

My lived experience as a queer women with disabilities within STEM informs my approach to Critical Dialogic Pedagogy—and that matters. My lived experience as someone who always had the means to pursue mathematics and engineering—but still felt lonely being one of the few visible queer, women, or disabled folk—has taught me that having privilege and disadvantages in varying amounts impacts my perspective of what equitable education means in the classroom. My lived experiences as someone who went undiagnosed with her disabilities until adulthood has taught me that cultivating equitable education in the classroom is an ongoing commitment to challenging the dominant academic culture and protecting the many ways that students can learn math. My choice to question the dominate methods of participating in STEM communities has taught me that this is only the start: more students from diverse backgrounds can grow to be comfortable, and they can continue to challenge the dominant culture. All of my lived experiences have taught me living through critically informed initiatives and dialogic practices is never finished—one that involves consistent reflection, learning, and curiosity.

For me, Critical Dialogic Pedagogy means that showing up as myself matters as I work towards developing a classroom environment that emphasizes a true spirit of science: be curious and playful with the material while learning from one another. My perspective of the classroom as being a place to grow both as scientists and scientific communicators is informed by the belief that we are responsible as scientists to communicate our work to the public since we know our work best. My perspective of the classroom being a site to be curious, listen well, learn how to recover from mistakes, and support one another in our community reveals how respect and curiosity are important elements of the class. Dialogic Pedagogy is one way I am able to enhance STEM education beyond lecture-based formats by including opportunities for dialogue among students and all who enter the room.

In essence, as a mathematician, engineer, instructor, student, and person, my lived experience has taught me that academia is a place where I can create space for people from diverse backgrounds to participate and grow as scientists *as themselves*. In order to continue to expand the vastness of academia, I am speaking about my positionality as a way to challenge the dominant academic culture: I (and many others) go through the world differently, and we deserve to show up as ourselves. 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 woman instructor of mathematics, I will continue to study critically and culturally informed practices in order to support students towards participating in STEM fields in their own way.