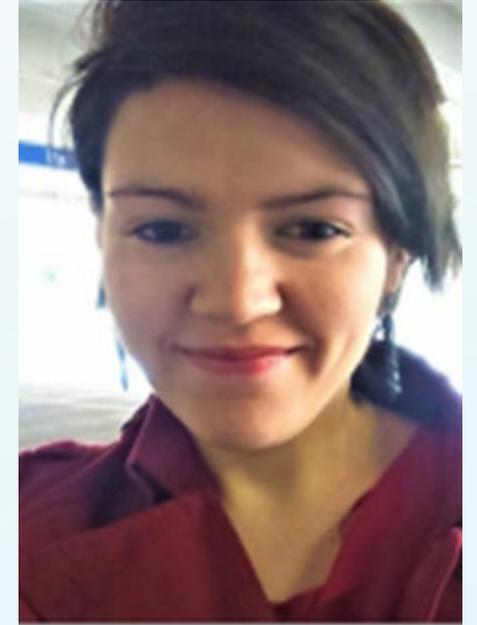
Bianca Nightengale-Lee

College of Education, Dept. of Curriculum & Instruction
Florida Atlantic University

Sophie Alves

MA in Human Rights Practice
ABD, Mexican American Studies
University of Arizona

Please introduce yourselves in the chat...



**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**

Thursday Two-Step

1. Introducing Global Mesh Pedagogy and then,
2. Connect to the Decolonization Inventory

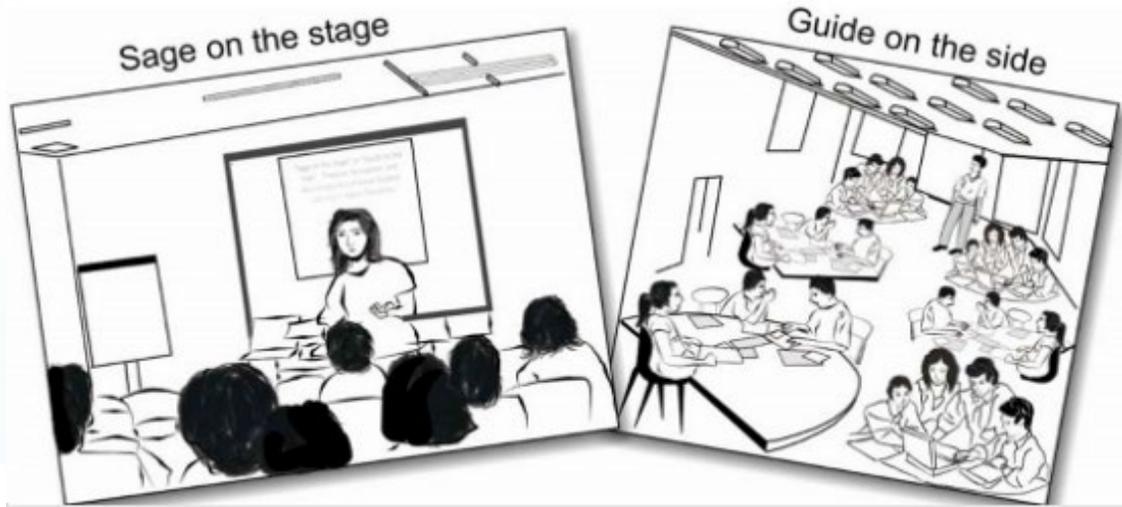


Ethos of the Human Rights Practice Program

1. Flattening the hierarchy of knowledge – who are the real experts in human rights practice? Over 500 video guest speakers! We are all co-creators of knowledge, co-learners.
2. Working in Solidarity through Problem-Based Learning Assignments
 - a) “Problem-Based Learning Beyond Borders” (PBL-BB)
3. Partnerships – MOUs with universities, NGOs, etc.
4. Being in Service to Marginalized Groups
5. Expanding who is a learner

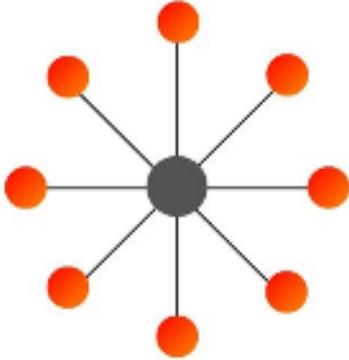


Global Mesh Pedagogy in Context

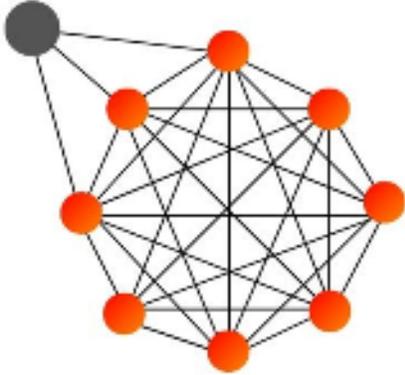


1. Thought Exercise:

What does a typical online course look like to you?



