

Multiple Means of Connection: A decolonial orientation to UDL

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Land Acknowledgement

Team Members

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Flow of today's session

We invite you to explore and be a part of today's session

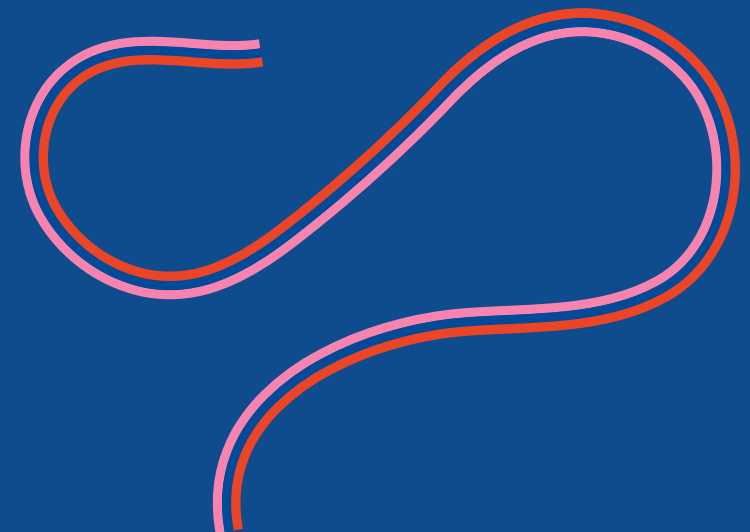
- Starting with an activity – connect throughout
- UDL
- Theories drawing on
- Multiple means of connection
- Practical applications/examples
- Final reflection activity



Activity: Sketchnoting

We are inviting you to place yourself within the learning

- To your self (feelings, values)
- To your community (learning, family, culture)
- To your environment (land we are on, where your from, outside)



Sketchnoting example



Self Location





What is your relationship to
knowledge?

Is your knowledge influenced
by a dominant or
mainstream source of
knowing?

What is your relationship
to yourself and how you
know?



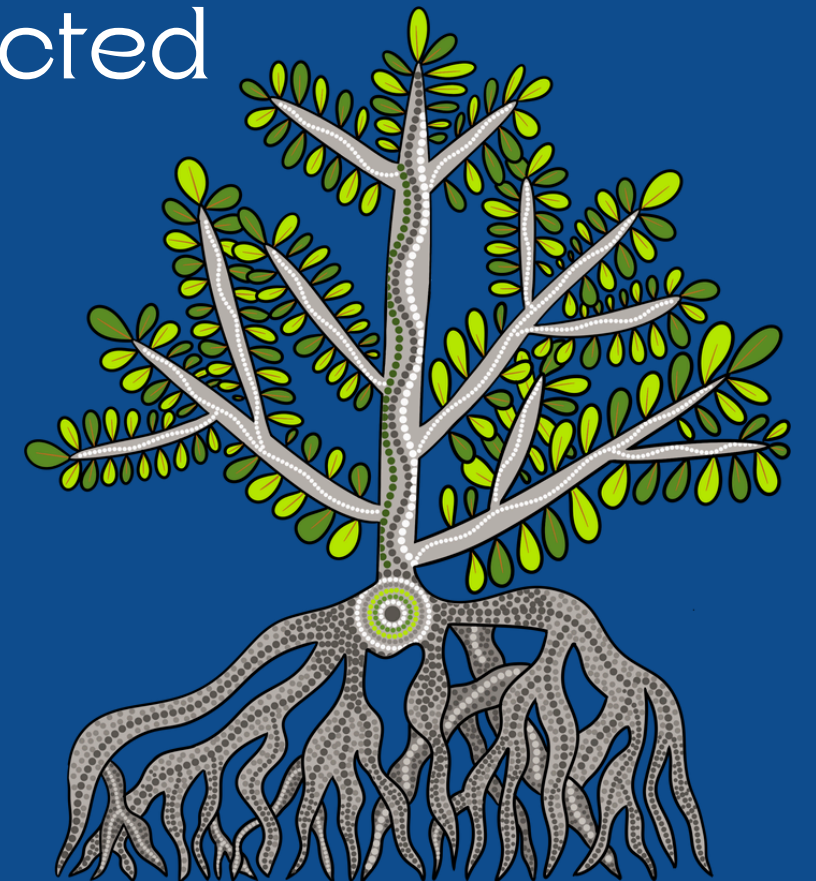
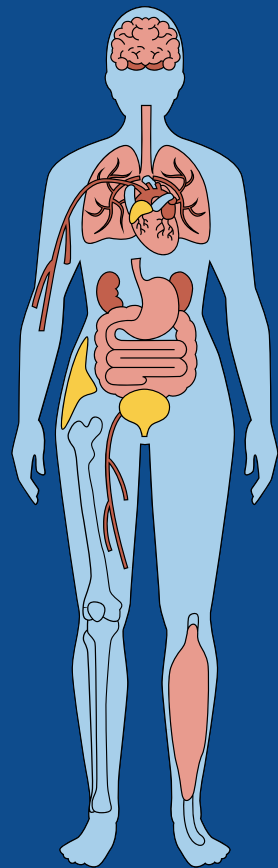
Universal Design for Learning (UDL)

