

Edited by Laura M. Pipe, Jennifer T. Stephens

# Ignite

*A Decolonial Approach to Higher Education Through Space, Place and Culture*

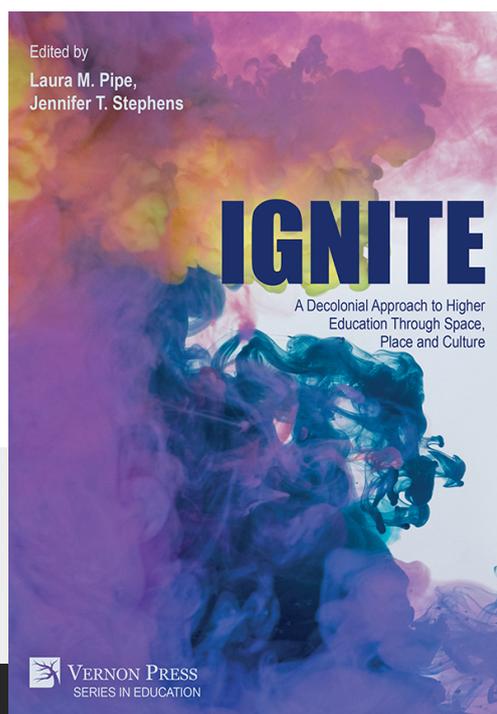
SERIES IN EDUCATION

## About the editors

**Laura M. Pipe**, Ph.D., is of Tuscarora descent and serves as the Director of the Teaching Innovations Office in the University Teaching and Learning Commons at The University of North Carolina at Greensboro. She holds a B.S. in Journalism from Texas Christian University, an M.S. in Higher Postsecondary Education from Syracuse University, and a Ph.D. in Kinesiology (sports sociology) from UNCG. Her scholarly and teaching interests focus on Indigenous pedagogies and epistemologies of the Woodland Peoples of the east coast of Turtle Island, action sports (bicycle motocross, skateboarding, stock car racing) and the construction of public/private space, and issues in Native and Indigenous health.

**Jennifer T. Stephens**, Ph.D., is the Director of Academic-Residential Partnerships and Assistant Professor of Education at Elon University. She holds a B.A. in Education from UNC-Chapel Hill, an M.S. in Counseling from The North Carolina State University, and a Ph.D. in Educational Studies with a concentration in Cultural Studies from UNC-Greensboro. Her scholarly and teaching interests focus on teacher

leadership, culturally-responsive and critical place-based pedagogies, and curriculum development and design.



## Summary

Social justice frameworks and pedagogical practice have become popular concepts within educational settings. However, these approaches stop short of the direct action required for true social change and often overlook the impacts and importance of space, place, and culture in the learning process. Through an exploration of justice-forward approaches that call for a blend of equity and culturally-responsive pedagogies with experiential approaches to learning, this edited book will examine the process of unlinking colonizing structures from teaching and learning through honoring the context of space, place, and culture in the learning process. Framed by the Toward a Liberated Learning Spirit (TALLS) Model for Developing Critical Consciousness, this book will be of interest to students, scholars, and researchers in higher education as well as critical and cultural studies, apart from program administrators and educators. 'Ignite: a Decolonial Approach to Higher Education Through Space, Place and Culture' will carry the reader through a learning process beginning with academic detachment and moving through a process of unlearning toward embodied liberation.

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