

Hannah P. Luz

CDP Program Spring 2026

April 22, 2026

Artifact 8: Letter to Self

Dear Hannah,

I hope you are doing well and are enjoying wherever life has taken you.

I want to start of this letter by saying that I am proud of you – this journey has been difficult, but you persevere. You have learned so much during this process and have become a better scholar, teacher, and community member. But your learning is definitely not over yet.

Despite that, I want you to think about what you have learned so far as a teacher, researcher, and community member so far in creating organizational environments for listening and true dialogue, as you have in the Critical Dialogic Pedagogy Program. Throughout this program, you have gained more confidence in your teaching and how to address uncomfortable moments in the classroom. Before this program, you had some interactions with students that made you feel inadequate to handle these situations and you wanted to know how to teach otherwise. In this program, you have learned how to set up a dialogic environment and practiced implementing that in your teaching, setting you up for success. I hope you continue to remind yourself though that you are allowed to make mistakes and that you cannot avoid awkward interactions, but that you can address them in a healthy and accountable manner afterward, which allows your students and peers to reflect on these awkward moments and keep the dialogic momentum going to learn from these instances.

In this program, you have also learned so much about pedagogy and better understood the approaches you care about in the classroom. As a critical scholar, you always wanted to reflect

that in the classroom. While you already do a great job in teaching about critical perspectives, this program has given you a toolkit to also put this criticality into a better praxis for the students. Through this toolkit, you are now able to have students take a very active role in creating the classroom environment they need to thrive in and to engage in personal transformation by truly listening to one another, instead of being protective and defensive about their positions. This is something really important to you as you want students to understand how power structures operate and how they can engage in liberatory praxis. But this also applies to you – while you know who you are, you and your students need to reflect on what that means and what lessons we can derive from that to stand in solidarity and community together. I hope you remember bell hooks' (1994) words reminding us that “until we are all able to accept the interlocking, interdependent nature of systems of domination and recognize specific ways each system is maintained, we will continue to act in ways that undermine our individual quest for freedom and collective liberation struggle” (p. 290), and that you continue to teach from this perspective.

Now that you have added to your pedagogical toolbox, I am excited to see how you implement it next semester and wonder how your students will engage in this practice. Especially in this current moment, I want you to know that you need to equally give students the room to grow and take care of yourself as an instructor. You know who you are and you are a good teacher. Now it's time to mobilize and let your students know that it can be otherwise. And remember that this is not about perfection but about seeing one another and building community, even when we do not always see eye to eye.

With love and rage,

Hannah

References

hooks, b. (1994). Love as the practice of freedom. In *Outlaw culture: Resisting representations* (pp. 289–298). Routledge