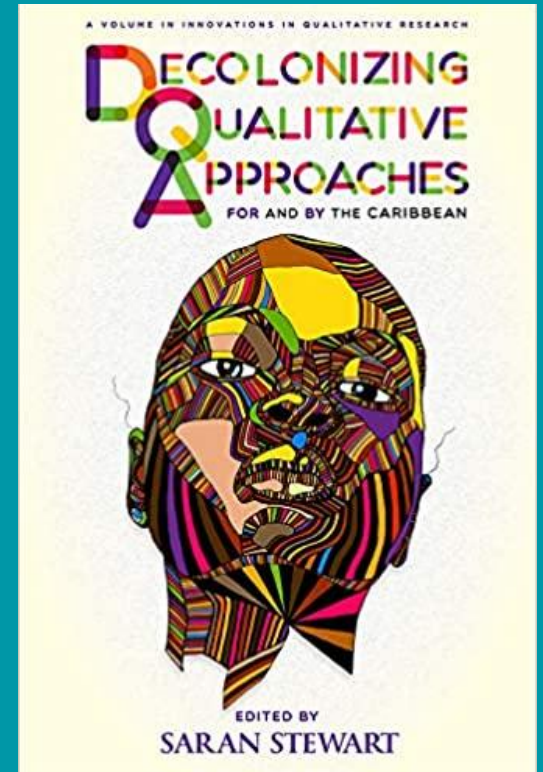


ASHE CIHE Research and Discussion Webinar



Monday, March 21st, 2022

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Land Acknowledgement - Miami University

Miami University is located within the traditional homelands of the **Myaamia and Shawnee people**, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

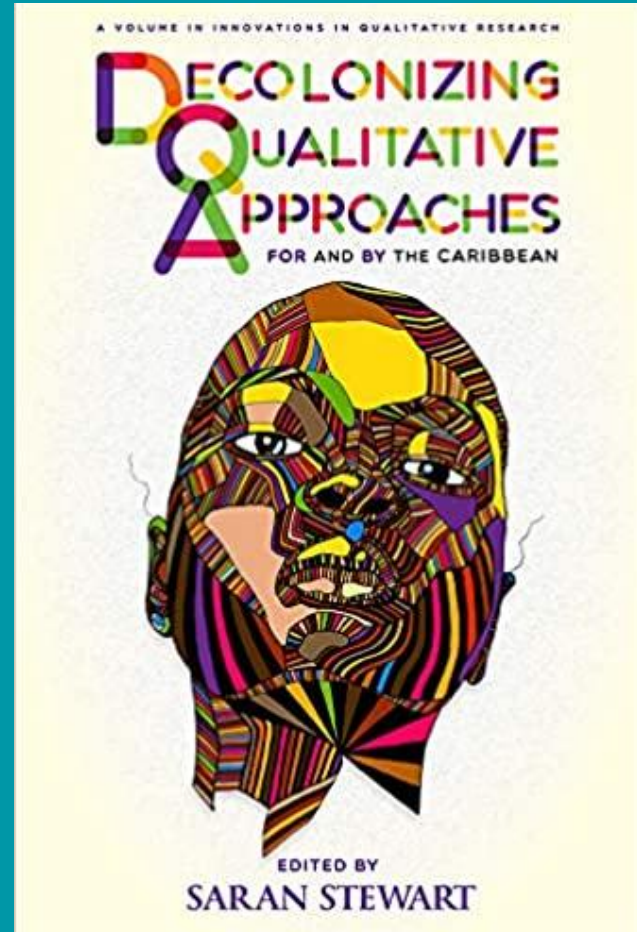
Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who have attended Miami since 1991 through the Myaamia Heritage Award Program.

Dr. Saran Stewart



Honorable Mention Winner of
**2021 ASHE CIHE Award for
Significant Research on
International Higher
Education**

University of Connecticut



Decolonizing Qualitative Approaches: Lessons Learned from the Caribbean

Dr. Saran Stewart
University of Connecticut



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Part I: Theorizing the Field of Decolonizing Research in the Caribbean

