

Decolonial Futures of Teaching with Technology

ABEABC Annual Conference 2025 | Authentic Learning in a Digital World

Sk'ing lúudas *Natasha Parrish* & Derek Murray

Come on in!

Thank you for joining our session, we are excited to co-create with you!



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Opening

- a. Facilitator introductions & Territorial Acknowledgement
- b. Participant introductions
- c. Intention Setting



Intention Setting

Intention & Commitments



I will

- hold space for others to be silent, question, engage, nod along, speak up or step-back as needed
- listen generously and with care for each of us
- maintain confidentiality and trust
- respect each of us, remembering that we all receive teachings/knowledge/messages in different ways
- be open to emotions as they come up. I will honour myself and all of us with this.

by Lindsay Brant *Haudenosaunee* Queen's University

Engaging Provocations

- “ Begin by roaming & considering the quotes posted around the room. ”
- Which speak to you most? Why?

Using the handout, record a few basic observations on three or more quotes.

- Do you notice any themes or patterns that resonate with you?

Form pairs and share (2min each)

- What resonated with you? Why?
- How are you challenged by a specific quote? Why?

Activity 1 (25min)

- a. Reflection
- b. Observations
- c. Impromptu Networking



What *is* 'Decolonial'?

Brief Overview

- Definitions and reflections on decolonization

Four Corners Activity

- Four stations to co-create ideas

Activity 2 (25min)

- a. Overview
- b. Four Corners



What *is* 'Decolonial'?

"If we think about decolonization as the un-doing or unsettling of colonial power and structures and ways of learning and teaching, then Indigenization can be seen as the re-doing or reaffirming of education to include Indigenous ways of knowing, thinking, feeling and being."



~[Queen's University, Defining decolonizing and Indigenizing](#)

What is 'Decolonial'?

"Decolonization doesn't have a synonym" P3.

"...decolonization specifically requires the repatriation of Indigenous land and life. Decolonization is not a metonym for social justice." P21.

"...decolonization in the settler colonial context must involve the repatriation of land simultaneous to the recognition of how land and relations to land have always already been differently understood and enacted; that is, all of the land, and not just symbolically. This is precisely why decolonization is necessarily unsettling..." P7.



Metonymn - a word, name, or expression used as a substitute for something else with which it is closely associated

['Decolonization is not a metaphor' Tuck and Yang](#)

What *is* 'Decolonial'?

"Decolonization is accountable to Indigenous sovereignty and futurity."




For Tuck and Yang, decolonizing is about **power, privilege and land.**

['Decolonization is not a metaphor' Tuck and Yang](#)

What *is* 'Decolonial'?

Four Corners Activity

- Participants choose one of four stations
 1. National/global
 2. Local/regional
 3. Personal/professional
 4. Teaching/learning

- 
- What does "decolonial" look like in these contexts?
 - Contribute ideas, discuss in small groups, move to next station as needed.

Activity 2 (25min)

- a. Overview
- b. Four Corners



10 min Break



Decolonial Teaching and Learning in Technology-Mediated Environments

One minute to reflect and write down a response:

→ When teaching with technology, what is **one thing** that you are **already** doing that is decolonial?!

Activity 3 (20min)

a. 1-2-4-All



Decolonial Teaching and Learning in Technology-Mediated Environments

Two minutes with a partner



Share your action(s) and **brainstorm additional ideas.**

Activity 3 (20min)

a. 1-2-4-All



Decolonial Teaching and Learning in Technology-Mediated Environments

Four minutes in groups of four

→ Collect ideas together. What **patterns, themes, or areas for growth** do you notice?

Activity 3 (20min)

a. 1-2-4-All



Decolonial Teaching and Learning in Technology-Mediated Environments

Ten minutes with everyone



Each group can share one pattern, theme, or area for growth they noticed

Activity 3 (20min)

a. 1-2-4-All



Wrap-Up

One-word takeaway

Going around the room, each person shares one word that summarizes their learning in this session

