FOSTERING STUDENT SUCCESS: VALIDATING STUDENTS, WORKING WITH CULTURAL STRENGTHS AND DESIGNING A CULTURALLY-VALIDATING PEDAGOGY

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KEYNOTE ADDRESS

WESTCHESTER COMMUNITY COLLEGE

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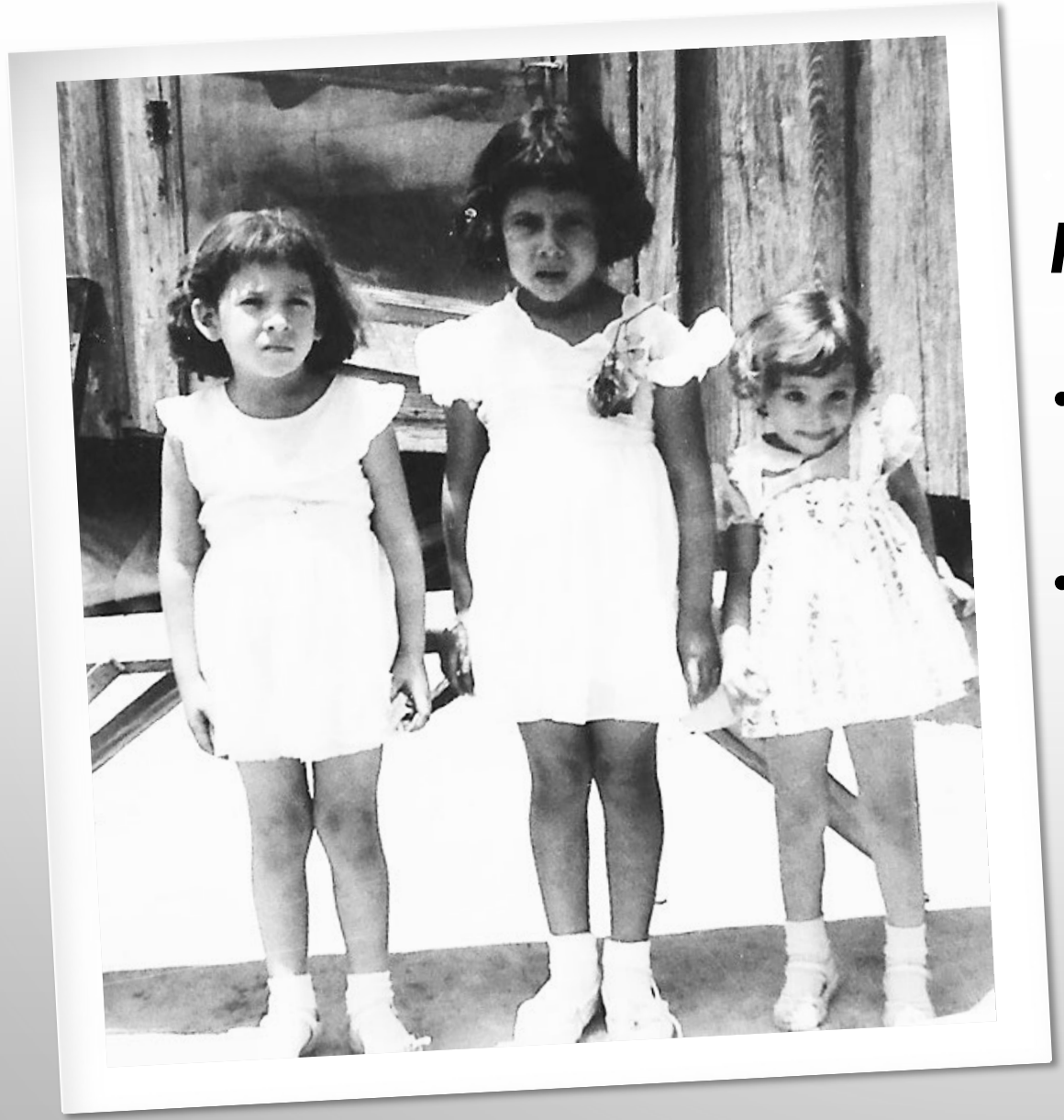
***ART BY LILIANA WILSON**



HOW I ENTER THIS INQUIRY

- **GREW UP IN LAREDO, TEXAS—ALONG THE U.S.-MEXICO BORDER.**
- **LOW-INCOME, FIRST-GEN STUDENT**

ADDRESSING EDUCATION GAPS

ENTRENCHED FALSE NARRATIVE: TO SUCCEED ALL STUDENTS HAVE TO DO IS PULL THEMSELVES UP BY THE BOOTSTRAPS AND SUCCEED ON THEIR OWN WITH MINIMAL TO NO SUPPORT.

COUNTER-STORY: RELATIONSHIPS, VALIDATION, CARING AND EMPATHY ARE CRITICAL TO SUCCESS, ESPECIALLY FOR FIRST-GENERATION, LOW-INCOME STUDENTS. THIS IS ESPECIALLY TRUE IN THE PERIOD OF A PANDEMIC.

NEW BOOK: *RELATIONSHIP-RICH EDUCATION* (FELTEN & LAMBERT, 2020). HUMAN CONNECTIONS DRIVE SUCCESS.

ACTION: WORK WITH A VALIDATION-RICH ACADEMIC AND STUDENT SUPPORT SYSTEM.

FACULTY AND STAFF SHOULD UNDERSTAND THE IMPORTANCE OF VALIDATION & BECOME VALIDATING AGENTS

- HELPS STUDENTS TO FEEL THAT THEY ***MATTER AND THAT THEY ARE VALUED!***
- FACULTY AND STUDENT AFFAIRS STAFF WORK WITH AN ***ETHIC OF CARE*** THAT FOSTERS A ***SENSE OF BELONGING***.
- VALIDATE ***STUDENT VOICE***.
- HELP STUDENTS BELIEVE IN THEMSELVES/***I CAN DO THIS***!

VALIDATION AND ONLINE EXPERIENCES

- RESEARCH SHOWS THAT ONLINE LEARNING WORKS BEST WHEN FACULTY BUILD REGULAR, POSITIVE, AND INTERACTIVE RELATIONSHIPS WITH STUDENTS (*99 TIPS FOR CREATING SIMPLE AND SUSTAINABLE EDUCATIONAL VIDEOS*--COSTA & PACANSKY-BROCK, 2020)
- <u>SHOW UP NOT JUST AS AN FACULTY OR STAFF, BUT AS A HUMAN BEING</u>
  - CONVEY CARING AND SUPPORT FOR STUDENTS
  - PRAISE SUCCESS
  - VALIDATE THEIR ABILITY TO BE SUCCESSFUL
  - BE REASSURING
  - REMAIN ACCESSIBLE
  - USE VIDEOS TO CAPTURE YOUR CARING AND EMPATHY
  - LET STUDENTS KNOW YOU ARE AWARE OF THEIR SITUATIONS DURING THIS DIFFICULT TIME (DARBY, HTTPS://WWW.CHRONICLE.COM/INTERACTIVES/ADVICE-ONLINE-TEACHING

THE IMPACT OF VALIDATION—IT CAN LIVE IN YOU FOR THE REST OF YOUR LIFE!

HTTPS://WWW.PBS.ORG/VIDEO/IT-REALLY-HAUNTS-ME-EVERY-DAY-MHTPIN/?CONTINUOUSPLAYAUTOPLAY=TRUE

***PUSHOUTS*—PBS DOCUMENTARY. STORY OF DR. VICTOR RIOS WHO GREW UP IN THE PROJECTS AND BECAME PROFESSOR OF SOCIOLOGY AT UNIVERSITY OF CALIFORNIA, SANTA BARBARA.**

AWARD-WINNING PROFESSOR, AUTHOR, FORMER HIGH-SCHOOL DROPOUT AND JUVENILE DELINQUENT.

WHAT HAPPENED TO YOU?
AUTHENTIC, CARING RELATIONSHIPS MATTER
VALIDATION CAN BE A HEALING TOOL

- **OPRA WINFREY'S LIFE-CHANGING STORY ON CHILDHOOD TRAUMA**
- **DR. BRUCE PERRY—EXPERT ON CHILDHOOD TRAUMA**

- HTTPS://WWW.YOUTUBE.COM/WATCH?V=DF20FAQZYUI&FEATURE=YOUTU.BE

IMPACT OF VALIDATION—NOT ABOUT "CODDLING STUDENTS"

- BELIEVE "I CAN DO IT"
- BELIEVE IN INHERENT CAPACITY TO LEARN
- BECOME EXCITED ABOUT LEARNING
- FEEL A PART OF THE LEARNING COMMUNITY
- BECOME MOTIVATED OR DRIVEN
- FEEL CARED ABOUT AS A PERSON, NOT JUST A STUDENT

- POST ON CHAT FUNCTION:
- WHO HAS BEEN YOUR VALIDATING AGENT?
- HOW DID THAT VALIDATING AGENT MAKE YOU FEEL?

THE COLLEGE EXPERIENCE FOR FIRST-GENERATION, LOW-INCOME STUDENTS

- **FALSE NARRATIVES: THE COLLEGE EXPERIENCE IS TYPICALLY THE SAME FOR ALL STUDENTS, ALL OF THEM CAN BE TREATED THE SAME WAY.**
- **COUNTER STORY: THE LIFE AND COLLEGE EXPERIENCES OF FIRST-GENERATION, LOW-INCOME STUDENTS ARE NOT THE SAME AS WEALTHY, PRIVILEGED STUDENTS.**
- **ACTION: UNDERSTAND THE DISTINCT DIFFERENCES BETWEEN THE COLLEGE EXPERIENCE OF WEALTHY, PRIVILEGED STUDENTS AND FIRST-GENERATION, LOW-INCOME STUDENTS.**

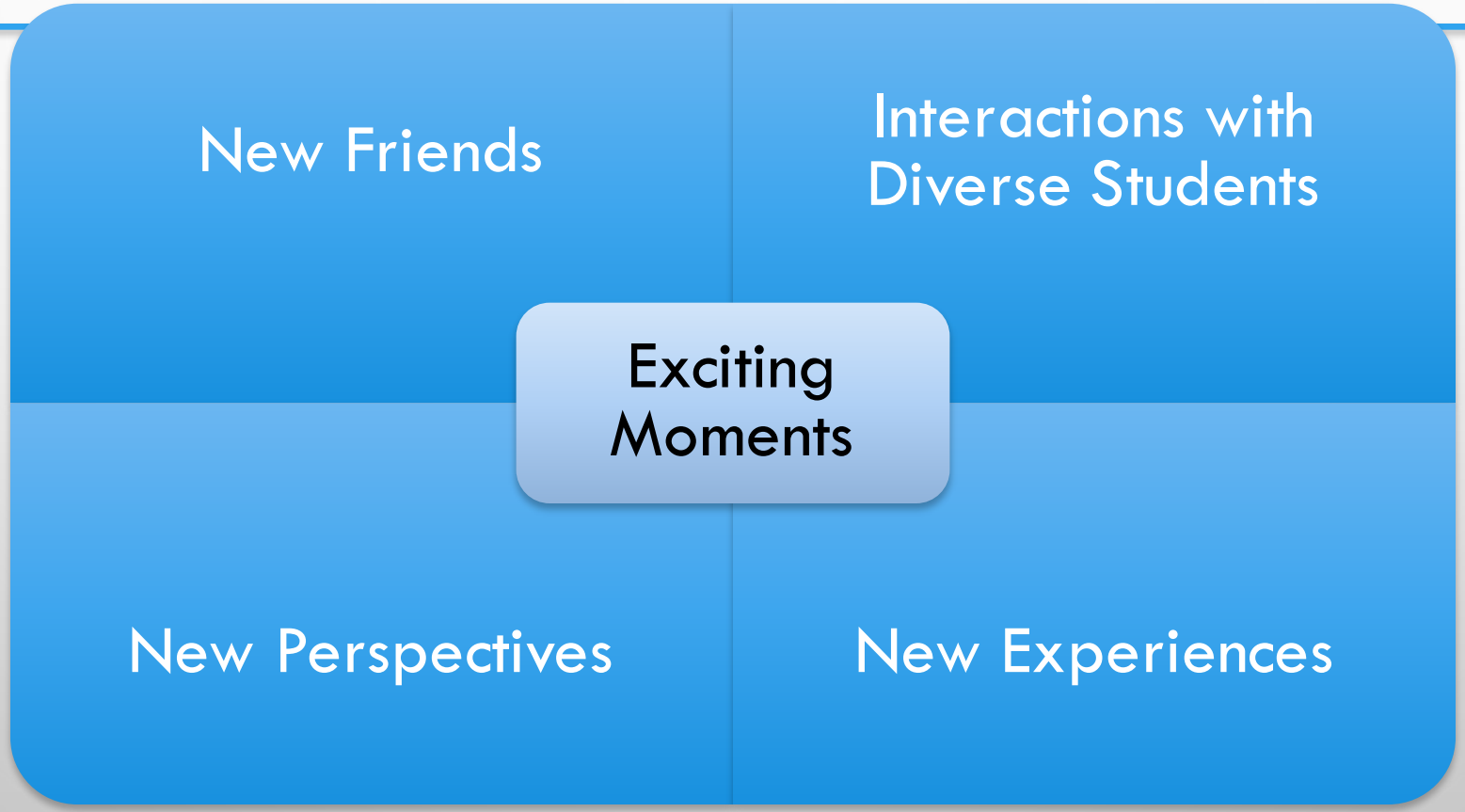
FIRST-GENERATION STUDENTS—7 FACTS (EAB, 2018)