- Increase accessibility
- Increase Inclusion
- Multiple means of
 - engagement – autonomy, choice – increase motivation
 - representation – alternative approaches (sight, hearing, etc...)
 - Action & expression – different ways to interact – show understanding – multimedia, multimodal



UDL – what’s missing?

- Operationalized to “fix a problem”
- Has lacked indigenous views and global south
- What do we mean when we say inclusion?
- Thinking – pluriversality, holistic, interconnected





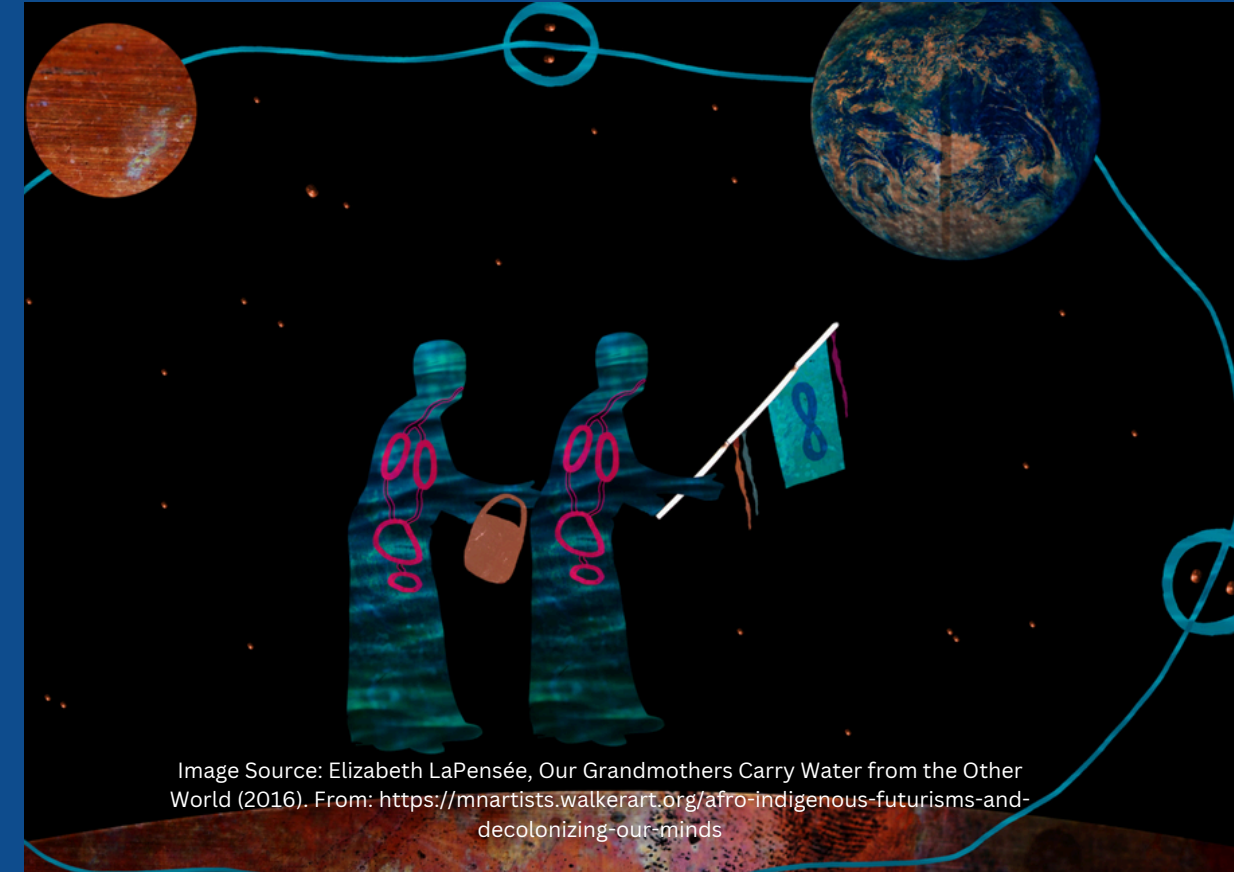