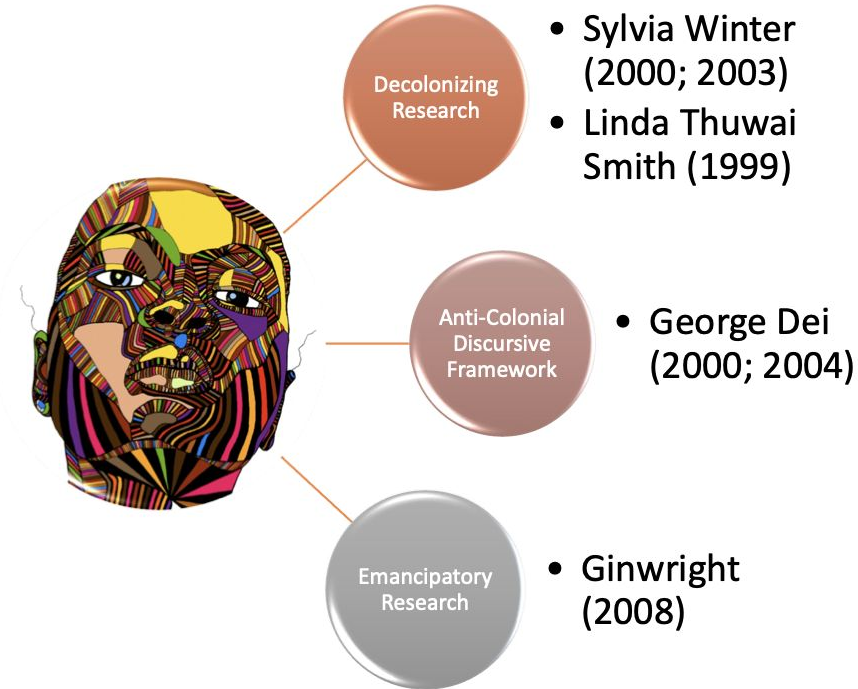
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Part II: Moving from Theory to Praxis: Application of Decolonizing Research in the Caribbean

3

Part III: Lessons Learned and Best Practices for Future Research

Critical Decolonial Research Frameworks



Anti-Colonial Discursive Framework (George Dei, 2000, 2004)

- (a) incorporate local languages, “Indigenous cognitive categories and cultural logic to create social understandings” (Dei, 2000, p. 117);
- (b) utilize and combine indigenous literature with socioeconomic understandings of society;
- (c) recognize and contribute to the importance of research done by “minoritized, indigenous and local scholars in reintegrating local and native languages in the education of the young” (Dei. 2004, p. 260); and
- (d) celebrate and value the use of oral, visual (i.e., photographs), and traditional materials of resistance and re-historization (Dei, 2000).

Categories of Caribbean Qualitative Research

- slave narratives;
 - diaries and journals;
 - travelogues, observations and missionary reports;
 - formal research reports; and
 - ethnographies. (Evans, 2009)
- Collectively, more than two centuries of qualitative research exist in the Caribbean, however it wasn't until the late 20th century that there was a rise in Afro-Caribbean authored, qualitative accounts (see, Chevannes, 1997; Austin, 1984, Beckles, 1999, 2016; Warner-Lewis, 2003).

Caribbean Research Methodologies and Methods



[Home](#) [About](#) [Past events](#) [Featured papers](#) [Contact](#)

OUR KNOWLEDGE

Caribbean research methodologies is a space dedicated to affirming Caribbean ways of knowing as valid forms of academic enquiry. We are a collective of researchers from the Caribbean. CRM leads international online seminars, publications and presentations across the globe. Together, we advance, centre and affirm Caribbean epistemologies and methodologies.

[Publications](#)

[Online Seminars](#)

- Walter Rodney's Groundings
- Mash up as Method
- Ole Talk - Camille Nakhid
- Liming Methodology – Camille Nakhid Shakeisha Wilson-Scott
- Maureen Warner-Lewis (2003) What's important to remark on is that she has added to the canon of decolonizing research that continues to reject and dispute false claims from early European conquerors.

Examining the Axiology, Ontology and Epistemology of Decolonizing Research

The analysis of the *self* in which Caribbean researchers - both the academic expert and participants must be seen as co-researchers as the participants' perspectives are just as critical as those which the researcher chooses to document

Researchers should explore their indigenous roots in an effort to challenge the assumptions of traditional qualitative research methodologies

“One has to pay careful attention to the social location, status and perspective of the researcher, and the informant and the context in which the study was done” (Evans, 2009, p. 15)

To decolonize research in the Caribbean, researchers and other contemporary authors of the Caribbean should write from a place of authenticity where their Caribbean identity comes alive in their writing more so than that of their Eurocentric ideologies and philosophies.