1. MORE LIKELY TO ATTEND A COMMUNITY COLLEGE
2. LESS LIKELY TO GRADUATE ON TIME
3. CHOOSE CAREERS THAT GIVE BACK TO THEIR COMMUNITIES
4. EARN LESS THAN THEIR PEERS
5. LESS LIKELY TO HAVE A MENTOR
6. NEED MORE FINANCIAL SUPPORT
7. MAY NOT KNOW THEY ARE FIRST GENERATION—MAY LOSE OUT ON RESOURCES AVAILABLE FOR THEM

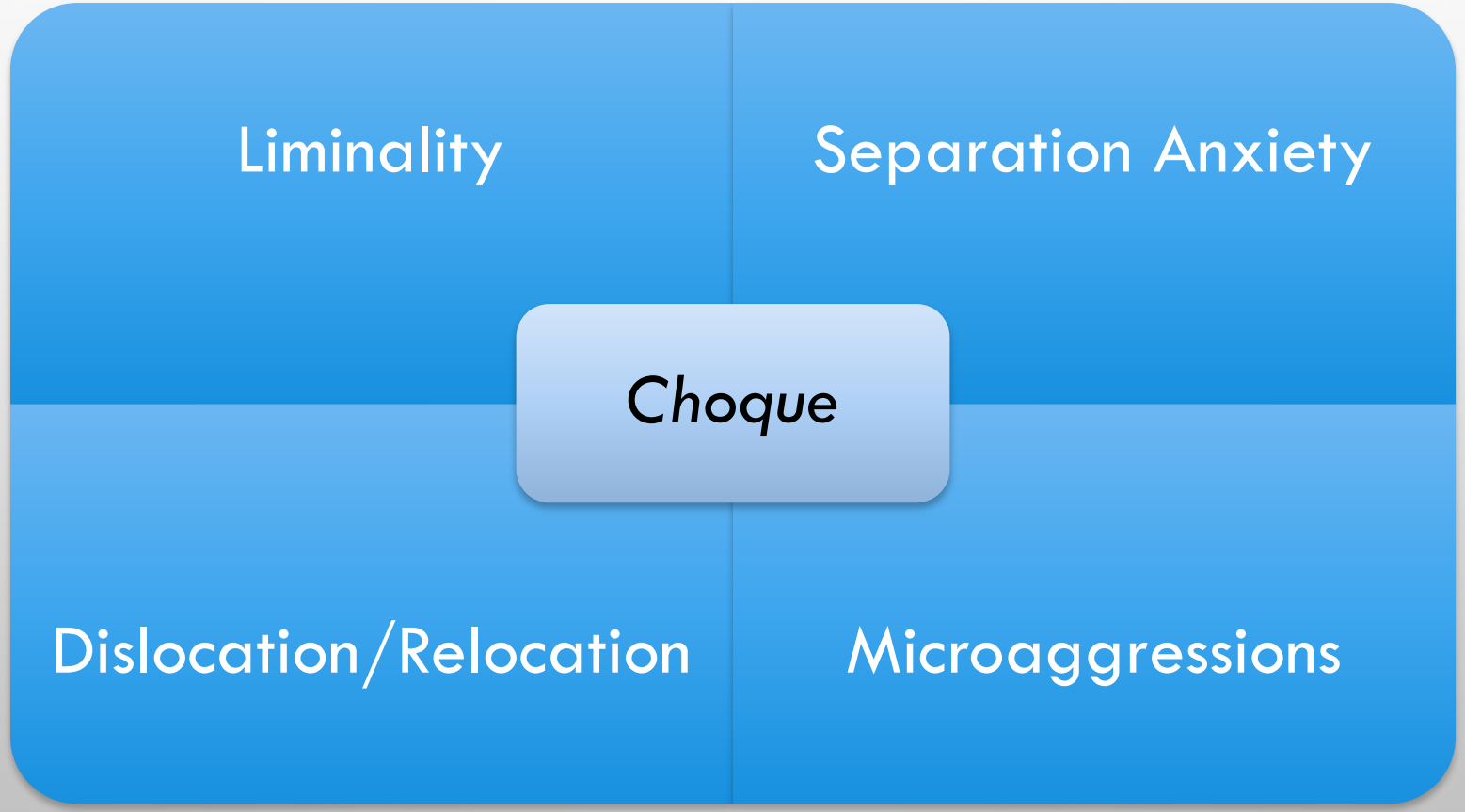
RESEARCH PROJECT: THE COLLEGE EXPERIENCE FOR LATINX STUDENTS AT UTSA

- **PURPOSE**
  - TO ILLUMINATE **THE POSITIVE AND NEGATIVE ASPECTS OF THE COLLEGE EXPERIENCE** OF LATINX STUDENTS.
  - TO IDENTIFY **CULTURAL ASSETS LATINXS EMPLOY** TO BECOME SURVIVORS AND MOVE PAST OBSTACLES.
- **METHOD**
  - FOCUS GROUPS, N=47
  - ONE-ON-ONE VIDEOTAPED INTERVIEWS, N=6

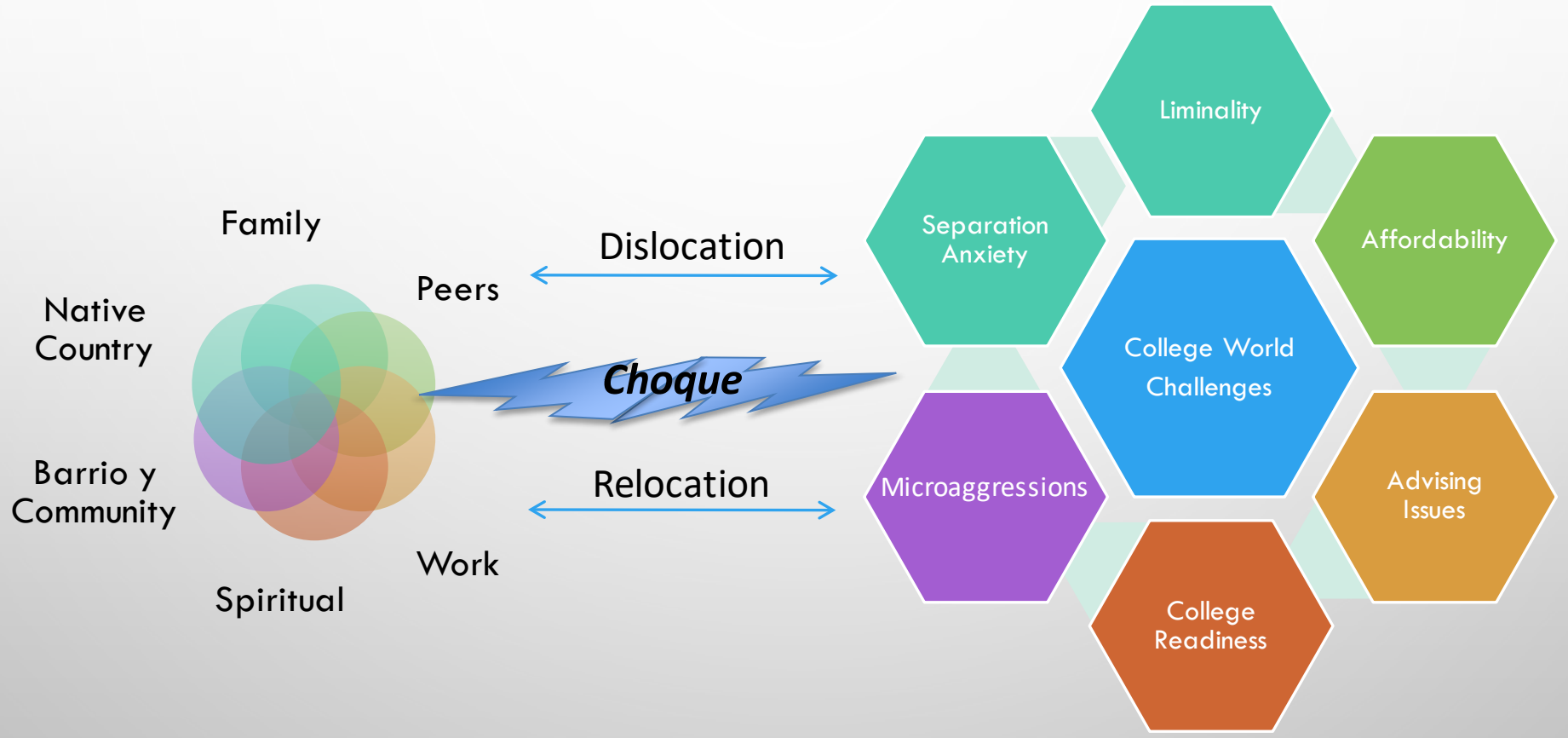
UPSIDE OF COLLEGE



THE DOWNSIDE OF COLLEGE: CHOQUE/CULTURAL COLLISION



ENTRE MUNDOS: NAVIGATING THE TRANSITION TO COLLEGE

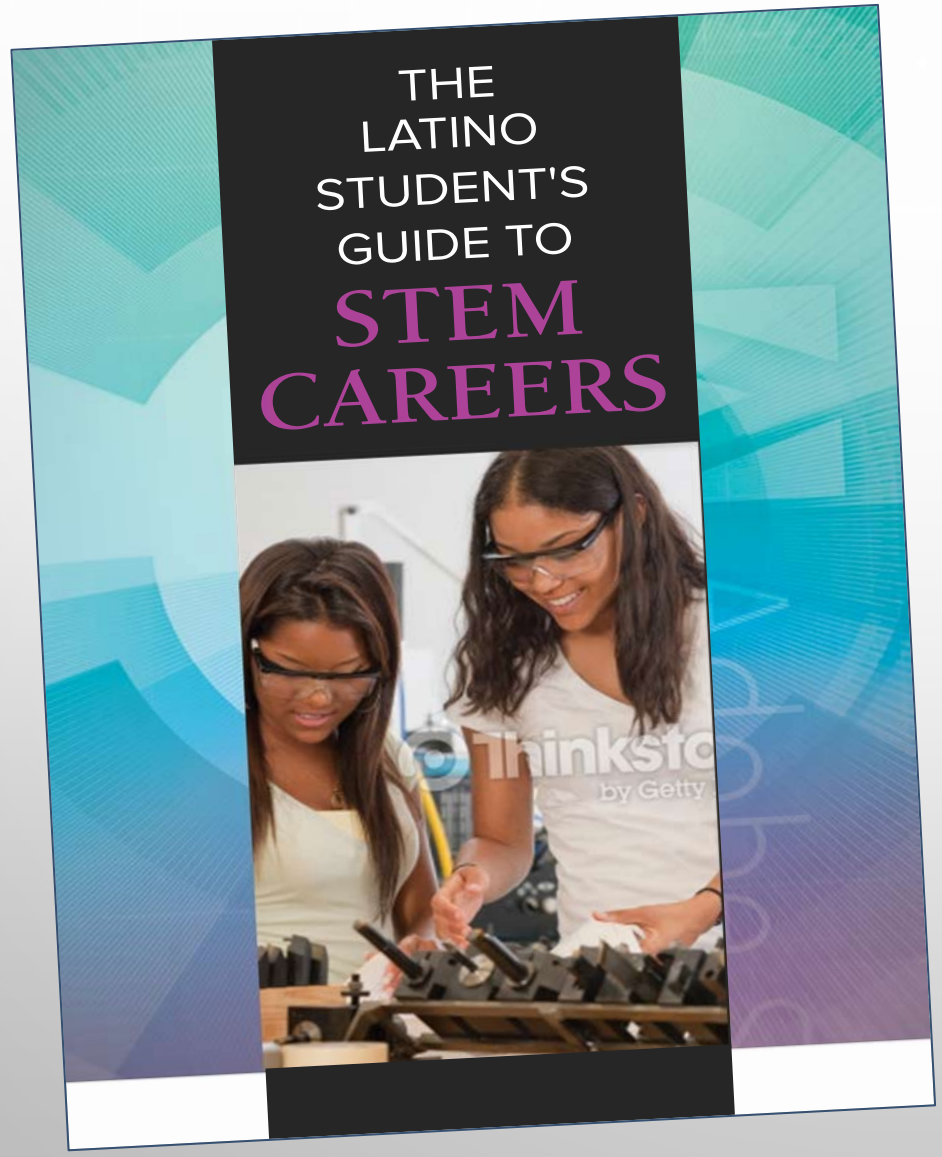


THE IMPORTANCE OF WORKING EFFECTIVELY WITH UNDERSERVED STUDENTS: RECOGNIZING AND LEVERAGING STUDENT STRENGTHS

ENTRENCHED FALSE NARRATIVE: LOW-INCOME STUDENTS ARE NOT THE BEST CANDIDATES FOR STEM EDUCATION AND STEM CAREERS.

COUNTER-STORY: LOW-INCOME STUDENTS CAN SUCCEED IN STEM WHEN GIVEN THE PROPER SUPPORT AND RESOURCES.

ACTION: WORK WITH AN ASSET-BASED FRAMEWORK. RECOGNIZE THAT UNDERSERVED STUDENTS HAVE FORMIDABLE STRENGTHS THAT NEED TO BE VALIDATED AND LEVERAGED.