Conceptual Background

- Decolonization
- Indigenous Feminism's Felt Theory
- Pluriversality
- Corazonar, Sentipensar, and the Learning Spirit

Decolonization & Indigenous Feminist Felt Theory

Decolonization in Education:

- Subjectivity
- Land-based
- Critical inquiry



Felt Theory:

- Emotive & Embodied
- Feeling history
- Community-Building

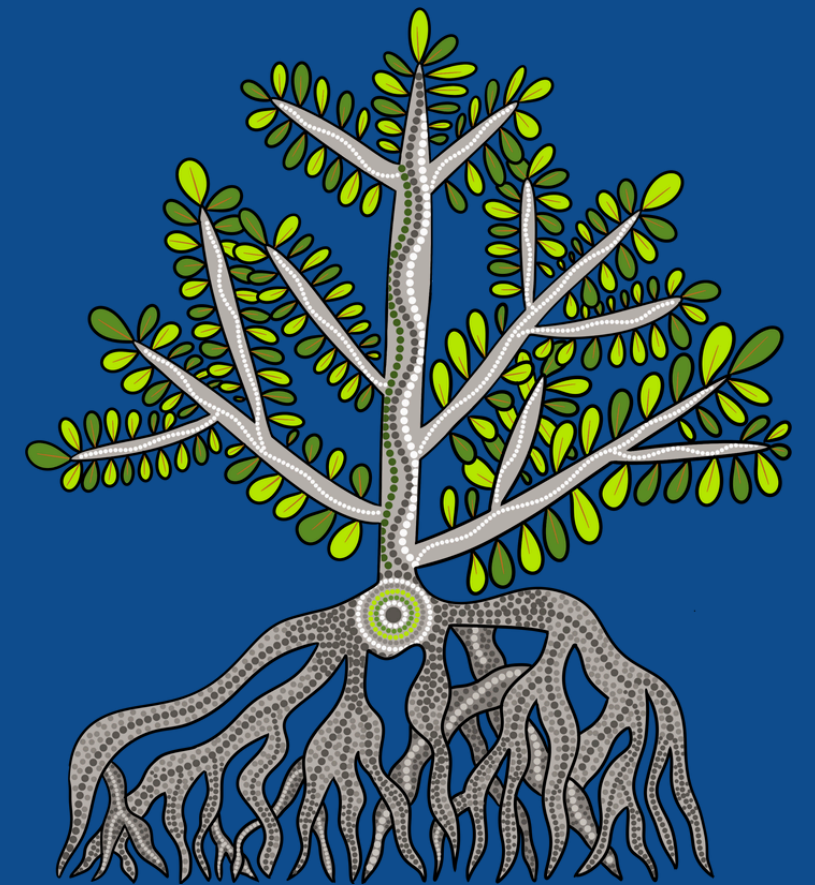
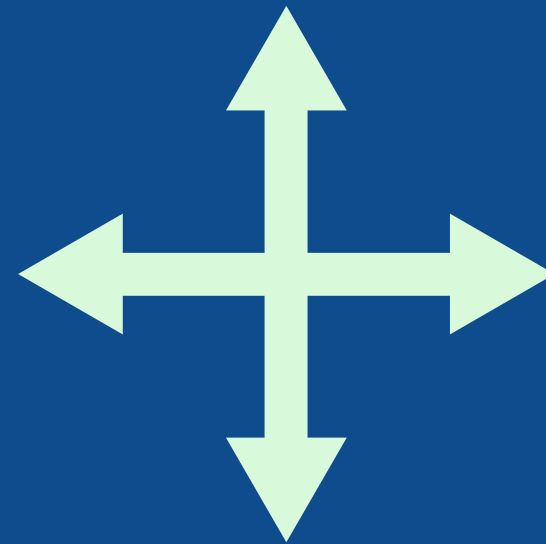
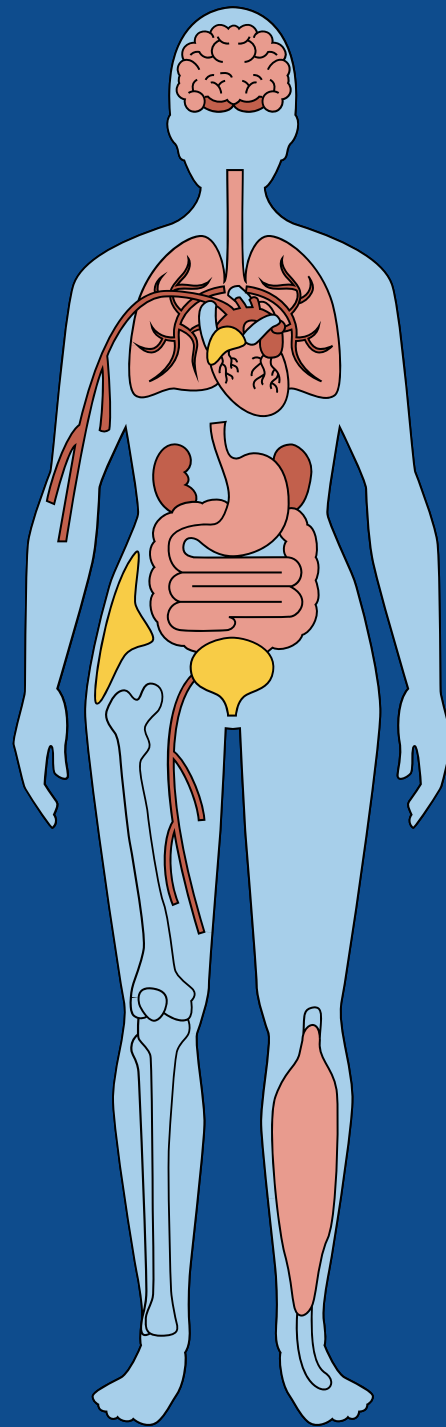
Indigenous Epistemologies of the Global South