Activity 4 (10min)

a. One-word Takeaway



ABEABC 2025 – Decolonial Futures of Teaching with Technology | Handout – SIDE 1

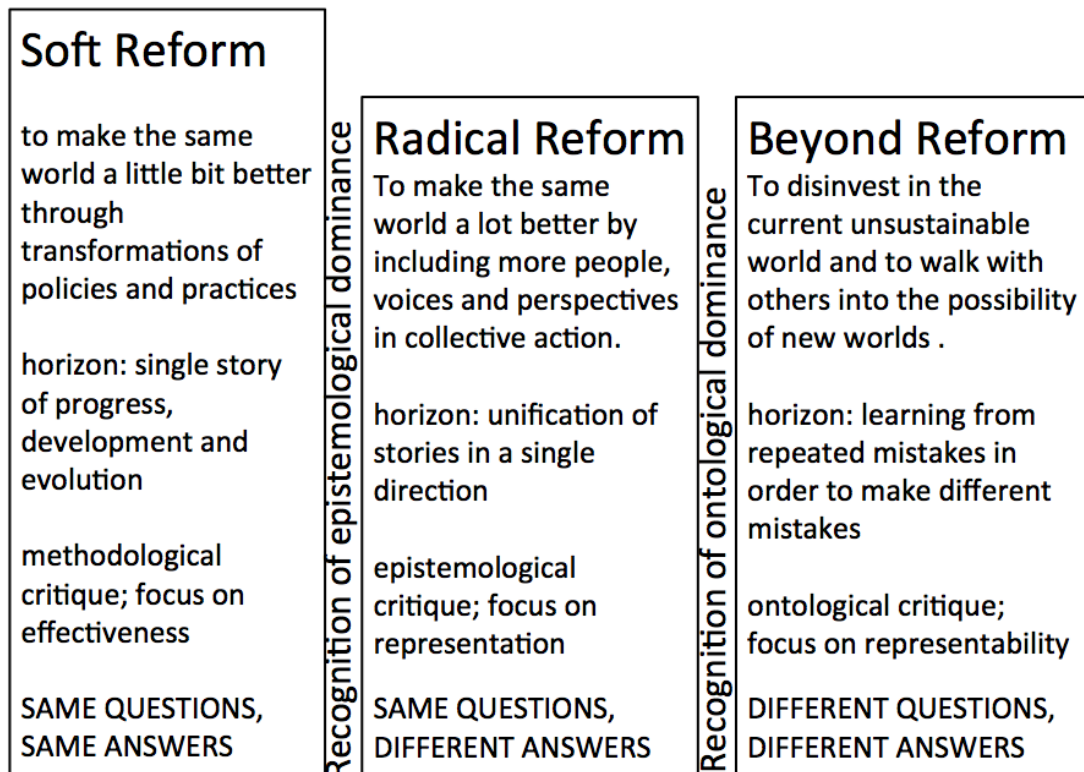
<p><i>Consider the following...</i></p>	<p><i>How does the provocation resonate with you? How might this influence your teaching with technology?</i></p>
<p>“For all of us, becoming indigenous to a place means living as if your children’s future mattered, to take care of the land as if our lives, both material and spiritual, depended on it.” – Robin Wall Kimmerer, <i>Braiding Sweetgrass</i></p>	
<p>“Technologies are not neutral. Societies are not neutral.” – Civics of Technology</p>	
<p>“How will this learning [in my class or discipline] provide opportunities to engage and cultivate relations with the land regardless of being in an online setting?” – UBC Learning Design and Digital Innovation, “Land Based Learning”</p>	
<p>“Because so much of educational technology runs on the labor of students and teachers, profiting off the work they do in the course of a day, quarter, or semester, it’s imperative that we understand deeply our relationship to that technology — and more importantly the relationship, or “arranged marriage,” we are brokering for students.” – Jesse Stommel and Sean Michael Morris, “A Guide for Resisting Edtech: The Case Against Turnitin”</p>	
<p>“How is this lesson/activity acknowledging the complexity and impact of historical educational approaches for community engagement?” – UBC Learning Design and Digital Innovation, “Learning with Community”</p>	
<p>“What Are We Teaching Our Children?” – Christi Belcourt</p>	
<p>“Where is your motivation grounded? Is it sustainable? Do you have enough sense of urgency and importance in relation to this issue to do the challenging and painful work of dis-investing in harmful behavior and the risky, difficult and uncertain work of getting rewired into building more generative relationships? Make a list of three things you need to remember when you become frustrated, exhausted and unmotivated with the challenges of this work.” – Gesturing Towards Decolonial Futures, “Anti-assholism memo”</p>	
<p>“To fully enact an ethic of incommensurability means relinquishing settler futurity, abandoning the hope that settlers may one day be commensurable to Native peoples. It means removing the asterisks, periods, commas, apostrophes, the whereas’s, buts, and conditional clauses that punctuate decolonization and underwrite settler innocence. The Native futures, the lives to be lived once the settler nation is gone - these are the unwritten possibilities made possible by an ethic of incommensurability.” – Eve Tuck and K. Wayne Yang, “Decolonization is not a metaphor”</p>	
<p>“That we turn to tools for digital learning indicates we don’t understand, or have abdicated our understanding, of pedagogy. In fact, most tools perpetuate problems of censure, erasure, racism, heteronormativity, and other harmful assumptions of “same-ness.” They are designed for lowest common denominator teaching and learning and do not feature genius in their methods.” – Sean Michael Morris, “On Presence, Video Lectures, and Critical Pedagogy”</p>	
<p>“Indigenous people across Canada are familiar with colonization and its lingering impact on our social and economic well-being. As Matthew Wildcat and others (2014) remind us, “if colonization is fundamentally about dispossessing Indigenous peoples from land, decolonization must involve forms of education that reconnect Indigenous peoples to land and the social relations, knowledges and languages that arise from the land.” – Gabriel Dumont Institute, “Learning from The Land: Why Indigenous Land-Based Pedagogy Matters”</p>	
<p>“What does it mean to understand ‘land’ – as a system of reciprocal social relations and ethical practices – as a framework for decolonial critique?” – Matthew Wildcat, Mande McDonald, Stephanie Iribacher-Fox, and Glen Coulthard, “Learning from the Land: Indigenous Land Based Pedagogy and Decolonization”</p>	