RESEARCH QUESTIONS:

1.WHAT IS THE EXPERIENCE OF LATINX STUDENTS WHO HAVE GAINED ACCESS TO AND COMPLETED A STEM DEGREE (I.E., CHALLENGES FACED, HELPFUL LEARNING EXPERIENCES, SOURCES OF SUPPORT AND ENCOURAGEMENT, ETC.)?

2. WHAT WERE THE CONTRIBUTING PERSONAL ATTRIBUTES, ACADEMIC/SOCIAL/CULTURAL FACTORS AND COLLEGIATE EXPERIENCES THAT PROPELLED LATINX STUDENTS TO SUCCESSFULLY EARN A STEM DEGREE?

CHALLENGES EXPERIENCED

HEALTH-RELATED ISSUES

- LIFE-THREATENING ILLNESS
- PHYSICAL INJURY

LEAVING NATIVE COUNTRY

- SEPARATION FROM LOVED ONES
- DISLOCATION FROM COUNTRY OF ORIGIN

UNDOCUMENTED STATUS

- LACKING U.S. CITIZENSHIP
- FACING LEGAL AND FINANCIAL BARRIERS TO COLLEGE

RACISM

- NOT BEING VIEWED AS EQUAL
- BEING PERCEIVED AS LESS SMART AND UNWORTHY

LACK OF INFORMATION

- UNAWARE OF FINANCIAL AID OPPORTUNITIES
- UNAWARE OF WHAT IT TAKES TO BECOME A SCIENTIST
- LACK OF COLLEGE LITERACY & STEM INFORMATION

CHALLENGES EXPERIENCED

LANGUAGE ISSUES

- DIFFICULTIES SPEAKING, WRITING AND THINKING IN ENGLISH
- DIFFICULTIES TRANSITIONING FROM SPANISH TO ENGLISH

WRITING, PUBLISHING & PRESENTING

- CHALLENGES WITH ORAL PRESENTATION AND WRITING SKILLS
- CHALLENGES PUBLISHING IN SCIENTIFIC JOURNALS

ACADEMIC CULTURE SHOCK

- DIFFICULTIES WITH ACADEMICS AND TIME MANAGEMENT DURING TRANSITION TO COLLEGE
- INCOMPATIBILITIES BETWEEN LATINX CULTURAL BEHAVIORS AND NEW ACADEMIC PRACTICES
- DEALING WITH ACADEMIC FAILURE

LIVING WITH LIMITED RESOURCES

- EXPERIENCING POVERTY IN SINGLE-PARENT HOUSEHOLD
- ENDURING HARDSHIPS TO SURVIVE
- PROBLEMS PAYING FOR COLLEGE AND SUPPORTING ONE'S SELF

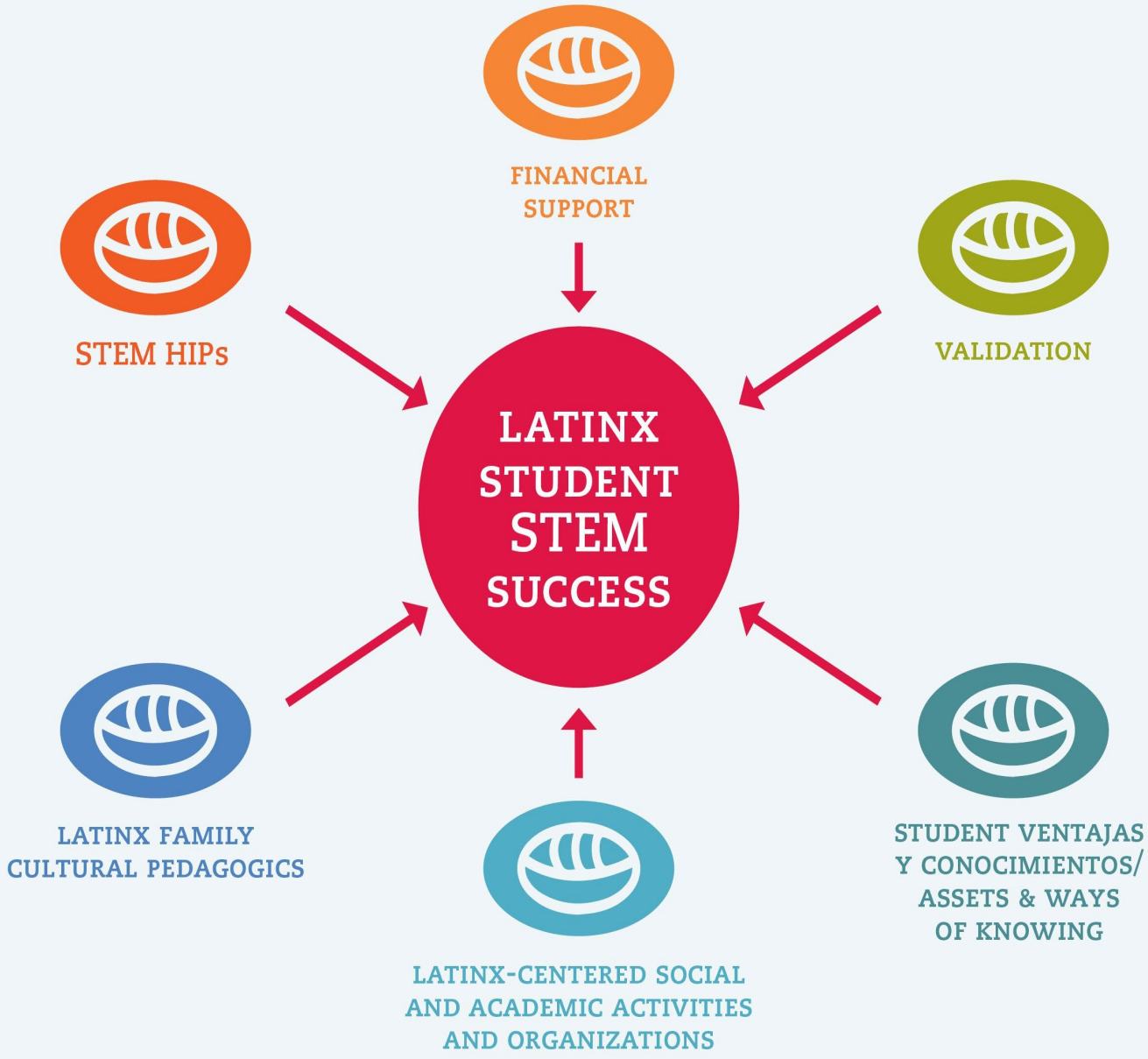
FAMILY-RELATED ISSUES

- SIBLING CARE
- EXPECTED FINANCIAL CONTRIBUTION TO FAMILY
- BALANCING ACADEMICS WHILE CARING FOR FAMILY
- SHOCK OF DEATH RELATED TO CLOSE FAMILY MEMBER

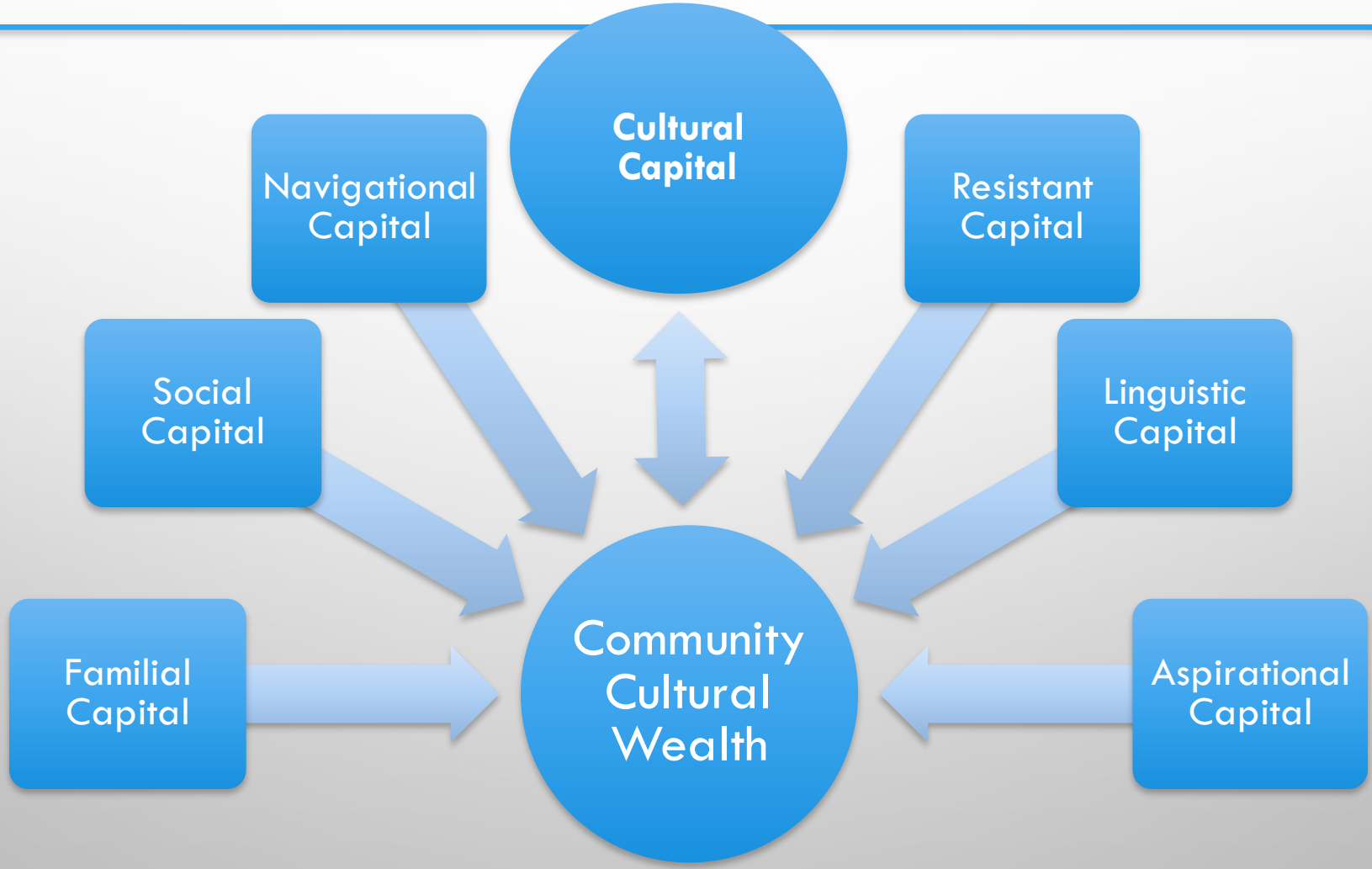
GENDER-RELATED ISSUES

- LACK OF WOMEN IN STEM PROGRAMS OF STUDY
- EXPERIENCE OF BEING THE ONLY PERSON OF COLOR/ONLY WOMAN CLASS

FIGURE 1. LATINX STUDENT STEM SUCCESS MODEL



TARA YOSSO'S COMMUNITY CULTURAL WEALTH MODEL



KEYS TO SUCCESS: STUDENT ASSETS

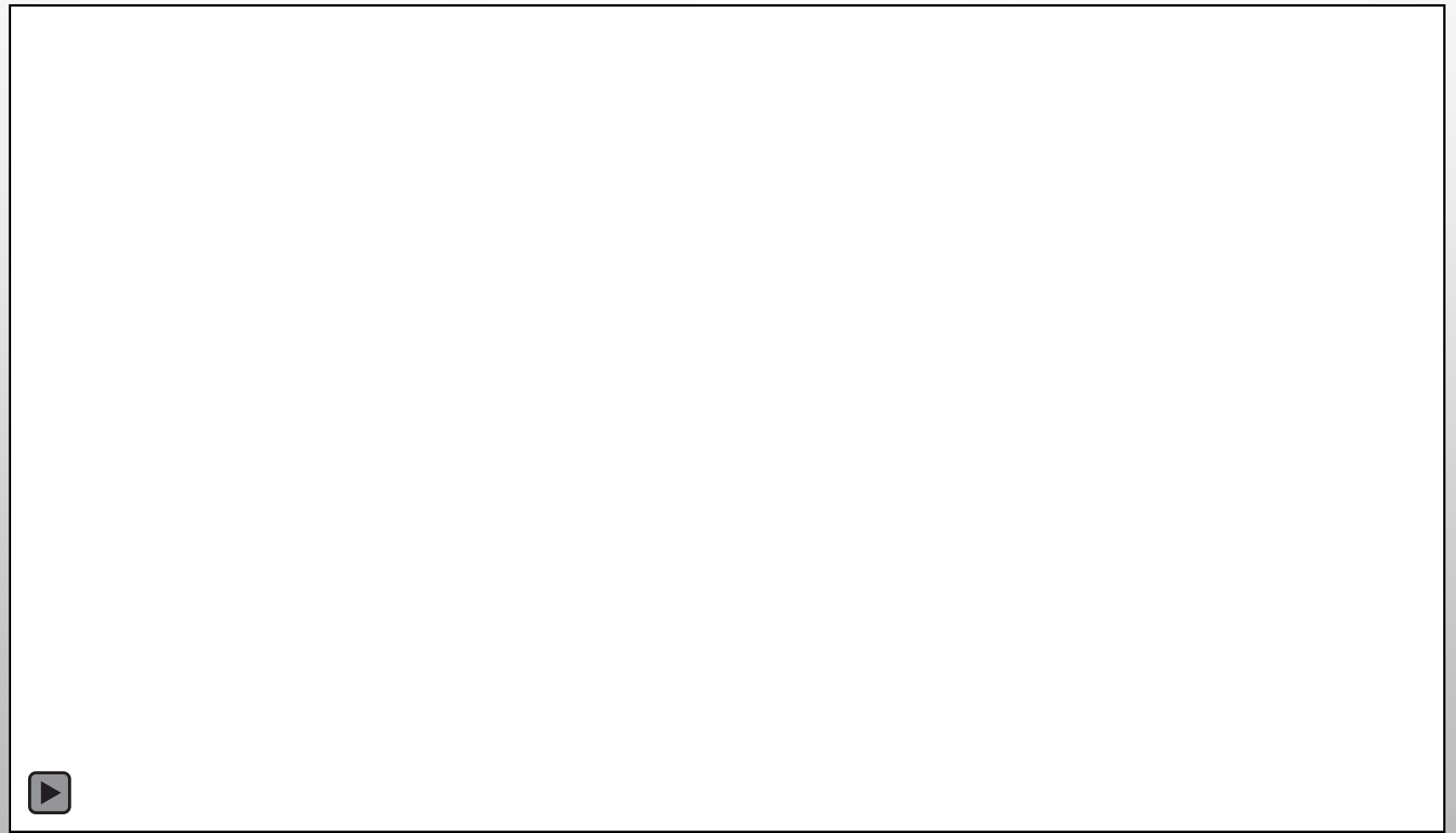
Giving Back (Salis Reyes, 2016)