Feel-Think

“In Nahuatl, ‘in ixtli, in yollotl’ –a (wise) face, a (wise) heart– combines emotion and vitality to develop a sense of morality and wisdom” (Chávez, 2004; Leyva, 2003)

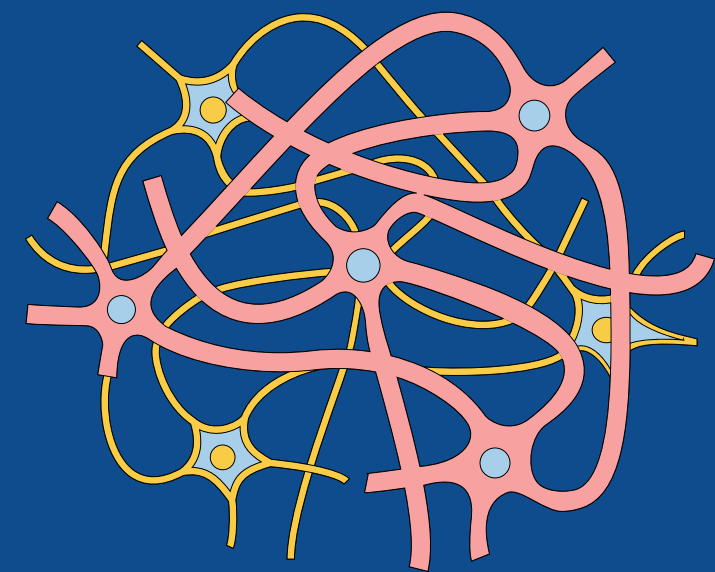
Multiple means of connection



Multiple Means of Connection

Interconnection (Sentipensar, Corazonar)

- **Self** – connect learning through reflection, feelings, spirit
- **Community** – connect to culture, language, family, history
- **Environment** – connect to land, waterways, ecosystem



