

Positionality Statement: Embracing Critical Vulnerability to Implement Critical Dialogic Pedagogy (Part 2)

My lived experience as a journalist educated in Bangladesh and now a first-generation Ph.D. candidate informs my approach to Critical Dialogic Pedagogy—and that matters. As an international scholar of journalism navigating language differences, cultural transitions, and unfamiliar academic norms, I have learned that ease in speaking, technological fluency, and cultural familiarity are often treated as indicators of competence, even when they reflect access rather than ability. My experiences during my master's and doctoral studies in the United States have shaped how I understand equitable education in the classroom. Entering teaching as a graduate student while still learning tools for producing digital news content taught me that vulnerability is not weakness, but a condition for empathy and growth. Together, these experiences have shown me that equitable education requires making expectations visible, recognizing that students begin from unequal educational, cultural, and technological starting points, and valuing lived knowledge alongside technical skill. Practicing dialogic pedagogy, therefore, is an ongoing commitment-- one that involves humility, reflexivity, patience, and the willingness to learn alongside students whose starting points differ from my own.

For me, Critical Dialogic Pedagogy means that students' voices, hesitations, and experiences matter as I work to cultivate a classroom where participation is not defined solely by verbal fluency or prior expertise. My view of the classroom as a space for shared meaning-making is informed by my own journey of navigating systems where silence was misread and authority felt distant. I design dialogue through multiple participation pathways, clarify norms that might otherwise remain invisible, and frame storytelling, reflection, and collaborative problem-solving as legitimate forms of learning. These practices help create a classroom environment where care, clarity, and responsiveness enable students to engage critically, build confidence, and connect course content to their lived contexts.

In essence, as a student, teacher, and scholar of journalism shaped by migration, professional transition, and linguistic difference, my lived experience has taught me that academia can both empower and exclude. Recognizing my positionality as someone who has experienced uncertainty yet now holds institutional authority compels me to approach teaching as a relational and ethical practice. By practicing critical vulnerability, I aim to cultivate a classroom where dialogue is shared rather than performed, where differences are treated as intellectual resources, and where students are supported in developing critical awareness, reflective thinking, and the confidence to participate as knowledge contributors.