



Race, Disability, and Space: Implications for Computational Methodologies in Educational Research

This colloquium presentation will address the following questions:

- How can we use computational methods and digital technologies to measure, map, and challenge various forms of educational inequities and injustice, particularly at the intersection of race and disability?
- How can computational methods and digital technologies be disentangled from the infrastructures of state and financial power that reproduce social, economic, and spatial injustice?
- How can we use computational methods and digital technologies to develop alternative visions of the future that challenge the dominant systems of power and exploitation?

April 14, 2021

1:25–2:25 pm (EST)

Optional discussion to follow

Online through Zoom



About the Speaker

Verónica N. Vélez is an associate professor and the founding director of Western Washington University's Education and Social Justice program. Her research focuses on Latinx im/migrant mother activism, community-based participatory action research in grassroots contexts, popular education, and (re)imagining cartographic tools for movement building and critical inquiry. Each of these areas is informed by expertise in Critical Race Theory (CRT), Latinx Critical Theory (LatCrit), Radical and Tactical Cartography, Critical Pedagogy, and Chicana Feminist Epistemologies.

Influenced and inspired by these interrelated frameworks, she and Dr. Daniel Solorzano (UCLA) developed Critical Race Spatial Analysis (CRSA), a framework and methodological approach that seeks to deepen a spatial consciousness and expand the use of geographic information systems (GIS) in critical race research in education. As a result of this work, Dr. Vélez is featured in the second volume of ESRI Press's *Women and GIS: Mapping Their Stories*. She also recently co-edited a special issue in *Race, Ethnicity, and Education* on "QuantCrit," a methodological subfield of CRT that troubles the decontextualized and color-evasive nature of quantitative research in education.

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www.education.udel.edu/colloquium-series