My Research and Education Philosophy

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3/29/2026

My primary goals of academic research are to obtain and demonopolize knowledge for all. By achieving the first goal, I both feed my intellectual curiosity and equip myself to share my love of learning with others. Regarding the second goal, I believe that knowledge should be available to everyone regardless of all sociopolitical factors, such as income, ability, and race. Additionally, it is crucial for education to encompass and properly represent all available perspectives, including those overlooked in traditional research, like those of Australia's Māori Society (Van Meijl, 2019). Alternate perspectives shape one, *what* we learn, two, *how* we learn, and three, how we *view* learning. In my research, I intend to explore all three of those educational facets. Fittingly, Grosfoguel (2013) deems colonialism's erasure of diverse experiences and knowledge systems epistemicide, and he notes that Western, male, and wealthy perspectives overrepresent modern perceptions of knowledge, its acquisition, and its verification. With that in mind, I believe that educational institutions' collective determination of who is and isn't a knower contributes to education's inherently political nature. Moreover, in my educational career, I commit to the critical and arduous process of decolonialization in my educational career, starting with the following steps:

1. **Recognize** and address the ways in which monocultural and colonizing perspectives prevail in today's pedagogical practice (AbdelRahim, 2014).
2. **Avoid** creating and catering to what Kevin Gannon coins "preferred students" in classrooms (Gannon, 2020).
3. **Be intentional** in the assignment parameters I assign to ensure they are essential to learning, not arbitrary.
4. **Challenge** toxic ideas of rigor, starting with Dr. Jamiella Brooks's and Dr. Julie McGurk's work as a foundation (Teaching and Learning Lab, 2022).
5. **Identify** and reconstruct traditional educational principles, including Bloom's Taxonomy and ADDIE.

References

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