Sketchnote activity

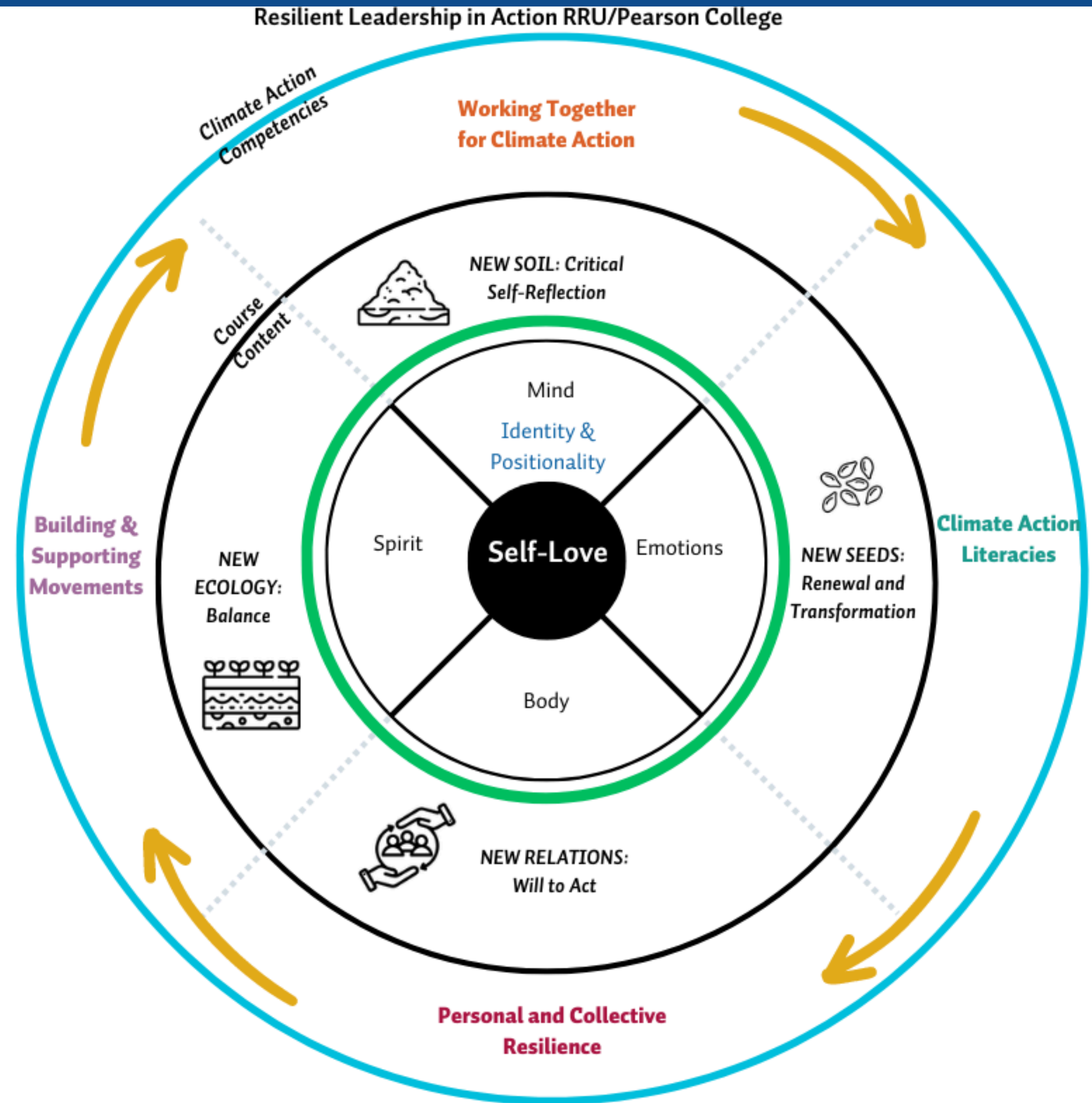
Consider the ideas of multiple means of connections introduced here – sketch your thoughts here.

In Practice

Four movements Rubric Collective Leadership course

The Four Movements Rubric invites learners to connect to self (mind, body, emotions, and spirit), the course content, and the learning community towards positive change.

