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What can ḥǫ́ teach us about
decolonizing education?

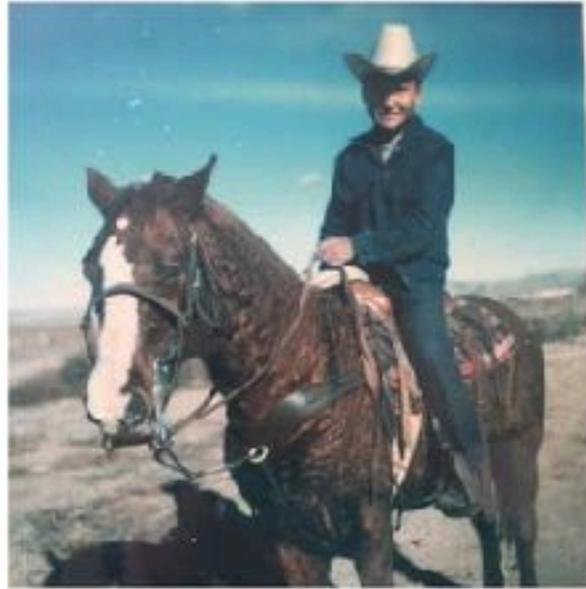
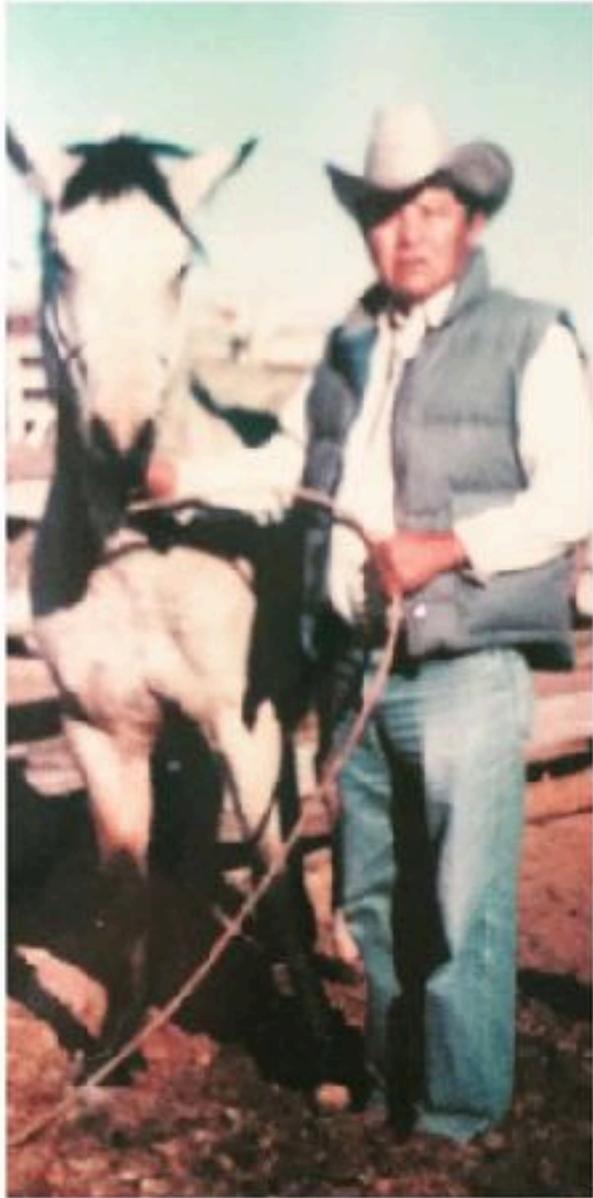


“This material is based upon work supported by the National Science Foundation Graduate Research Fellowship Program under Grant No. (DGE-1247399).”



Introduction

Indigenous Methodology on Navajo Nation



Personal Connection

Land—Navajo Nation



Horses Heal



sin doo sodizin



Diné Philosophy of Education



Łíí'

Why the horse?

1. Centering diné worldview by picking a central player in the Navajo story
2. Use the built in interdisciplinarity of Diné philosophy of education
3. Make it personal, familial, and community based
4. Sa'ah naaghái bik'eh hózhóón

Building a
specifically Diné
research
methodology

What can we learn from the horse about decolonization?

How can the Dine' philosophy of education position the horse as a source of knowledge to sustain and revitalize Dine' language, worldview, and epistemology?

Research
Questions

1. Being present on the land is a priority.

2. Positioning oneself as a learner is a priority.

3. Dealing with researcher identity through community and using those struggles.

4. Offering service at any opportunity big or small.

Community Involvement



Spiritual is Scientific

1. Choose an entry point that makes sense for you (horse).
2. Utilize decolonizing methodologies that critique knowledge systems.
3. Use interdisciplinarity.
4. Frame it by changing rhetoric.



Data Collection Methods

1. Participant Observation

- a. journaling (Indigenous autoethnography)
- b. participate in coursework

2. Interviewing

- a. narratives and storytelling about
life

3. Talking Circles

- a. collective knowledge and checking

4. Photo & Video Elicitation

- a. visual
- b. movement

1. Navajo research methodology for both qualitative and quantitative research methods.

2. Navajo TCUs should connect **theory** (traditional knowledge)—**research** (TCUs)—**policy** (gov.)—**practice** (community).

3. Research for traditional projects--
Horse healing projects.

A Navajo Research Paradigm



Ahéhee'