Star Topology



Mesh Topology

BOOST

prezi.com/p/edit/28s_etyc0kul/

CONSERVATION AND INDIGENOUS RIGHTS - SPRING 2023 CLASS AN EXAMPLE OF GLOBAL MESH PEDAGOGY

Prezi

Presenter view

Decolonizing Cur...pptx | 2023-Feb-02-CUE...pptx | QR Code.png

2:09 PM 1/25/2023

Developing an Instrument to Gauge the Decoloniality of Curriculum and Pedagogy



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Housing Rights and Social Media in Central Asia - - Leonard Hammer and Liudmila Klimanova

An Example of Multi-Nodal Collaborative Learning



Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy



OFFICE OF THE PROVOST
Center for University
Education Scholarship

CUES Project and Study

**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Original CUES Proposal

- **Faculty Adoption of Complex Active Learning Strategies like Problem-Based Learning Beyond Borders (PBL-BB)**
- **Factors influencing faculty adoption from the academic literature**
 - Compelling examples
 - Availability of technology
 - Time and resources
 - Open-mindedness
 - Hard assessment evidence of effectiveness



Evolution of the CUES Project and Study

The Plot Twist

- We wanted better assessment data for the program as a whole.
- What is the overall objective of this type of pedagogy?
 - **To be decolonial (and critical, feminist, anti-racist, etc.)**
- Many academics have recently called for the decolonization of academic curriculum and pedagogy in a range of contexts especially in Australia and Canada.
- However, to date, there has been no validated scale of decolonization of curriculum and pedagogy, or even a means for assessing in what ways a program is decolonial or most importantly, can be made more decolonial.
- **Research Questions:** How do we measure decolonization? Is the Global Mesh Pedagogy decolonial? How can we make it more decolonial?

The Decolonial Pedagogy and Curriculum Inventory (DPCI)

- Based upon an extensive academic literature review, discussions with key stakeholders around the globe, and scouring of websites that offer advice on decolonizing curriculum, we have created a pool of 90+ items that appear to group among 12 constellations of decolonization.
- We have an acronym! – DPCI
- The DPCI is now on our Global Human Rights Direct website: globalhumanrightsdirect.arizona.edu/decolonial-pedagogy/
- In the spirit of decolonization, we welcome additions, changes, lessons learned, etc.
- We've held several webinars on question wording, and asked for input from many "experts."



Spring 2023 Project Phase

- **Exciting Interdisciplinary, Multi-Institution, Research-Teaching Team**
 - With 4 amazing pedagogical initiatives!
- **Focus for Spring 2023 is on faculty attitudes and experiences in using the DPCI as well as continued pilot testing of the instrument**
 - How does using the DPCI change faculty?
 - Does it help them on their decolonization journey?



Ana Cornide

Associate Professor of Cultural Studies & Critical Service Learning
University of Arizona

Span 480: Critical Service Learning and Border Imperialism

- Integrates the study of border imperialism with community work.
- Students learn from the various groups in Tucson and the Sonora-Arizona Border region that work to intervene in the crisis and to bring international attention to the situation: human rights activists, scholars, artists, journalists, photographers, and others.
- Students dedicate 45 hours of community work at pre-approved sites.

For me, applying a decolonial pedagogy in this class implies content that brings a critical understanding of Border history and current conditions and decenters the colonial epistemic perspective on migrations and borders, and an approach that centers emancipatory educational practices.