Great example of corazonar



Previous

Next

Learning Outcomes & Aspirations

Aspirations

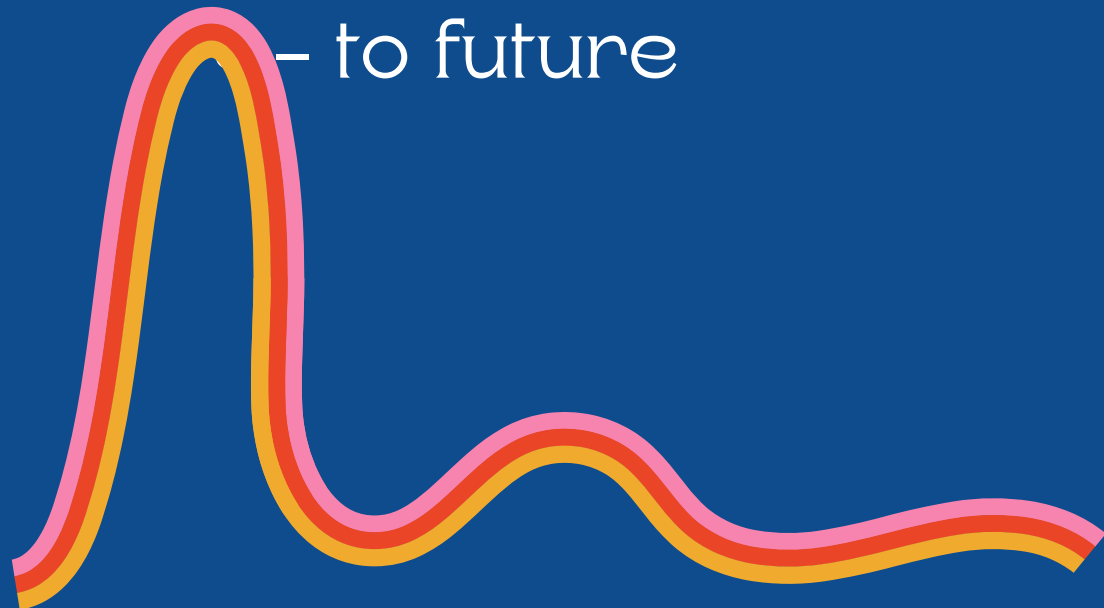
Mental. <i>I aspire to identify meaning by connecting to knowledge</i>	
Physical. <i>I aspire to have a sense of purpose</i>	
Emotional. <i>I aspire to feel an increased sense of belonging</i>	
Spiritual. <i>I aspire to have a sense of hope</i>	