- Service to Latinx community & greater society
- Address inequities in under-representation of Latinxs in STEM

Curiosity

- Sense of wonder
- Sense of discovery

GIVING BACK—PAVING THE WAY FOR OTHERS



KEYS TO SUCCESS: STUDENT ASSETS

Navigational

- Leaving native country & learning new culture
- Changing majors
- Figured things out with little/no assistance

***Ganas*/ Perseverance/ Resilience**

- Courage
- Determination

WHAT DO YOU CONSIDER TO BE THE STRENGTHS OF YOUR STUDENTS?

POST ON CHAT FUNCTION

THE IMPORTANCE OF WORKING EFFECTIVELY WITH STUDENTS EMPLOYING HOLISTIC APPROACHES & DEEP LEARNING EXPERIENCES

ENTRENCHED FALSE NARRATIVE: ALL THAT FACULTY NEED TO BE CONCERNED WITH ARE INTELLECTUAL PURSUITS (I.E., CONTENT MASTERY, CRITICAL THINKING AND PROBLEM-SOLVING SKILLS).

COUNTER-STORY: ATTENTION TO EDUCATING THE WHOLE PERSON, DESIGNING CULTURALLY-RESPONSIVE PEDAGOGY AND ENGAGING STUDENTS IN DEEP LEARNING EXPERIENCES CAN LEVERAGE ASSETS SUCH AS GIVING BACK AND SERVE TO INSPIRE STUDENTS.

ACTION: CREATE A CULTURALLY-VALIDATING PEDAGOGY WHICH ADDRESSES THE WHOLE PERSON AND THAT FOSTERS CONTEMPLATIVE, DEEP LEARNING EXPERIENCES

WHAT ARE THE MOST IMPORTANT COMPETENCIES THAT STUDENTS SHOULD MASTER TO WORK WITH ADDRESSING THE ISSUES LISTED BELOW?

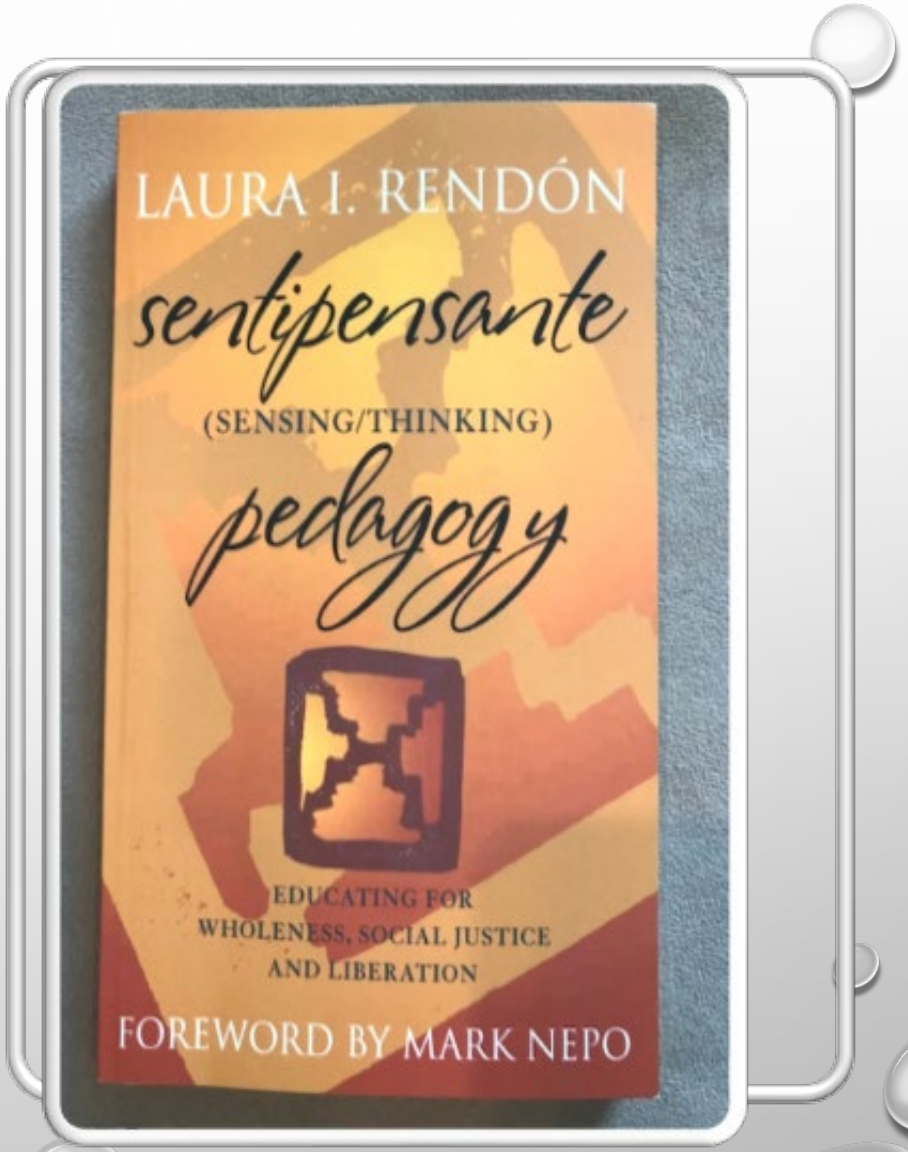
- **SYSTEMIC RACISM**
- **VIRUS OUTBREAKS**
- **STATE-SANCTIONED VIOLENCE & ANTI-BLACK RACISM**
- **POLICE REFORM**
- **GUN VIOLENCE**
- **OPPRESSION OF UNDOCUMENTED STUDENTS**
- **FAMILY SEPARATION/ICE RAIDS**
- **ANTI SEMITISM**
- **WORLD CRISES—TERRORISM, SYRIAN CONFLICT, WARS**
- **RELIGIOUS INTOLERANCE**
- **CLIMATE CHANGE**
- **VIOLENCE AGAINST GLBTQ+ COMMUNITY**
- **VIOLENCE AGAINST PEOPLE OF COLOR**
- **POVERTY & WEALTH DIVIDE**
- **HATE CRIMES OF WHITE SUPREMACISTS (I.E., BURNING OF BLACK CHURCHES AND MOSQUES; EMANUEL AFRICAN METHODIST EPISCOPAL CHURCH, SOUTH CAROLINA; CHARLESTON, VA MARCH)**
- **RIGHTS OF DIFFERENTLY ABLED PEOPLE**
- **WOMEN'S RIGHTS AND THE #METOO MOVEMENT**
- **RIGHTS OF NATIVE PEOPLE**
- **ATTACKS ON SYNAGOGUES**
- **WATER RESTRICTIONS**

IMPORTANT STUDENT OUTCOMES. HOW CAN WE BEST DEVELOP THESE COMPETENCIES?

- **DEEP SELF KNOWLEDGE. ALL THAT WE ARE AND REPRESENT, INTERSECTING IDENTITIES, EXPLORATION OF THE LIGHT AND SHADOWS OF OUR EXISTENCE SUCH AS INTERNALIZED RACISM AND HOMOPHOBIA, AGGRESSION, SELF-AGGRANDIZEMENT.**
- **PLURIVERSALITY. ABILITY TO FUNCTION FROM SPACE THAT GOES BEYOND "EITHER/OR THINKING" TO EMBRACE "BOTH/AND" PERSPECTIVES. ABILITY TO SEE NOT JUST TWO REALITIES, BUT MULTIPLE REALITIES. HAVING ONLY TWO CHOICES CAN DIVIDE PEOPLE (ANDREOTTI, AHENAKEW, & COOPER, G., 2011; MIGNOLO, 2013).**
- **BUILD COMMUNITY. ABILITY TO REACH OUT TO OTHERS, EMBRACE DIVERSE PERSPECTIVES, FORM CONSENSUS AND WORK TOWARD THE COMMON GOOD.**
- **CRITICAL CONSCIOUSNESS. ABILITY TO IDENTIFY INEQUITIES AND INJUSTICES AND TAKE ACTION TO ADDRESS THEM.**
- **EMPATHY. ABILITY TO EMPATHIZE, TO STEP INTO THE WORLD OF "THE OTHER" WITH RESPECT AND DIGNITY.**
- **COMPASSION. AUTHENTIC CARING AND CONCERN FOR OTHERS.**
- **APPRECIATE & WORK WITH DIVERSITY. ABILITY TO EMBRACE DIVERSE VIEWS, WORK IN A CONTEXT OF MULTICULTURALISM, AND EMPLOY DIVERSE WAYS OF KNOWING.**
- **SELF-CARE, HEALING AND WELL-BEING. ABILITY TO ATTEND TO SELF-CARE AND TO MAINTAIN WELL-BEING— SOCIAL JUSTICE WORK CAN CAUSE TRAUMA; NEED TO HEAL, REST AND REPLENISH.**
- **CONNECTEDNESS. OUR RELATIONSHIP TO "THE OTHER." THE I IS ABOUT THE WE. OUR STRUGGLES AND PAIN ARE INTERTWINED. EVERYTHING AFFECTS SOMETHING ELSE.**
- **PRESENCE. BEING AWARE AND PRESENT IN THE MOMENT.**
- **SENSE OF MEANING AND PURPOSE. DEEP INTROSPECTION TO REVEAL THE TRUTH OF ONE'S BEING.**

SENTIPENSANTE (SENSING/THINKING) PEDAGOGY

- **A CULTURALLY-VALIDATING, DEEP LEARNING EXPERIENCE THAT ADDRESSES THE RHYTHMIC CONNECTION BETWEEN INTELLECTUAL DEVELOPMENT AND ASPECTS OF OUR HUMANITY.**
- **TO FOSTER DEEP LEARNING <u>ILLUMINATIVE KNOWLEDGE TOOLS</u> ARE EMPLOYED TO OPEN THE SENSES. EXAMPLES: PERIODS OF SILENCE, MUSIC, POETRY, ARTS-BASED PROJECTS, TESTIMONIOS, RITUAL, CULTURAL IMMERSIONS, DANCE, PRAYER, ALTARS, CULTURAL HEALING PRACTICES, ETC.**
- **<u>ILLUMINATIVE KNOWLEDGE TOOLS</u> ARE CAREFULLY SELECTED FOR STUDENTS TO DEVELOP COMPETENCIES THAT GO BEYOND INTELLECTUAL UNDERSTANDINGS TO INCLUDE, FOR EXAMPLE, SENSE OF MEANING & PURPOSE, EMPATHY, SELF KNOWLEDGE, PLURIVERSALITY, AND CRITICAL CONSCIOUSNESS.**
- **ALLOWS STUDENTS TO ENGAGE IN LEARNING PROJECTS THAT CONNECT PEDAGOGY TO EQUITY AND JUSTICE.**



