

My lived experience as a queer, nonbinary person informs my approach to Critical Dialogic Pedagogy, and that matters. My lived experience as a gender non-conforming person has taught me that having intersectional identity and various forms of privilege and oppression impacts my perspective of what equitable education means in the classroom. My experiences as a teacher's assistant have taught me that cultivating equitable education in the classroom is a commitment to hearing everyone's voices. All my lived experiences have taught me that critically informed initiatives and dialogic practices are an ongoing commitment to my students. It's a commitment that involves listening to students, self-reflection, and cultivating a supportive community within the classroom. Dialogic Pedagogy is one way I can disrupt harmful classroom norms when it comes to providing a supportive learning environment for students and for all who enter the room.

For me, Critical Dialogic Pedagogy means that my perspective matters as I work towards developing a classroom environment that emphasizes curiosity over correctness. My goal is to create a classroom community that prioritizes interpreting data and deconstructing motivations behind studies, rather than memorizing facts and accepted trends.

In essence, as a student and a teacher, my lived experience has taught me that academia is a place where creativity and difference in perspective are more powerful than conformity and correctness. To continue to expand the vastness of science, I am speaking about my positionality as a site of disruption of traditional expectations. 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. As a queer scientist and instructor, I will emphasize understanding over knowing and support students towards critical thinking and interpretation of information, as opposed to absorption and regurgitation.