LEARNING OUTCOME

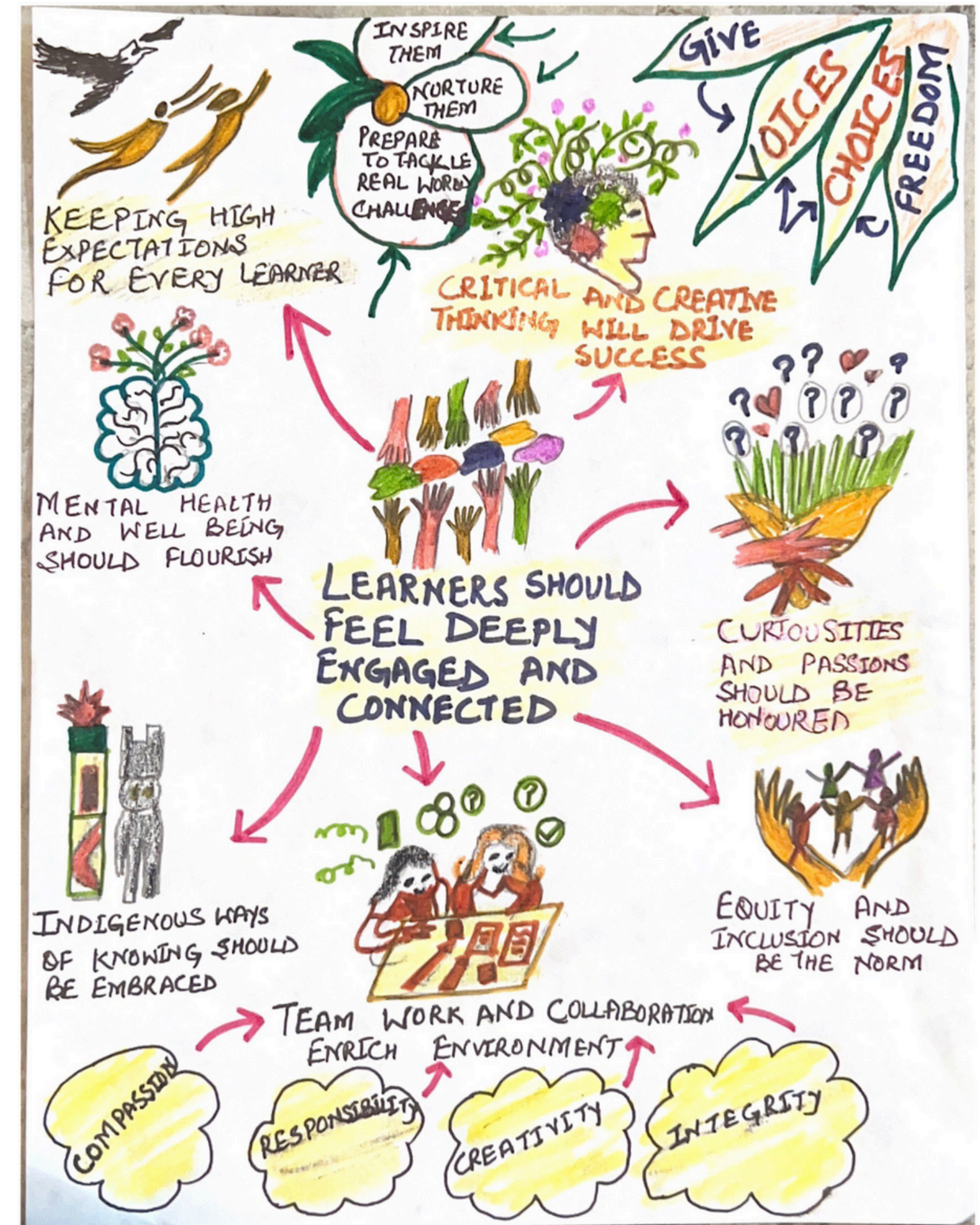
ASSESSMENT CRITERIA

Connecting to communities

- Introduction to the BC K-12 School System & Professional Standards for Educators
- Co-design and co-facilitate with Meredith Fenton
 - Connect to previous communities (coming from around the world)
 - Already have teacher identity
 - understanding of self to future communities, evolving self and new lands.
- Reflective questions/exercises connecting current teacher identity and communities to future



Example Sketchnotes



Intergenerational Digital Storytelling

Community participatory design and learning

Nak'azdli Health centre

Nakal'bun Elementary school

Nak'azdli Elders Society

Nak'azdli Whu'ten Youth Council

Principal Investigator: Dr. S. Freeman (UNBC)

Co-investigator: Dr. S. Hausknecht (SFU)

Co-investigator: Dr. K. Skinner – U. of Waterloo

Design

Layer 1

- Cultural
- Build connections
- Introduce digital storytelling

Layer 2

- Elders share stories in large and small groups
- Record stories
- Record music

Layer 3

- Storyboarding
- Layer images and sound
- Students gather more images from community

Layer 4

- Share with community
- Archive with community for future use


Land Based Learning

- Example: Open Space's "On the Land Online"
 - How do we keep Indigenous people connected to land during COVID-19?
 - How do you mobilize Indigenous knowledge away from the land?
 - Land is correlated to philosophical interventions on building violence free futures



Sketchnote activity



- What is your relationship to environment (land, water, ecosystems)?
 - Ask yourself if you are still struggling with colonial land tenure in this relationship: does that create barriers in how you connect to land and connect your students to land?
- 

Land Based Learning

- Example: Indigenous Education: 2 Year Diploma Program
 - Community service learning on revitalization
 - Indigenous tools for comprehension
 - Critical engagement with decolonization to de-center deficit based & false narratives



Final Reflection Activity

Speak to the person next to you about what you sketch-noted

- What would you use in your work or life to create multiple means of connection?
Corazonar?
- How will you connect the pieces?



Thank You

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