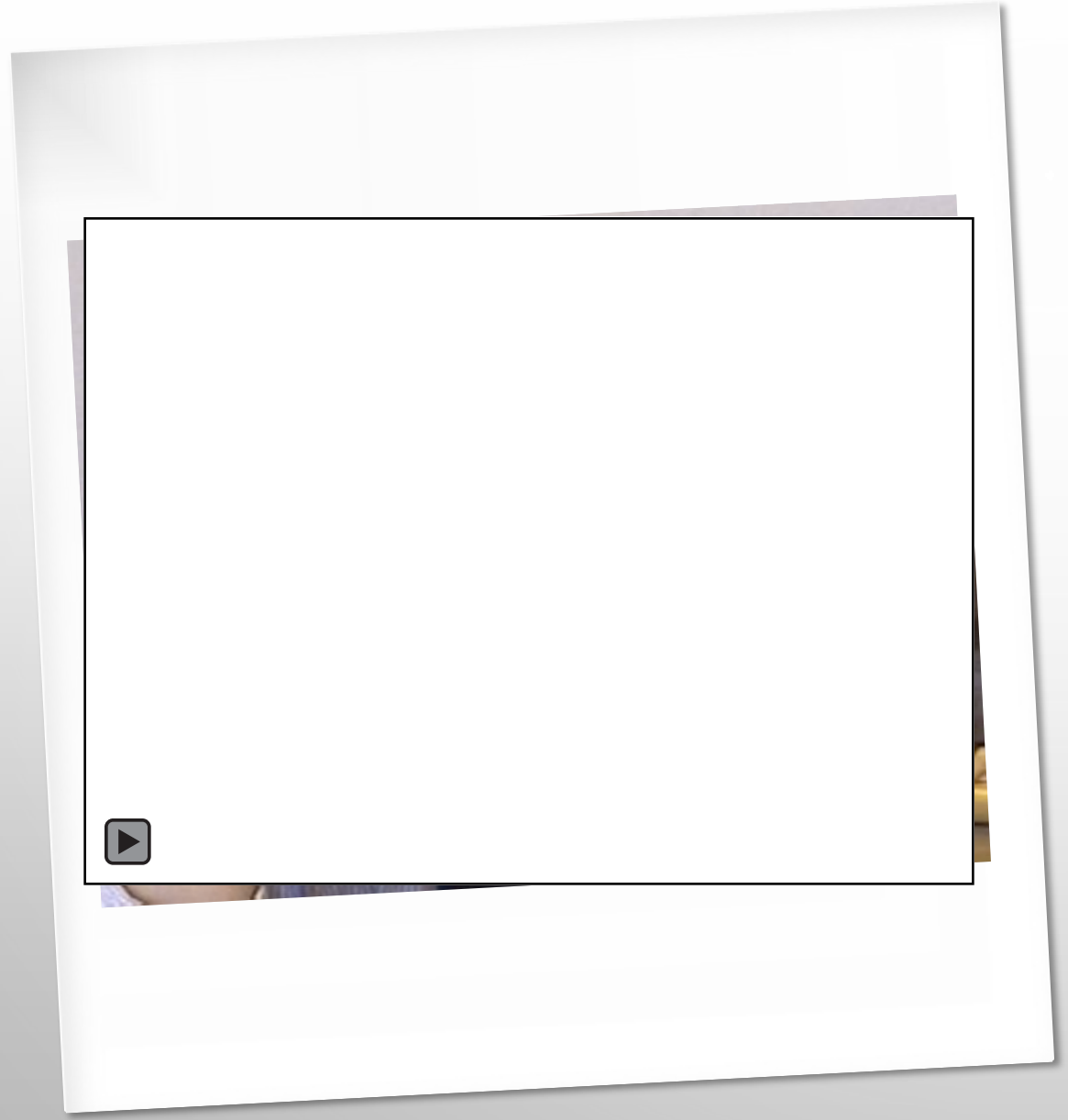
EXAMPLE OF SENTIPENSANTE PEDAGOGY:

PROFESSOR ALBERTO PULIDO--UNIVERSITY OF SAN DIEGO

TEACHES ETHNIC STUDIES

<u>*ILLUMINATIVE KNOWLEDGE TOOLS*</u> THAT FOSTER DEEP <u>LEARNING</u>:

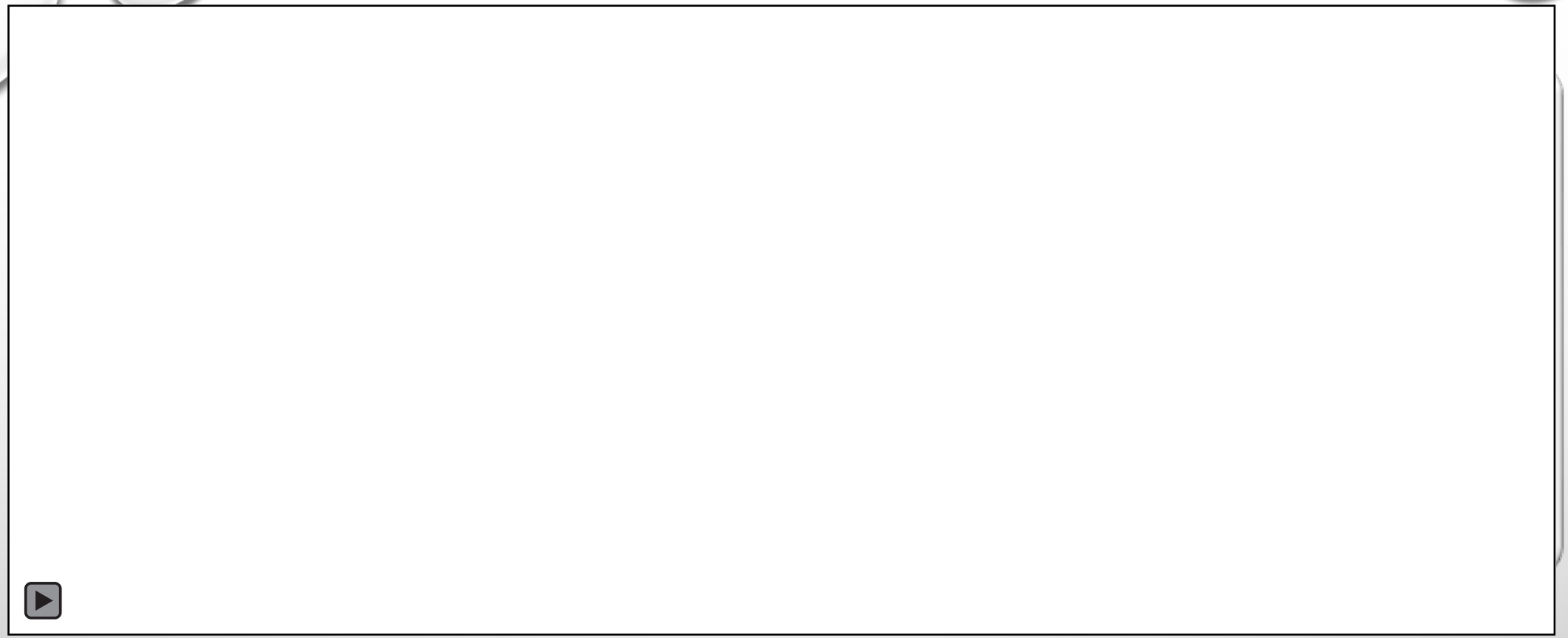
ARTS-BASED *CAJITA* PROJECT



PROFESSOR ALBERTO PULIDO

UNIVERSITY OF SAN DIEGO—ETHNIC STUDIES

Capacity
30
VIJAY KANAGALA
ISHORE



CAJITA PROJECT IN FOUNDATIONS OF STUDENT AFFAIRS COURSE

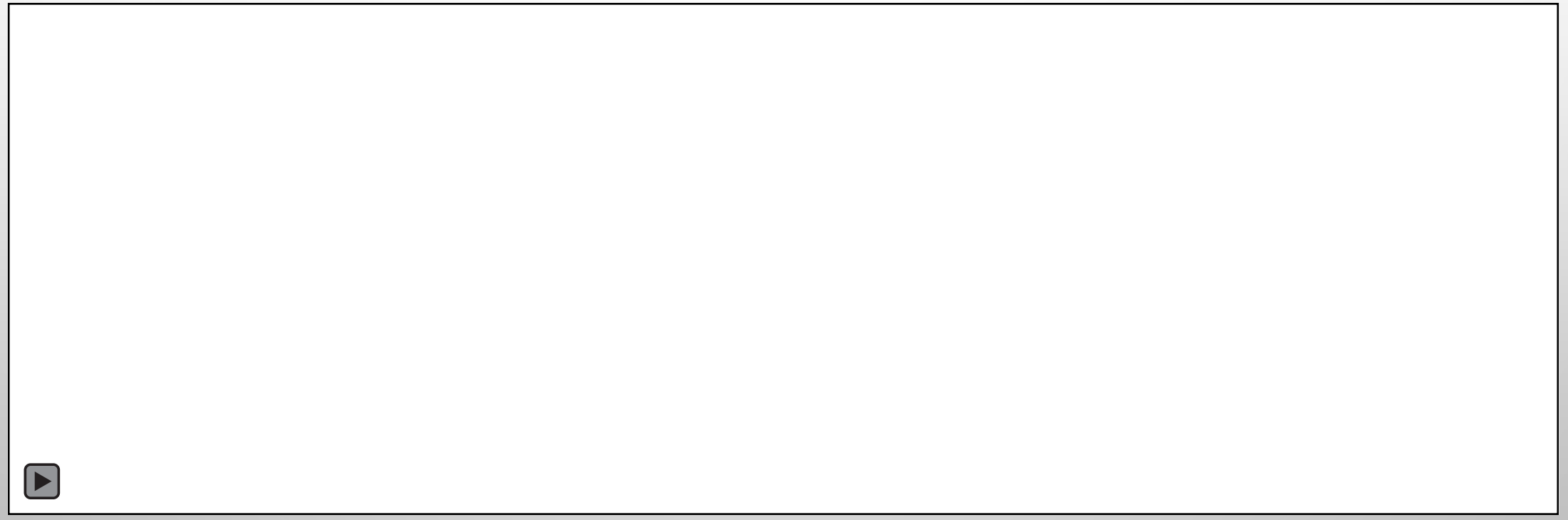
QUESTIONS ADDRESSED:

WHO OR WHAT HAS INFLUENCED YOUR LIFE?

WHAT ARE THE SPECIAL TALENTS YOU BRING TO THE PROFESSION?

WHAT KIND OF AN IMPACT DO YOU WISH TO MAKE WITH STUDENTS?

CAJITAS GALLERY WALK



ONLINE CAJITAS PROJECT

- PHOTOGRAPHY—HAVE STUDENTS CONSTRUCT THEIR *CAJITAS* AND TAKE A PHOTO TO SHARE WITH CLASS
- DIGITAL STORYTELLING—HAVE STUDENTS CONSTRUCT THEIR *CAJITAS* AND DO A VIDEO ABOUT THE STORY OF THE *CAJITA*
- ASK STUDENTS IF THEY WOULD LIKE TO VOLUNTEER SHARING THEIR *CAJITAS* WITH THEIR PEERS
- ASK STUDENTS TO WRITE AN ESSAY OR A POEM ABOUT THEIR *CAJITA*
- ASK STUDENTS TO SHARE THEIR EXPERIENCE CONSTRUCTING A *CAJITA*. HOW DID IT EMERGE? WHAT FEELINGS EMERGED? WHAT WAS LEARNED? THIS MAY BE DONE IN A SHARED DOCUMENT OR DISCUSSION BOARD. BECAUSE OF PERSONAL NATURE OF *CAJITA*, SOME STUDENTS MAY PREFER TO SHARE ONLY WITH THE INSTRUCTOR.

HOW WOULD YOU USE THE CAJITAS PROJECT IN YOUR ONLINE COURSE?

MAKE COMMENTS ON CHAT FUNCTION

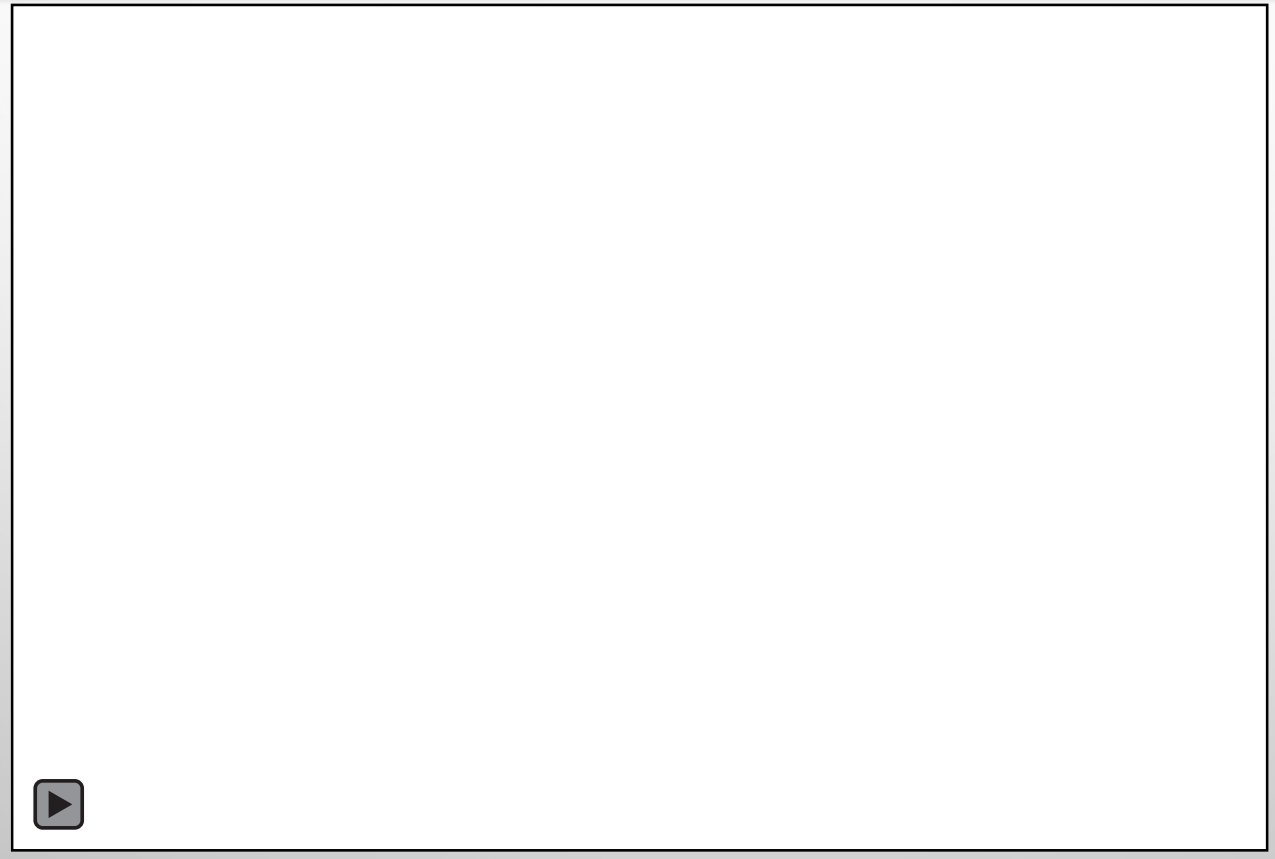
EXAMPLE OF SENTIPENSANTE PEDAGOGY: PROFESSOR J. HERMAN BLAKE, IOWA STATE UNIVERSITY (RETIRED)

