The Future is Brown & Black: Re-imagining our Relationship with Research

Dr. Stephanie Masta

Associate Professor
Curriculum & Instruction
College of Education
Purdue University

Wednesday, June 29, 2022
1:45 – 3:15 pm
Room 211, Convention Center
Dr. Stephanie Masta is an associate professor of curriculum & instruction at Purdue University, with courtesy appointments in the School of Engineering Education & the Dept. of American Studies in the College of Liberal Arts.

A leading scholar in the field of Indigenous education, Masta’s research spotlights the centrality of Indigenous education within curriculum studies through the development & use of Indigenous methodologies to study Indigenous student experiences in educational contexts. She has extended her work on critical & Indigenous methodologies to engineering educational spaces, where she studies the experiences of Brown & Black students in engineering classrooms.

Masta’s work in Indigenous education & engineering education has led to invited talks at many institutions. She also has authored many peer-reviewed journal articles & given more than 35 international, national, & regional presentations at Indigenous education, curriculum studies, engineering education, & educational research conferences. Masta currently leads two research projects, Connecting Identity & Place: Understanding Indigenous Graduate Student Experiences in STEM, funded by the Spencer Foundation, & the NSF-funded Identifying Marginalization & Allying Tendencies in Engineering Teams, on which she is a co-PI. She served as principal investigator on the Experiences of Native Women in Higher Education, funded by the Purdue University Susan Bulkeley Butler Research Fellowship, & Colonial Discourses: Challenging Dominant Narratives in US History Curricula, funded by the Purdue Research Foundation. Masta has authored many peer-reviewed journal articles. She has written a book chapter

Collectively, her scholarship speaks to a wide range of educators, researchers, & community members interested in the use of critical & Indigenous methodologies to understand racism & marginalization in educational spaces.

**Talk Overview**

For too long, researchers have hidden behind false notions of objectivity & neutrality to avoid holding themselves accountable for the harms committed in the name of research. However, as the racially centered events of the past two years have demonstrated, the time for accountability is now. Rather than reflect on past wrongs, the Year of Impact on Racial Equity gives us the opportunity to look forward.

We must & should reimagine a path forward for educational research. We must rethink several fundamental aspects of the research process: our roles as researchers, our relationship to various concepts (e.g., neutrality, objectivity, bias), even what research can & cannot do.

The purpose of this distinguished lecture is to begin a conversation on what a paradigmatic shift in engineering education research looks like. What does the path forward look like today? What does it look like in 10 years? In 20 years? Institutional change always starts with individuals, & we have an opportunity to move the field of engineering education research forward in ways that empower everyone.
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