Caribbean Decolonizing Methodology

1

Developing an
Intersectional
Consciousness

2

Utilizing Critical,
Community-
Centered,
Decolonizing
Frameworks and
Methodologies

3

Unleashing our
Emancipatory
Imagination

I. Developing an Intersectional Consciousness

- The importance of individuals hoping to conduct research in the Caribbean context of truly getting to know their authentic self from an intersectional perspective.
- The authors negotiated their many responses of what it meant to be a Caribbean researcher. For some being a Caribbean researcher meant being ethically responsible for contributing to the canon of Caribbean knowledge; a sense of strength, pride and resilience given the limited resources and number of persons globally focused on Caribbean research. For others, the identity created a space of community and belonging, and for some it represented a space of tension, statelessness and feeling of uncertainty.



II. Using Critical. Community-Centered Decolonizing Frameworks and Methodologies

Engaging Native Tongues (Fokun-Lewis, journal artifact, 2018)

The aim is not to be combative, but rather to question inequities, and in so doing one might have the option to "add to existing knowledge, or add indigenous knowledge."

Creating indigenous knowledge which means, for example, moving away from the "tendency to adopt educational models and procedures which take inadequate account of the unique aspects of Kest Indian language situations" (Craig, 1980, p. 15)

social justice - about the practices that determine people and relationships

aim about edukaashan ("I am building on the work of researched on in the field of education"). Just to name a few: Ruby King, Dennis Craig, Errol Miller, Velma Pollard, Hyacinth Evans, Josette Lewis-Smile, Beverley Bryan

Writing our stories using our words for the world, rather than having stories being written for us.
YLF 1/27/2018

building on the work of two giant academic researchers dear to my heart: Rodney, Blade Power and Caribbean political thought.

Green Warner-Lewis and her work on African retentions in the Caribbean - providing evidence that our African ancestors brought much with them, and that some things (language, cultural practices) have remained, thereby refuting the ('tabula rasa') ideology that the enslaved Africans brought nothing, and therefore contributed nothing to our societies.

Embracing Indigenous Ways of Knowing

Decolonizing research involves searching for and experimenting with appropriate methodologies that are culturally relevant and useful in the context that one is carrying out research... This is particularly relevant among the African descendant populations that I have carried out research on in Brazil, South Africa, and to a lesser extent in Jamaica. This is because cultural practices and beliefs in the black diasporic community are often passed down from generation to generation in oral form, such as story-telling, riddles, jokes, and sayings. In addition, the theatre tradition is strong in Jamaica where entertainment for many young people begins in the church, in a setting where children are expected to perform for audiences (musical recitals, singing, drama skits, and so on). This means devising culturally appropriate methods that make use of these traditions and skills, thereby opening spaces in our largely western-informed epistemologies and methods to give centre stage to the voices of the people we are trying to represent in our writing. (Gordon, personal communication, 2018)

Empowering Local Participants



- “Maybe the focus needs to be moved from the researcher to the focus of the research [or] maybe the essence of being a Caribbean researcher is not in the identity of the researcher...Maybe it lies in the identities of the Caribbean peoples who are at the centre of the research, and the contexts in which these are developed, experienced, and lived [or] perhaps this is the crux of being a Caribbean researcher” (*Ferguson*, Journal Entry, 2018).

Unleashing our Emancipatory Imagination

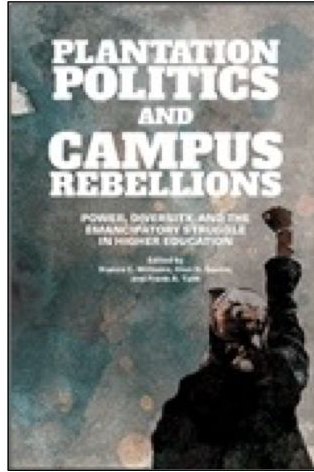
- Designing decolonizing methods is to create opportunities for post-colonized people to reframe, redefine, and rename one's current and future realities based on their individual and collective liberatory interests



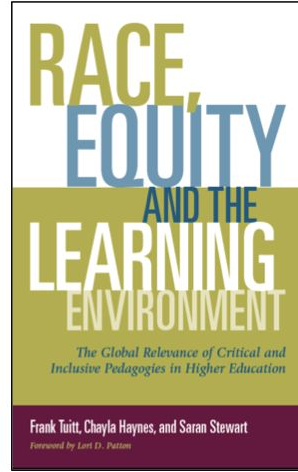
Concluding Thoughts

- According to George Yancy (2008), in his article, “Colonial Gazing: The Production of the Body as Other,” describes the dynamics of colonialism “as a means of socially producing reality, shapes colonized bodies through powerful processes of inscription” (p. 2). Yancy argues that there is a violent aspect of colonialism that requires a way of thinking that defines all that is good in European terms. Moreover, not only did the colonizer impose this Eurocentric way of viewing the world to justify their oppressive actions; they also coerced the colonized to adopt Eurocentric ways of being in world—what Yancy refers to as “White ideological discursive formations” (p. 2). Thus, if we follow Yancy’s premise, anyone desiring to conduct research in a Caribbean context (myself included) has already been contaminated by way of socialization (education/training) to engage in colonial gazing where we begin to betray our authentic selves and adopt colonial ways of viewing the world (Yancy, 2008).