TAUGHT AFRICAN AMERICAN STUDIES

<u>ILLUMINATIVE KNOWLEDGE TOOLS THAT FOSTER DEEP LEARNING</u>:

- **AUDIO NARRATIVES**
- **PHOTOS**
- **MUSIC**
- **ENGAGES STUDENTS IN REFLECTIVE PRACTICES WHILE COVERING IMPORTANT CONTENT**

PROFESSOR J HERMAN BLAKE
IOWA STATE UNIVERSITY (RET)



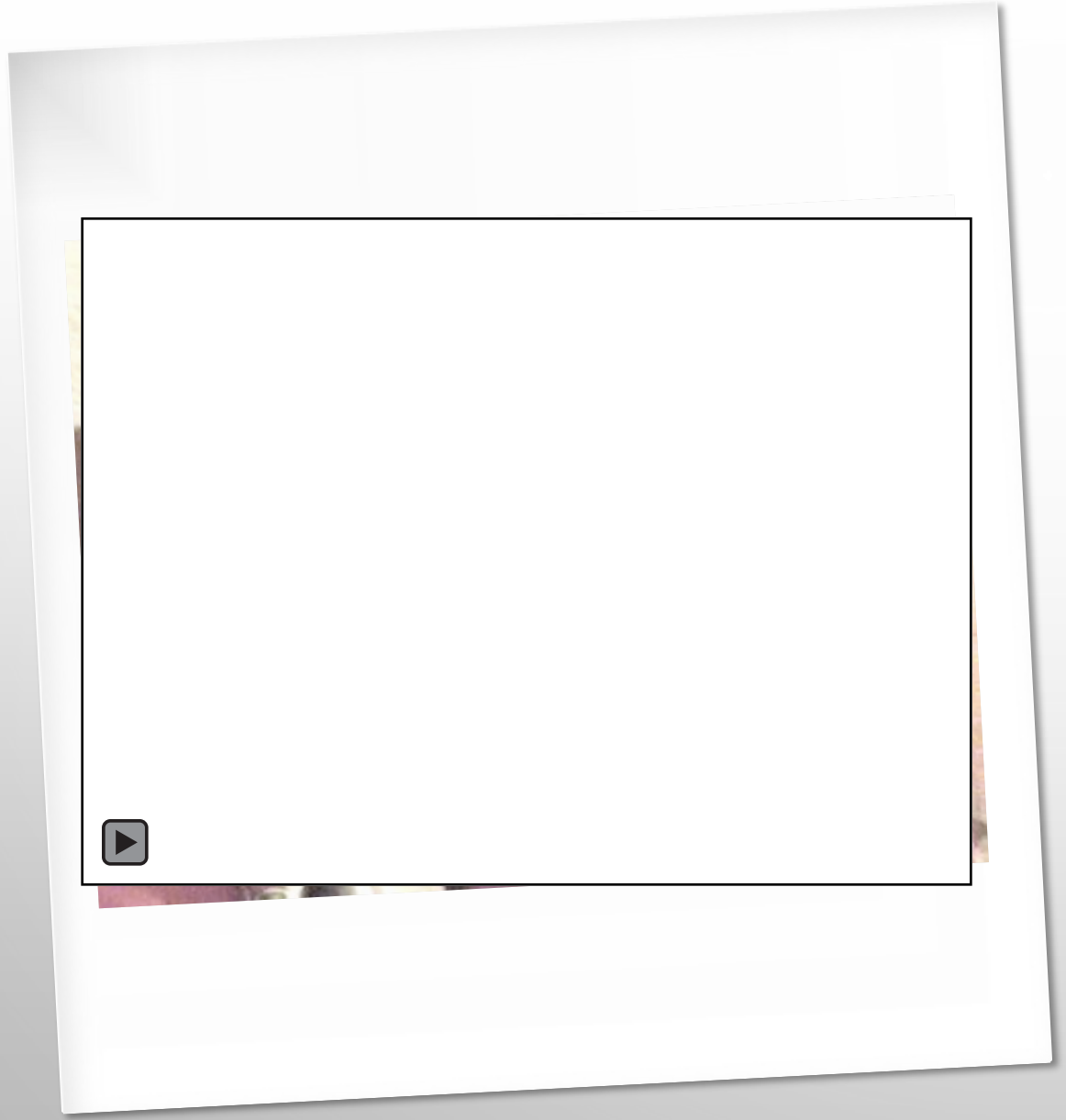
EXAMPLE OF SENTIPENSANTE PEDAGOGY: PROFESSOR NORMA CANTÚ--ENGLISH

DR. NORMA CANTÚ, ENGLISH (TRINITY UNIVERSITY--SAN ANTONIO, TX)

AUTHOR OF *CANÍCULA*, AN AUTOBIOGRAPHY FEATURING PHOTOGRAPHS OF HER CHILDHOOD

<u>ILLUMINATIVE KNOWLEDGE TOOLS THAT FOSTER DEEP LEARNING</u>:

- **WRITING USING PHOTOS/GUIDED IMAGERY**
- **WRITING FROM PERSONAL EXPERIENCE**



PROFESSOR NORMA CANTÚ

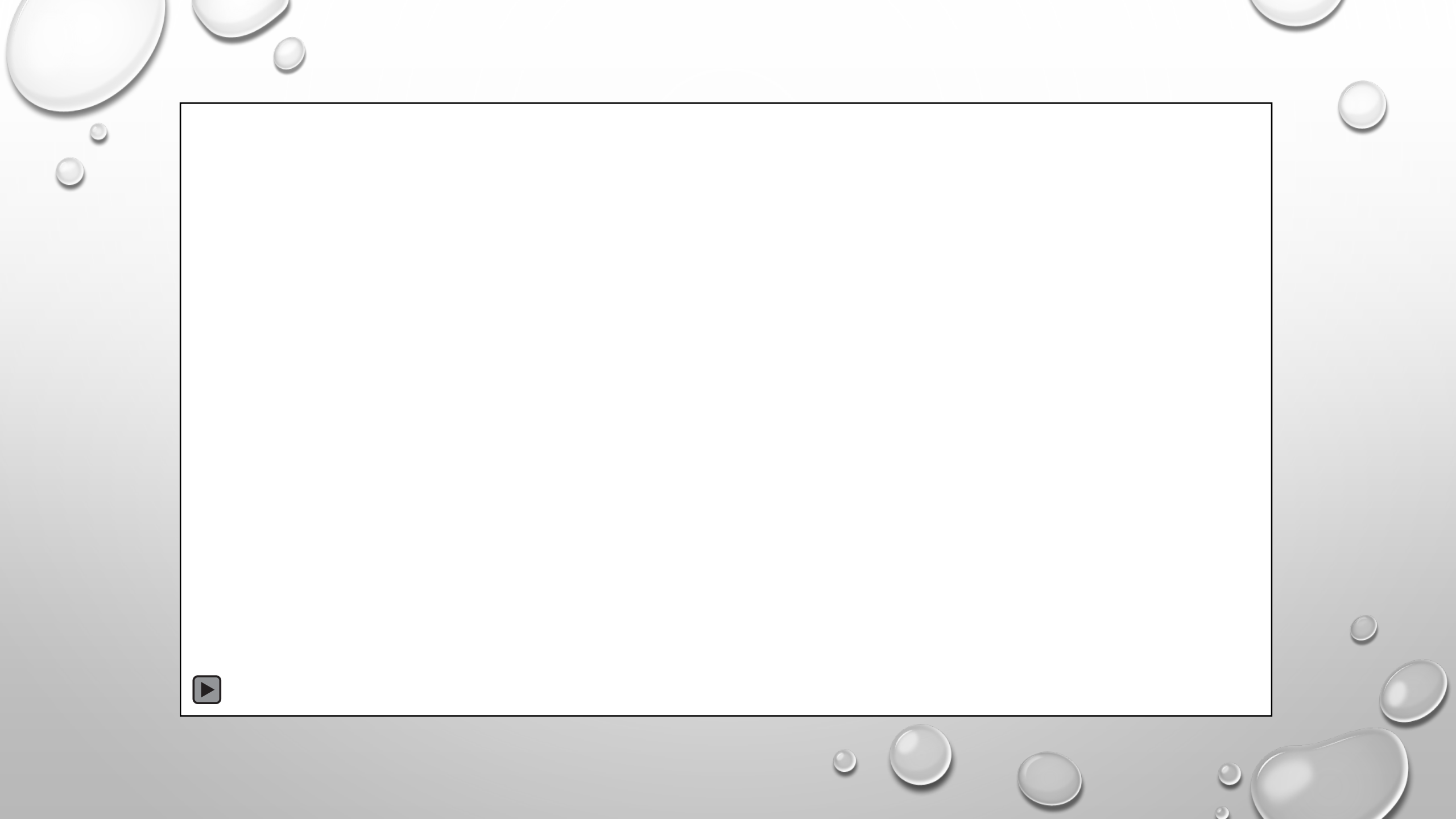
TRINITY UNIVERSITY-SAN ANTONIO, TX

ENGLISH

CONTEMPLATIVE WRITING & PERFORMANCE: APARTMENT ON AUSTIN BY NOVA VENERABLE

- **DOCUMENTARY: *LOUDER THAN A BOMB*—DEPICTS WORLD'S LARGEST YOUTH POETRY SLAM HELD IN CHICAGO**

- **NOVA'S FATHER WAS AN ADDICT. HER YOUNGER BROTHER SUFFERED FROM DIABETES**



EXAMPLE: EQUITY & JUSTICE SERVICE LEARNING PROJECTS IN STEM

<u>TOPIC EXAMPLES</u>:

WATER QUALITY IN COMMUNITY

CLIMATE CHANGE

MENTAL HEALTH

DIABETES, CANCER, LIVER DISEASE

IMPACT OF DROUGHT, HURRICANES, FLOODING

DECLINING INFRASTRUCTURES—BRIDGES, ROADS

DISEASE OUTBREAKS—ZIKA, MEASLES, ANTIBIOTIC-RESISTANT BACTERIA, ETC.

<u>STUDENT PROJECT EXAMPLES</u>:

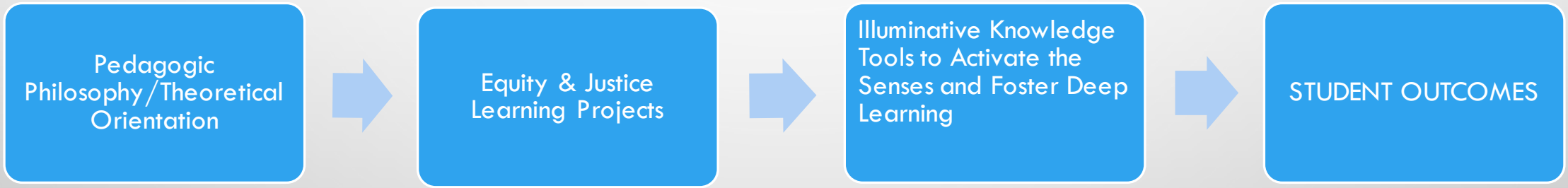
SERVICE LEARNING

INTERVIEWS WITH PEOPLE IMPACTED BY ISSUES

PHOTO EXHIBIT

DIGITAL STORYTELLING, DOCUMENTARIES

ACTIVATING THE SENSES AND FOSTERING DEEP LEARNING THROUGH SENTIPENSANTE PEDAGOGY



PEDAGOGIC PHILOSOPHY/THEORETICAL ORIENTATION

- HOW DO YOU STEP INTO THE TEACHING AND LEARNING PROCESS?
- WHAT FRAMEWORKS GUIDE YOUR THINKING?
- EXAMPLES:
- ASSET-BASED THEORIES
- LIBERATORY PEDAGOGY
- CRITICAL PEDAGOGY
- ANTI-RACIST PEDAGOGY
- LATINA FEMINIST PEDAGOGY
- BLACK FEMINISM
- COMMUNITY CULTURAL WEALTH
- VALIDATION THEORY