ABEABC 2025 – Decolonial Futures of Teaching with Technology | Handout – SIDE 2

Top: Vanessa de Oliveira Andreotti, Sharon Stein, Cash Ahenakew, and Dallas Hunt, “Mapping interpretations of decolonization in the context of higher education,” *Decolonization: Indigeneity, Education & Society* 4, no. 1 (2015), p. 31. Below: <https://decolonialfutures.net/mapping-decolonization/>

Table 1: Different articulations of decolonization in HE

Space	Meaning of decolonization	Practice
Everything is awesome	no recognition of decolonization as a desirable project	no decolonizing practices required
Soft-reform	(no recognition of decolonization as a desirable project, but) increased access / conditional inclusion into mainstream	providing additional resources to Indigenous, racialized, low-income, and first-generation students, so as to equip them with the knowledge, skills, and cultural capital to excel according to existing institutional standards
Radical-reform <i>(recognition of epistemological dominance)</i>	recognition, representation, redistribution, voice, reconciliation	centre and empower marginalized groups, and redistribute and re-appropriate material resources
Beyond-reform <i>(recognition of ontological and metaphysical enclosures)</i>	dismantling of modernity’s systematic violences (capitalism, colonialism, racism, heteropatriarchy, nation-state formation)	subversive educational use of spaces and resources, hacking, hospicing



— Local / Regional —

- politics / support ;
policy
- community
- non-hierarchical
- learning history
- diversity
- indigenous plants -
start with the land
- reframing how we use / treat |
respect the land
- making respectful relationships
- listening

— NATIONAL / GLOBAL —

Honouring Truth & Reconciliation
Commission

land rights for indigenous
peoples

stop loot & get rich

return stolen goods/land/
re-educate "artifacts" treasures

undo/repair religious
agression

ENVIRONMENTAL ^{AS A} PRIORITY

Relationships to Humans
and more than human (land, plants, animals)

PERSONAL / PROFESSIONAL

Travel experiences

Remote work

Design activities that are relational & applied

- 'put phones down' strategies

- Intentional to develop relationships

- realizing addiction to tech in students.

What is my privilege?

What power do I have?

↳ what is my perceived privilege?

What is my relationship to the lands, waters, and non-human relations?

How do I experience discrimination?

Respect for the stewards of the lands.

- Teaching / Learning -

SCHOOL OF ACCESS STRIVES FOR

- Flexibility in delivery
- Ability to "STOP OUT" for life events
- You don't fail if you don't complete
- Ability to RETURN
- FINANCIAL HELP
- Cultural Support

Always Fighting
A system that
wants grades,
• completions
• single attempts
• limits on funding/ attempts

learning history
Upgrading leads to Post Secondary which can also contribute to the questions

- learning from students

- getting outside

- relationship building (Student, teacher, each other)

- Bringing Indigenous elders / speakers into the classroom and/or out on the land

- Using Indigenous voices / resources in the curriculum

- Using storytelling and place-based learning in the curriculum