Developing an Instrument to Gauge the Decoloniality of Curriculum and Pedagogy

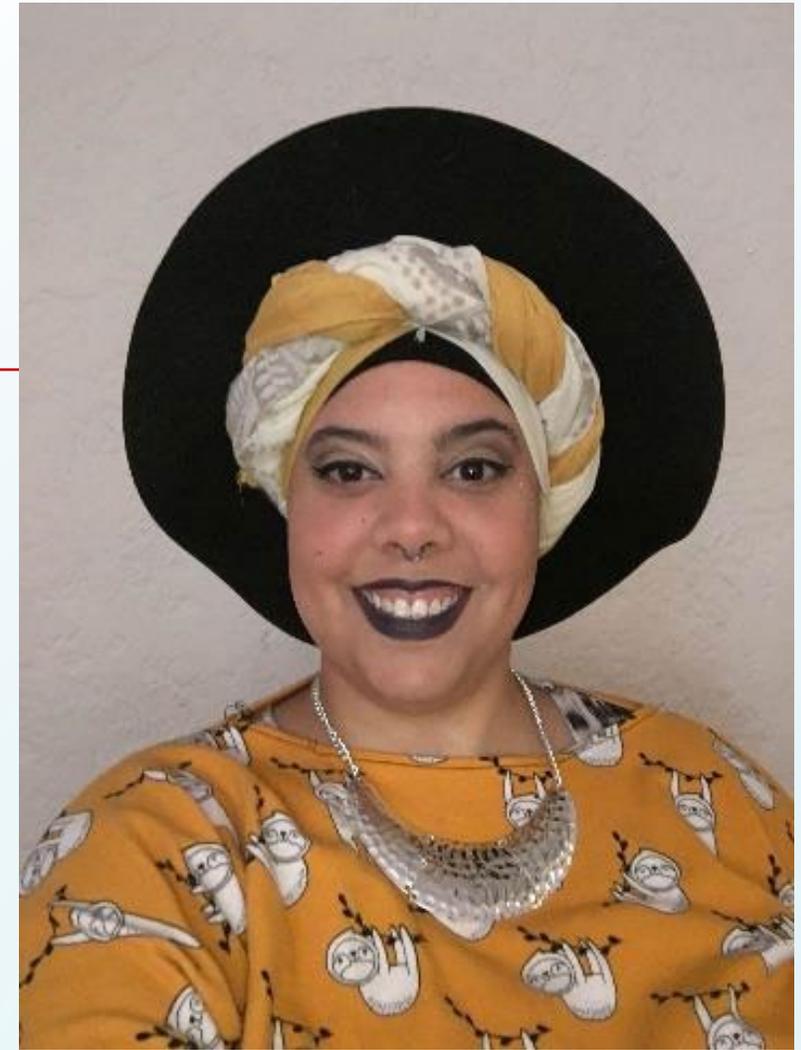


OFFICE OF THE PROVOST
Center for University
Education Scholarship

Victoria Vertein

Assistant Program Manager, Desert Vista Learning Center
Coordinator, Liberatory Writing Across the Curriculum Collective
Pima Community College

- As the Coordinator of Pima Community College's Liberatory WAC program, Victoria will be leading an 8-week Faculty Fellowship in the Spring of 2023.
- The themes of this fellowship are meant to spark liberatory practices and the 2023 cohort will be focusing on generating and sustaining the dispositions necessary to engage in decolonizing pedagogy across the college.



**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Bianca Nightengale-Lee

College of Education, Dept. of Curriculum & Instruction
Florida Atlantic University

- Concerned with the humanity of Black, Brown & Indigenous students within her university, Bianca created a professional learning experience called the Decolonial Pedagogies Project (DPP).
- The DPP is an 8-week learning collective which brings together a cohort of trans-disciplinary faculty and staff to study decolonial theory, and praxis.
- Through bi-weekly readings, discussions, and engagements the cohort work together to imagine the possibilities of pedagogy through a decolonial lens.



**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**

Bill Simmons

CUES Distinguished Fellow

Professor, Gender & Women's Studies
Director, Human Rights Practice Program
University of Arizona

- In Spring II (March 15 – May 15), I will be teaching HRTS 500, Advancing Human Rights with about 25 UA students. We will be joined by 50 students from the MSW program at Amrita University in India.
- The class will be problem-based, and we will incorporate the inventory both as an assessment instrument and as a PBL exercise when we cover decolonization/post-colonialism.
- My question: Do I get so caught up in trying to create a cool tapestry that brings students, faculty, and community members together that it is more about “my creation” than about being decolonial?



**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**

Today's Workshop Objectives

1. To provide something of a pilot test for our spring research project
2. To increase consciousness of decolonial pedagogy and curriculum; to further develop a decolonial ethos
3. To leave with concrete steps that you can take to move forward with decolonializing your pedagogy and curriculum



Two Key Assumptions or Parts of Our Ethos

1. Everyone here has taken steps to decolonize their classroom in some way, even if they have not called it that.
2. Decolonization is a never-ending journey – no one is perfect, or ever finished.