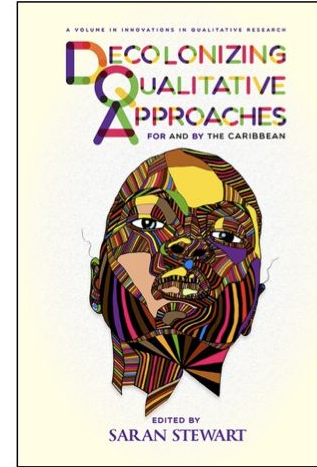
Questions and Thank You



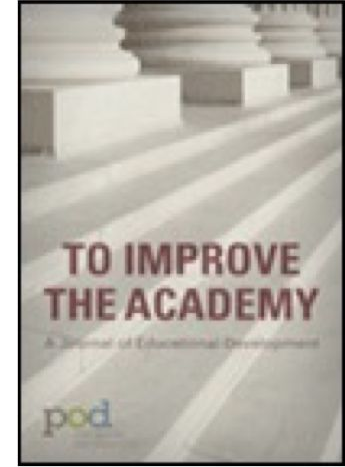
*Williams, Squire &
Tuitt*
SUNY Press
2021



*Tuitt, Haynes &
Stewart*
Stylus Publishing
2016



Stewart
Information Age
Publishing
2019



Tuitt, Haynes & Stewart
POD Journal
2018

Saran Stewart, PhD
Associate Professor
Faculty Director
Director of Global Education
saran.stewart@uconn.edu

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You can purchase Dr. Stewart's book through the [publisher](#) or on [Amazon](#).

Question and Answer

General Discussion

Join our Community!

We encourage you to further engage with the ASHE CIHE Community by joining as a member of ASHE. In the registration, you can indicate your interest in the Council for International Higher Education.

Activities and Benefits include:

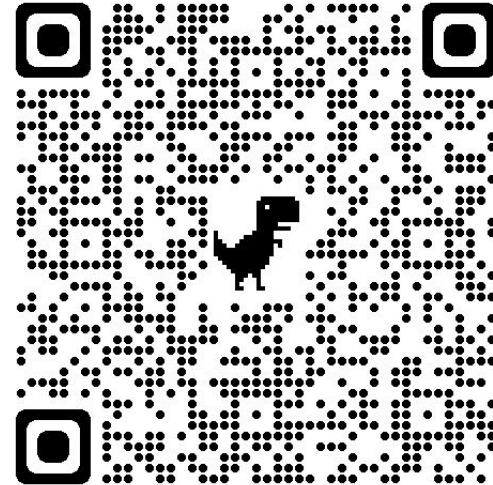
- ASHE Pre-Conference Registration Discount
- Bimonthly newsletters
- Networking and Social Events
- Webinars
- Connection with International Education Researchers Globally

<https://www.ashe.ws/membership>

Want to find out about upcoming webinars?

Join our listserv to receive updates about ASHE CIHE webinars

[Register here](#)



Webinar about ASHE Proposals next week!

Join us on **Thursday, March 31st @ 6 PM EST** for the workshop and webinar:

Tips for submitting an ASHE Proposal for International Research

[Register at this link](#) or through the QR Code

ASHE CIHE Pre-Conference Co-chairs

Dr. Christina Yao, University of South Carolina

Dr. Jeongeun Kim, Arizona State University

ASHE Conference International Higher Education Co-Chairs

Dr. Melissa Whatley, SIT Graduate Institute

Dr. Kayla Johnson, University of Kentucky



ASHE 2022 and ASHE CIHE Call for Proposals

The ASHE 2022 & the ASHE CIHE Pre-Conference Call for Proposals is out!

The call for proposals can be found [here](#).

Submissions are due April 18!

Consider submitting to the CIHE Pre-Conference, as well as the International Higher Education section of the ASHE general conference.



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