

# Positionality Statement: Critical Vulnerability as Praxis (Part 2)

My lived experience as an international student in US informs my approach to Critical Dialogic Pedagogy—and that matters. My lived experience as a nano-minority has taught me that power imbalance impacts my perspective of what equitable education means in the classroom. My lived experiences as student of education have taught me that cultivating equitable education in the classroom is a commitment to society and betterment of it. My choice of narrative has taught me how to handle dominant narratives in an environment. All of my lived experiences have taught me living through critically informed initiatives and dialogic practices is essential—one that involves debiasing myself from microaggressions, microinsults and microassaults.

For me, Critical Dialogic Pedagogy means that every voice matters as I work towards developing a classroom environment that is inclusive and nurturing. My perspective of the classroom as being a place to learn and express oneself is informed by student development and counseling theories. My perspective of the classroom being a site to express opinions reveals how dialogues and discussions with reflections are important elements of the class. Dialogic Pedagogy is one way I am able to reflect when it comes to providing all the support for students and for all who enter the room.

In essence, as a researcher, my lived experience has taught me that academia is a place where diverse opinions must be welcomed and power imbalance must be curbed. In order to continue to expand the vastness of academia, I am speaking about my positionality as a site of acknowledgement of my vulnerability and praxis around critical theories in education. It is important to recognize how every part of my identity that I have named, and those that I have not, impact my approach and implementation of Critical Dialogic Pedagogy. My personal experience of existing in the world of academia and beyond impacts my engagement with dialogue in the classroom in order to create meaningful, fulfilling & supportive environment to marginalized student groups and challenge dominant narratives of academia. As a researcher/teacher, I will implement and participate in policy making around teaching in order to support students towards an equitable experience.