3 Steps Today (25 Minutes)

Step 1: Self reflection - take 10 minutes to respond to the following prompts:

What has your journey looked like so far?

- Record 2-3 steps - big or small - that you have taken towards decolonization?
- What items from the DPCI match parts of your journey?

Lived Experience

- What is your lived experience on this decolonization journey? How have you experienced/participated/shown up in your journey so far?
 - Active/Passive
 - Solo/Supported
 - Have you taken breaks?
 - Do you need a break?

Lived Experience (cont.)

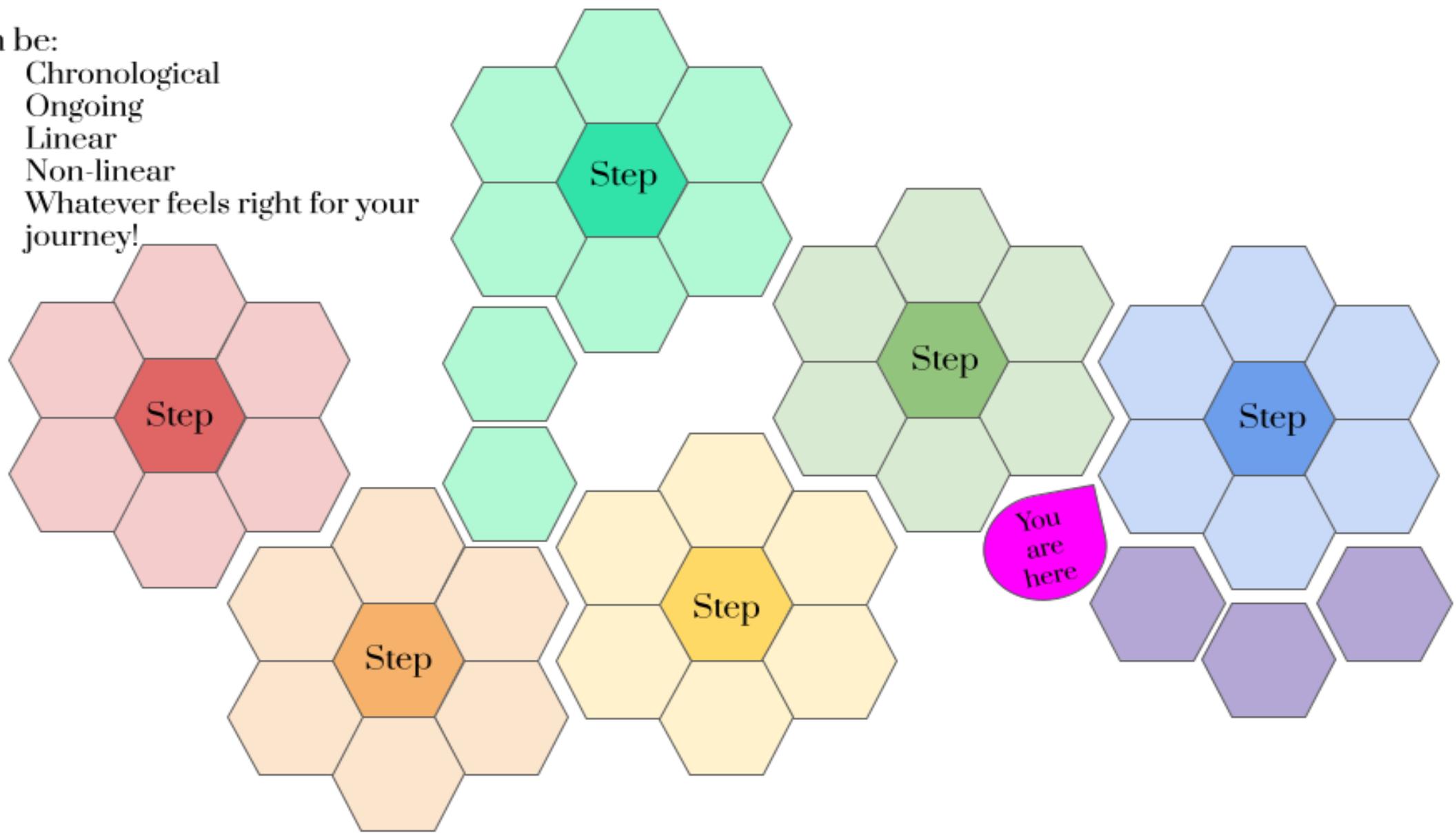
- Has your view/interpretation/interaction with decolonization changed throughout your journey?
 - Have you had intersections with anyone else's journey?
 - How have these interactions adjusted your view of decoloniality?
- What have been some highs and lows along the way?
 - Are these institutionalized?
 - Systemic?