EQUITY & JUSTICE LEARNING PROJECTS

- **STEM PROJECTS: RESEARCH VIRUS OUTBREAKS, CANCER, DIABETES, WATER QUALITY & IMPACT ON LOW-INCOME COMMUNITIES**
- **HISTORY OF RACIAL OPPRESSION**
- **INTERROGATE CONCEPT OF WHITENESS**
- **VISITS TO LOW-INCOME COMMUNITIES AND SITES OF INEQUITY (BORDER WALL, HOLOCAUST MUSEUM, NATIONAL MEMORIAL FOR PEACE & JUSTICE, ETC.)**
- **IMMIGRATION POLICY**
- **HATE CRIMES AGAINST LGBTQ+COMMUNITY**
- **INTERSECTIONAL PERSPECTIVES & RADICAL VIEWS OF RACE, GENDER, SEXUALITY & IDENTITY**

CULTURALLY-VALIDATING ILLUMINATIVE KNOWLEDGE TOOLS TO ACTIVATE THE SENSES AND FOSTER DEEP LEARNING

- **STORYTELLING**
- **AUTOETHNOGRAPHIES—AUTOBIOGRAPHICAL ESSAYS, TESTIMONIOS**
- **POETRY**
- **MUSIC**
- **ARTS-BASED PROJECTS**
- **SERVICE LEARNING**
- **DIGITAL STORYTELLING**
- **RITUAL**
- **MOMENTS IN NATURE**
- **PERIODS OF SILENCE**
- **JOURNALING**
- **CONTEMPLATIVE PHOTOGRAPHY**
- **DOCUMENTARIES**
- **ALTARS**
- **HEALING CIRCLES**
- **COMMUNITY-BASED THEATRE**

STUDENT OUTCOMES

- **CONOCIMIENTO—CULTIVATION OF KNOWLEDGE AND WISDOM**
- **LEARN COURSE CONTENT, BUT ALSO DEVELOP THEIR INNER-LIFE SKILLS**
- **ELEVATED LEVEL OF ENLIGHTENMENT—PURPOSE, SELF AWARENESS, EMPATHY, COMPASSION**
- **ELEVATED LEVEL OF CRITICAL CONSCIOUSNESS & SOCIAL ACTIVISM**
- **LIBERATION**
- **AGENCY**
- **SELF-CARE**

FACULTY AND STAFF PREPARATION

1. DEVELOP PERSONAL CONTEMPLATIVE PRACTICE
2. BECOME AWARE OF DIVERSE STUDENT BACKGROUNDS & STRENGTHS
3. UNDERSTAND ISSUES IMPACTING MARGINALIZED COMMUNITIES—UNDERFUNDED AND UNDER-RESOURCED SCHOOLS, POVERTY, RACISM, OPPRESSION
4. UNDERSTAND STRENGTHS OF MARGINALIZED COMMUNITIES—RESILIENCE, OWN WAYS OF KNOWING AND SURVIVAL MECHANISMS, HOPE THEY HAVE FOR THEIR CHILDREN, MODELING PROVIDED
5. DEEP UNDERSTANDING AND ABILITY TO EMPLOY HOLISTIC, EQUITY, AND JUSTICE-INFORMED PEDAGOGIES
6. PROFESSIONAL DEVELOPMENT IN USES OF CONTEMPLATIVE PRACTICES/ILLUMINATIVE KNOWLEDGE TOOLS

CELEBRATION OF THE MARRIAGE OF HEART AND MIND

WHY DOES ONE WRITE, IF NOT TO PUT ONE'S PIECES TOGETHER?

FROM THE MOMENT WE ENTER SCHOOL OR CHURCH, EDUCATION CHOPS US INTO PIECES: IT TEACHES US TO DIVORCE SOUL FROM BODY AND MIND FROM HEART.

THE FISHERMEN OF THE COLUMBIAN COAST MUST BE LEARNED DOCTOR OF ETHICS AND MORALITY, FOR THEY INVENTED THE WORD, SENTIPENSANTE, FEELING-THINKING, TO DEFINE LANGUAGE THAT SPEAKS THE TRUTH.

--*EDUARDO GALEANO, THE BOOK OF EMBRACES* (1989), P. 121

--*ORLANDO FALS BORDA*, COLUMBIAN RESEARCHER AND SOCIOLOGIST

ATTENDING TO SELF-CARE, HEALING AND WELL-BEING AS WE WORK THROUGH OUR ARREBATOS/LIFE STRUGGLES

THE IMPORTANCE OF SELF-CARE AND WELL-BEING FOR FACULTY, STAFF & STUDENTS

- **ENTRENCHED NARRATIVE: COLLEGE LIFE IS ABOUT WORK, WORK, WORK.**
- **"IT BECOMES THE STANDARD GREETING EVERYWHERE: I AM SO BUSY"-- WAYNE MULLER**
- **COUNTER-NARRATIVE: ATTENTION TO SELF-CARE AND WELL-BEING IS VITAL. WE MUST REDUCE FACULTY, STAFF AND STUDENT STRESS AND BURNOUT.**
- **ACTION: CREATE A SPACE ON CAMPUS WHERE FACULTY, STAFF AND STUDENTS CAN FOCUS ON THEMES SUCH AS: COMMUNITY BUILDING, INTROSPECTION, SENSE OF PURPOSE, HEALING, RELATIONSHIPS.**

HEALING & SELF-CARE STRATEGIES FOR EDUCATORS

- **STAY CONNECTED TO THE ORIGINAL IMPULSE THAT BROUGHT YOU TO ENGAGE YOUR WORK (SENSE OF PURPOSE)**
- **FORM A SUPPORT GROUP/NETWORK**
- **EMBRACE YOUR FAITH/SPIRITUALITY. TAKE TIME FOR REFLECTION, DEEP THINKING AND ATTENTION TO YOUR OVERALL WELL BEING**
- **LEARN ABOUT THE WORK OF OUR ANCESTORS. WHAT WERE THEIR TEACHINGS?**
- **INCORPORATE SPIRITUAL AND SELF-HELP MATERIALS INTO YOUR WEEKLY READING**
- **WATCH YOUR NUTRITION**
- **PHYSICAL EXERCISE**
- **MAKE SELF-CARE AND WELL-BEING AS IMPORTANT AS ACADEMIC ENDEAVORS**
- **DEVELOP A CONTEMPLATIVE PRACTICE OF YOUR OWN**
- **PARTICIPATE IN A SELF-CARE RETREAT OR SPIRITUAL JOURNEY AT LEAST ONCE A YEAR.**
- **SET ASIDE TIME FOR REST, REPLENISHMENT & BEING WITH YOUR LOVED ONES—MASSAGE, VACATION**
- **FIND A MENTOR**
- **UNDERSTAND IT'S OK TO SAY NO—HONOR YOUR LIMITATIONS**
- **SHAPE YOUR LEGACY—HOW DO YOU WISH TO BE REMEMBERED**
- **THINK OF THE UNBORN. HOW WILL THEY BE IMPACTED BY YOUR ACTIONS OR LACK OF ACTION?**
- **JOIN/CREATE AFFINITY GROUP**

RESOURCES

- TRAUMA-INFORMED PEDAGOGY—MAYS IMAD, PIMA COLLEGE-AZ. CONSIDERS THAT STUDENTS COME TO THE CLASSROOM WITH A BROAD ARRAY OF CHILDHOOD TRAUMAS (I.E., RACISM, POVERTY, VIOLENCE, ABUSE, ETC.). NEED TO CREATE ENVIRONMENTS THAT SHIFT THE BRAIN FROM FEAR AND PANIC TO MAKING PEOPLE FEEL SAFE, VALIDATED, CONNECTED & EMPOWERED.
- HEALING-CENTERED EDUCATION—ANGEL ACOSTA. ASSET-BASED APPROACH. CONSIDERS SAFETY, SOCIAL AND EMOTIONAL WELL-BEING, SUPPORTIVE SCHOOL ENVIRONMENTS.
- HEALING-CENTERED ENGAGEMENT—SHAWN GINWRIGHT. A HOLISTIC APPROACH INVOLVING CULTURE, SPIRITUALITY, CIVIC ACTION AND COLLECTIVE HEALING.
- SENTIPENSANTE (SENSING/THINKING) PEDAGOGY—LAURA RENDÓN. CULTURALLY-VALIDATING, DEEP LEARNING EXPERIENCE THAT BLENDS SENSING AND THINKING PROCESSES.
- INDIGENOUS WAYS OF KNOWING. INVOLVE RITUAL, CEREMONY, INVOKING ANCESTRAL TEACHINGS, ETC.
- CENTER FOR CONTEMPLATIVE MIND IN SOCIETY-WEBINARS
- GARDNER INSTITUTE—WEBINARS

HOW ARE YOU TAKING CARE OF YOURSELF?

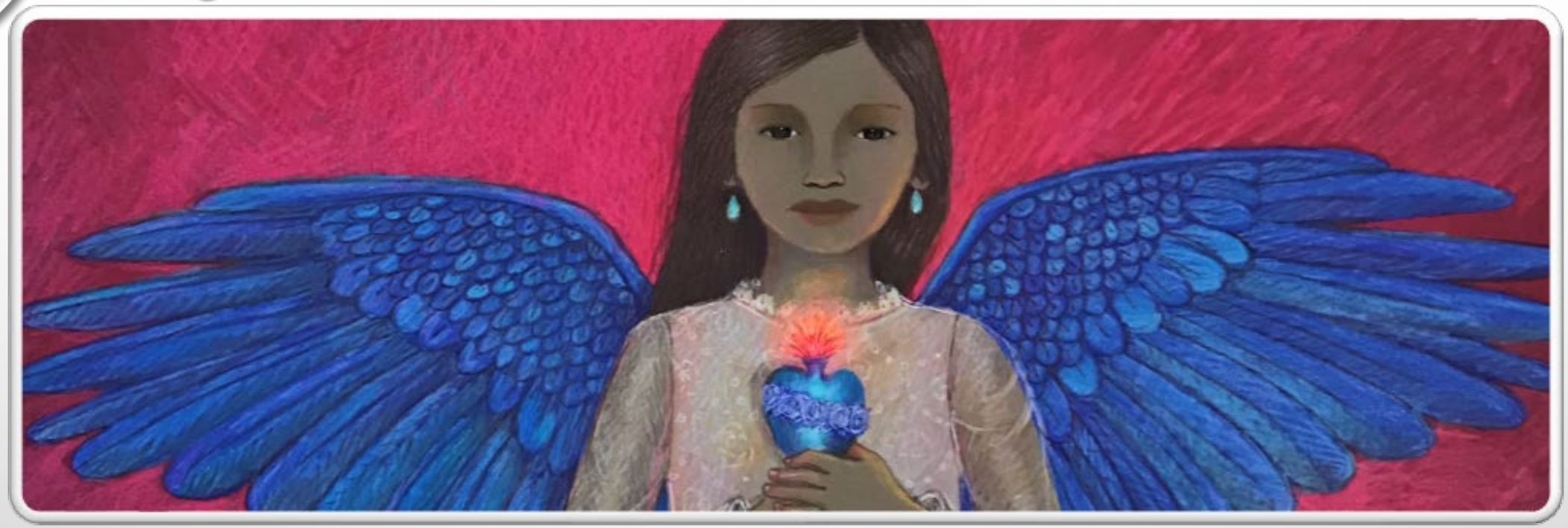
POST 1-2 WORDS IN CHAT FUNCTION.

EXAMPLES OF STRENGTH, COURAGE, HOPE AND RESILIENCE ARE ALL AROUND US

- **UNSPEAKABLE HORRORS THAT SHOULD NEVER HAPPEN, BUT THEY DO. WHEN THEY DO, SOME PEOPLE FALL INTO DESPAIR, FALL TO PIECES (LEAD A BROKEN LIFE) AND GET STUCK THERE. OTHERS RECOGNIZE THE HORROR, BUT ACT TO EMBRACE THE LESSONS TO BECOME A DYNAMIC, POTENT SURVIVOR AND WARRIOR.**
- **2018 NOBEL PRIZE 23 YEAR OLD WINNER NADIA MURAD, AND IRAQI WOMAN WHO BECAME A SLAVE FOR THE ISLAMIC STATE. NOW NADIA IS WORKING TO BRING ISLAMIC STATE MEMBERS TO JUSTICE FOR WAR CRIMES AND GENOCIDE AGAINST THE YAZIDI PEOPLE. FILM: *ON HER SHOULDERS***
- **HTTPS://WWW.YOUTUBE.COM/WATCH?V=LT6EGVIGWDY**
- **MALALA YOUSAFZAI, A PAKISTANI WOMAN WHO AS A TEENAGER WAS SHOT IN THE HEAD SIMPLY FOR ADVOCATING FOR WOMEN TO HAVE AN EDUCATION. SHE SURVIVED AND WAS AWARDED THE NOBEL PEACE PRIZE IN 2014 AT AGE 17 (THE YOUNGEST). HER ADVOCACY CONTINUES. SHE WAS NOT SILENCED!**
- **LOW-INCOME, FIRST-GEN STUDENTS—SUCCEED USING THEIR OWN STRENGTHS AND WAYS OF KNOWING; OVERCOME MULTIPLE CHALLENGES AND BARRIERS; SERVE AS ROLE MODELS**

GRANDMOTHER PLAYS PIANO SURROUNDED BY DEVASTATION OF THE BEIRUT, LEBANON EXPLOSION

- **TITLE: *BEAUTY FROM THE ASHES***
- WOMAN WORKED THROUGH HER PAIN BY PLAYING "AULD LANG SYNE"
- HTTPS://WWW.FACEBOOK.COM/ABCNEWSLIVE/VIDEOS/1530321677138841/?V=1530321677138841

