

## Personal Growth Reflection

When visualizing facilitating dialogic activities in my class, something that concerns me is the idea that those who need help most or have been the most negatively impacted by institutional exclusion are less likely to speak out and add their perspectives. It is true that BIPOC and LGBTQ+ people experience disproportionate amounts of barriers to learning due to discrimination, lack of belonging, and inequity, and that they are the least likely demographic to seek help through counseling or community building. Considering this dynamic, I worry that students that are eager to share their experiences will dominate the conversation and leave less space for these students who may most benefit from this practice or whose perspectives may make this practice most expansive and exploratory for the group. I want to make sure that I am intentional about inviting people into the dialogue and making sure that all students have an equal voice when I facilitate dialogue, but in a way that isn't patronizing or tokenizing of those marginalized identities. I do not seek to have a speaking requirement or quota, which may also deal harm by forcing students to participate who have an adverse reaction to sharing in some spaces due to mental health barriers or a lack of trust and rapport with the group. I also want to make sure that I am strategic with what points at which I initiate dialogues throughout the course of the class.

From my own experience with engaging with dialogic pedagogy from this workshop, I experienced firsthand that comfort with engaging in dialogue is something you build over the course of several sessions in order to have maximum buy-in and trust from all participants, but I never want students to become complacent about these vital conversations. When designing a curriculum that has this in mind, I would make sure to leave space for when dialogue naturally occurs but also think critically about what points in the class are the best for self-reflection and dialogue and that maximize that community-building and momentum created from prior dialogues that have taken place in the course. I plan to name the "invisible participant" role that hegemonic thinking plays in dialogues and make regular use of my positionality to discourage disproportionate time being given to those "default" viewpoints in class dialogue. I plan to utilize facilitative listening techniques and discussion protocols that I have learned through this workshop that encourage participation from all members of the class and engender as safe a space as possible for students in which they can risk being vulnerable in order to learn and grow. I intend to publish my positionality statement, rules for productive dialogue, and dialogic resources in my syllabi, lead with vulnerability from day one, practice reactivity and adaptability for each individual group of students, and remain a resource on these points for my students throughout the entire semester.