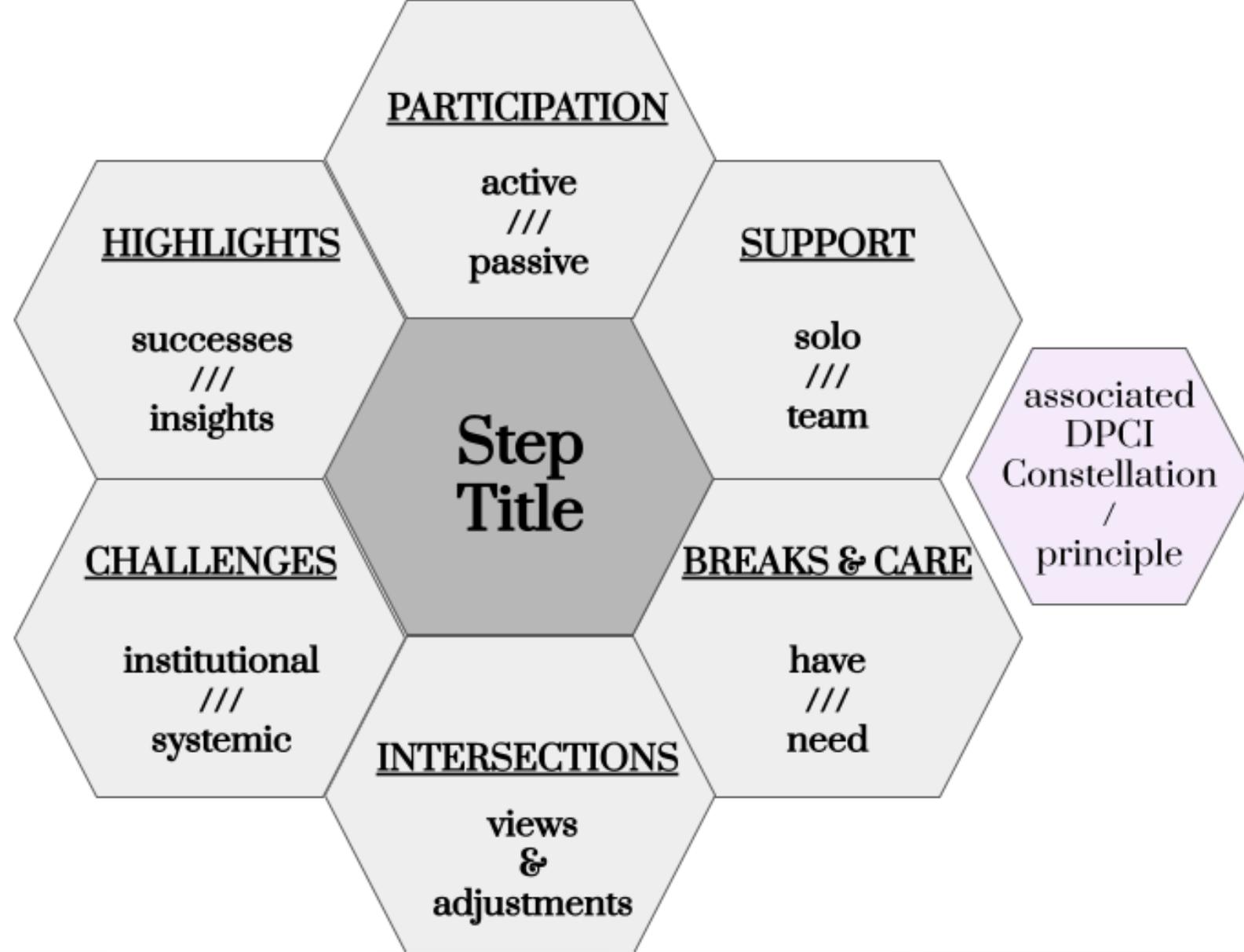
tinyurl.com/DPCISP23activity



Can be:

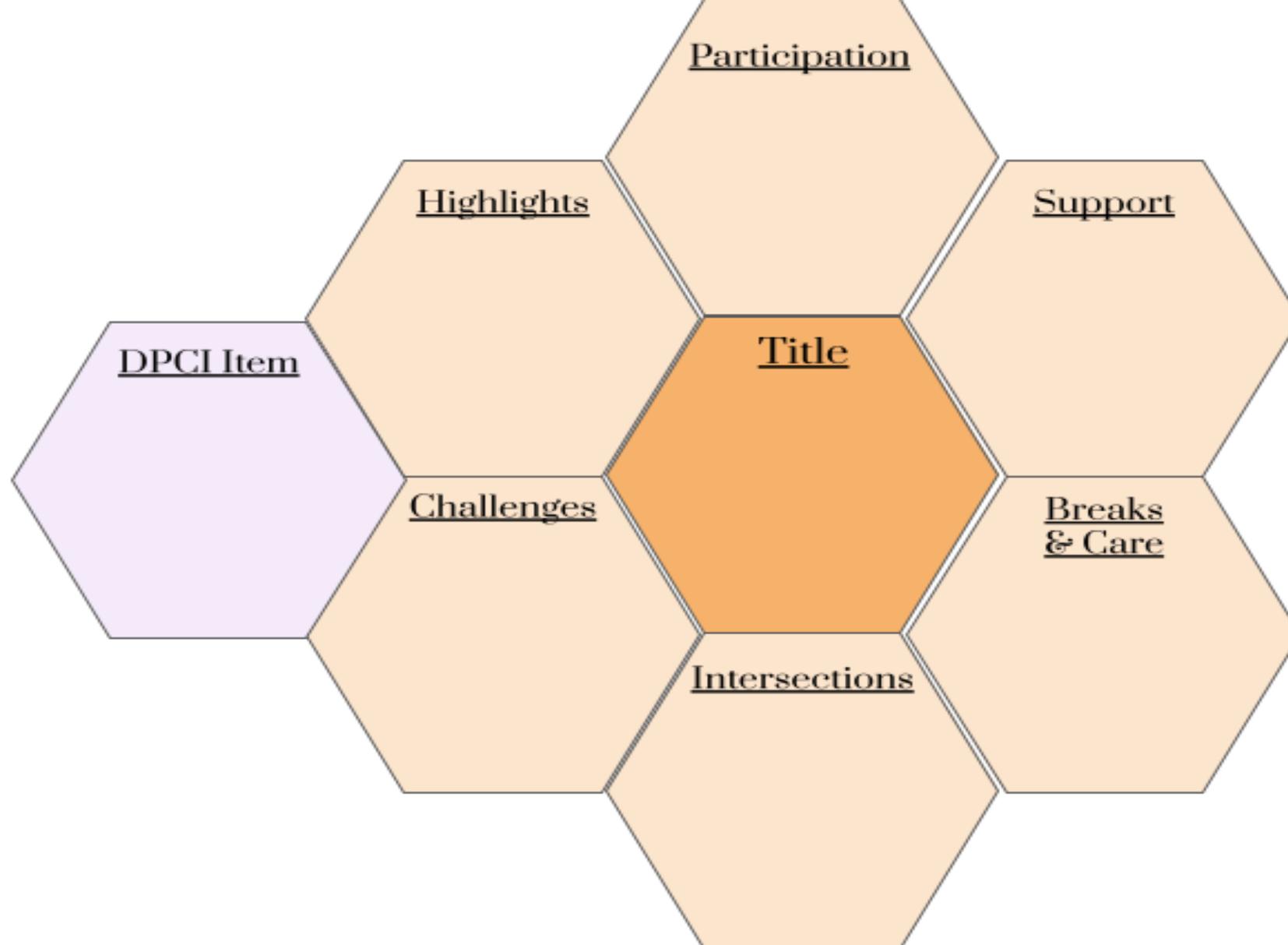
- Chronological
- Ongoing
- Linear
- Non-linear
- Whatever feels right for your journey!