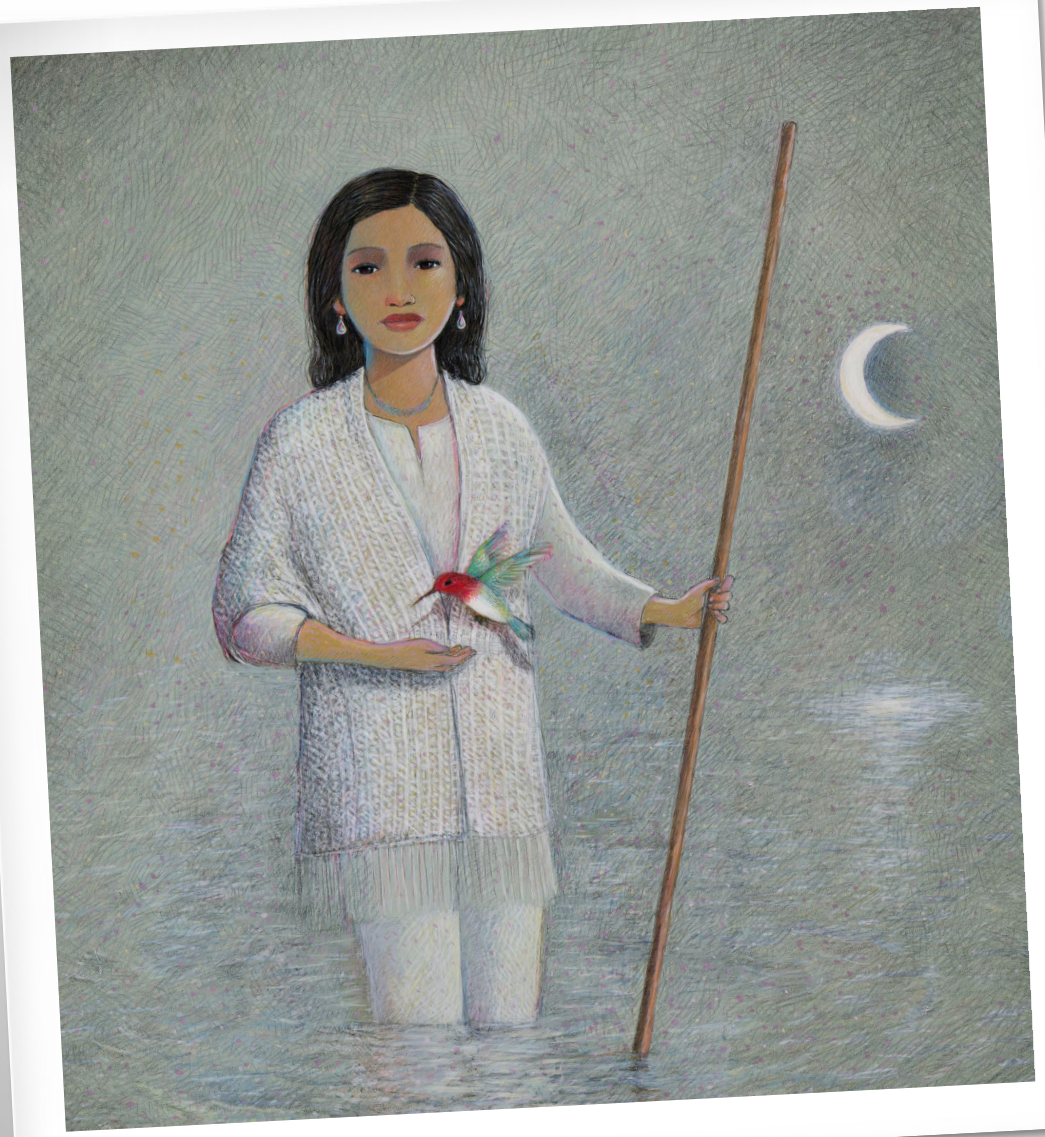


THE UNIVERSE IS EXPERIENCING SOMETHING MAGICAL: A REALM SHIFT

BE GENTLE WITH OURSELVES

DEALING WITH TRAUMA/STRANGENESS IN OUR BODIES

DEALING WITH SUDDEN CHANGE



REALM SHIFT

LAURA RENDON, MARCH 2020

AND SO IT IS THAT

NOW WE ARE BEING FORCED TO DO

WHAT WE COULD NOT IMAGINE DOING BEFORE.

ABRUPTLY, ALMOST WITHOUT WARNING, AND WITH OUR OLD, OUTWORN PRACTICES AND BELIEF SYSTEMS

WE FIND OURSELVES ENTERING A TOTAL SHIFT OF REALMS.

IT IS TIME TO EVOKE THE WISDOM OF OUR ANCESTORS, PHILOSOPHERS AND SAGE PROPHETS.

ANZALDÚA, SHE WOULD SAY WE ARE NOW LIVING

IN *NEPANTLA*, IN LIMINALITY, STRADDLING

THE OLD AND NEW NORMAL.

ATWOOD WOULD ADMONISH:

THAT TRUTH IS NOT IRRELEVANT.

INDIGENOUS PEOPLE WOULD REMIND US

THAT THE UNIVERSE IS AN INSEPARABLE WHOLE.

MAMA, SHE WOULD SAY

TEN MUCHO CUIDADO MIJA. NO SALGAS.

ALL PRECIOUS WISDOM.

THE VIRUS, THE FEAR, THE UNCERTAINTY

THE CHILLING TALES OF

OTHER NATIONS HAVE MIGRATED TO US.

AN UNFAMILIAR STRANGENESS HAS TAKEN OVER OUR BODIES.

EVERY DAY BEGINS TO FEEL LIKE A WEEK,

EVEN A MONTH, SOME SAY.

YES, THE VIRUS KILLS AND FEAR CREATES CHAOS.
BUT IT IS AT PRECISELY THESE MOMENTS
OF EXTREME CRISIS THAT OUR HUMAN SPIRIT
PRESENTS ITSELF IN UNIQUELY SOFT, ENDEARING WAYS.

LIGHT, HOPE, COMMUNITY, SACREDNESS.
IT'S IN THE BALCONIES OF ITALY AND SPAIN THAT
BURST WITH SONG.
IT'S IN THE WOMEN WHO ARE
SEWING HOMEMADE FACEMASKS FOR DOCTORS.
IN THE TWO-MINUTE PRAYER
REQUESTING A MIRACLE
RECITED AT THE SAME TIME
ACROSS THE WORLD.

IN THE PARENTS WHO CHOOSE TO EAT DINNER

EVERY NIGHT IN THE HALLWAY

CLOSE TO THEIR QUARANTINED DAUGHTER.

IN THE PEOPLE WHO SET UP CHRISTMAS LIGHTS

AND COOKED THANKSGIVING DINNER IN MARCH.

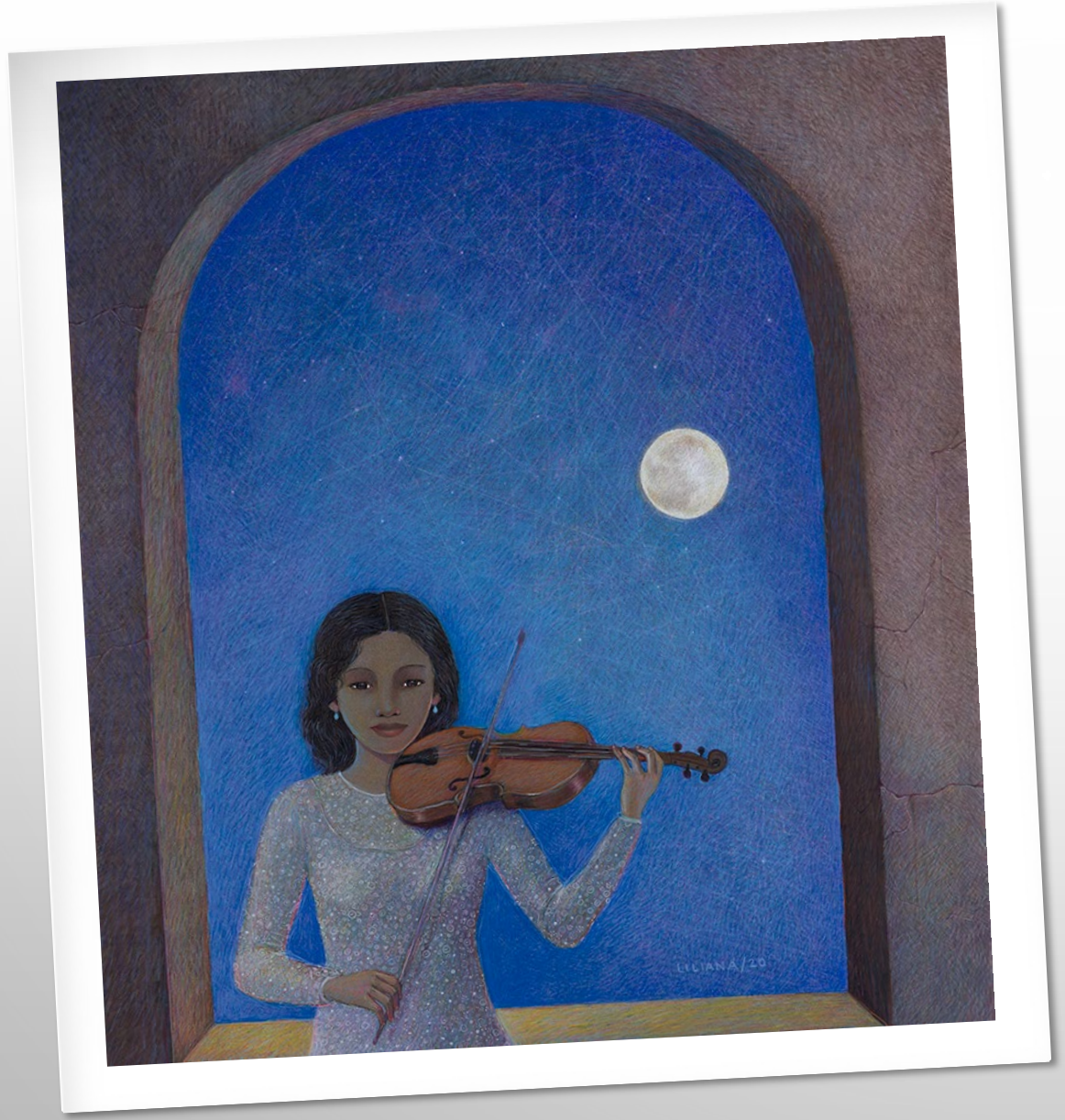
IN ORDINARY PEOPLE WHO READ CHILDREN'S STORIES ONLINE.

IN VIRTUAL WATCH PARTIES AND HAPPY HOURS WITH FRIENDS.

IN THE FIRST RESPONDERS WHO RISK THEIR LIVES TO SAVE OTHERS.

IN PRIESTS WHO WALK THE STREETS OF LAREDO

TO OFFER COMFORT AND BLESSINGS.



LET US REMEMBER THAT DARKNESS

CAN BRING FORTH OUR FINEST HOUR.

IN THIS REALM SHIFT

WE COME TO KNOW

THAT A NEW REALITY IS IN STORE FOR US

A REORDERED PROMISED LAND,

AS LUTHER KING WOULD CALL IT.

NOW WE LEARN THAT THE I IS ABOUT THE WE.

THOSE WHO ARE COMING BEHIND US

WILL SURELY ASK THE QUESTIONS OF THE HEART.

HOW DID WE COPE?

WHAT DID WE NOT GET RIGHT?

WHAT DID WE LEARN?

IS IT REALLY TRUE THAT WE CAN:

ISOLATE IN OUR TOGETHERNESS?

SOCIALLY DISTANCE TO SAVE OUR RELATIONSHIPS?

WORK IN A CONTEXT OF UNCERTAINTY, CONFUSION AND FEAR

AND YET FIND A SENSE OF STABILITY?

BREAK OPEN FROM OUR RIGIDITY

TO FIND A NEW FOUNDATION FOR HUMANITY?

I HAVE HOPE THAT

WE CAN, AS RILKE SUGGESTS,

LIVE THE QUESTIONS NOW AS WE STUMBLE

INTO THE VAST TERRITORY OF ANSWERS THAT

DEFY A CHOICE BETWEEN ONE OR TWO OPTIONS.

I HAVE HOPE THAT IN THIS

REALM SHIFT WE WILL JOURNEY TO RE-CONNECT

WITH THINGS THAT REALLY MATTER--

OUR HUMANITY, OUR COMMUNITIES, OUR LOVED ONES,

OUR SENSE OF PURPOSE IN THIS LIFE TO FIND

OUR PERFECT CENTEREDNESS IN A SHIFTING REALITY.

A CALL TO ACTION

- **THIS IS OUR MOMENT TO CRAFT CHANGE AND CREATE A POST-PANDEMIC VISION OF EDUCATION.**
- **LET US MEET THIS REMARKABLE MOMENT WITH OUR OWN STRENGTHS, OUR OWN WISDOM, OUR OWN *WAYS OF WORKING COLLECTIVELY WITH OTHERS TO TRANSFORM EDUCATION!***