VICTORIA'S JOURNEY





Developing an Instrument to Gauge the Decoloniality of Curriculum and Pedagogy



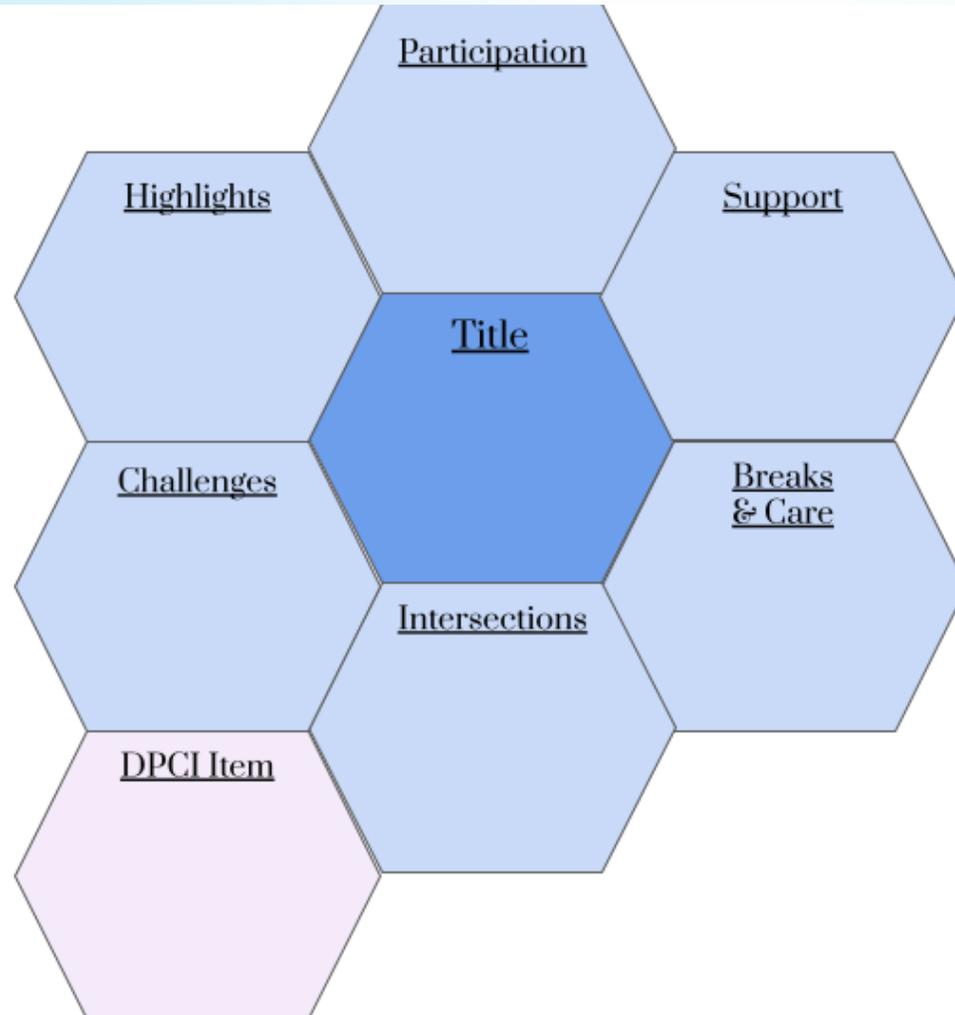
OFFICE OF THE PROVOST
Center for University
Education Scholarship

Step 2: Report Back to Groups

- 10 Minutes
- Open-ended discussion depending on interests and needs of group members



Next Steps



Next Steps (5 Minutes)

Find 1-2 principles/constellations to commit to as a next step in your journey.

1. How do you imagine implementing this into your work?
2. Who will you be sharing/co-creating with?
3. How will you measure success?
4. What does accountability look like for you?
 - a) This group?
 - b) A self defined group?
 - c) Self/solo accountability?

**Activity upload and
release form**

tinyurl.com/DPCISP23form





Q&A with Panel

**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship

Contact Information



William Simmons

williamsimmons@arizona.edu



Ana Cornide

cornide@arizona.edu



Victoria Vertein

vhennings@pima.edu

**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship



NEW! CUES Signature Workshop Series
Helps support CUES proposal preparation.

FEB 17, 2-4 PM | FEB 25, 10-12 PM
MAR 16, 12-2 PM

Drop-In Office Hours: Stop by to ask questions or find out more.



2023 CUES Distinguished Fellowships

Nominations due April 3 | [Read more >>>](#)



**Developing an Instrument to Gauge the Decoloniality
of Curriculum and Pedagogy**



OFFICE OF THE PROVOST
Center for University
Education Scholarship