

## Inclusive Classroom Teaching Symposium: Classroom Preparation

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### Critical Pedagogy as Theoretical Framework

- Overview
  - Applies tenets of critical theory into classroom teaching, understanding that the link between power, knowledge, and identity is essential in the learning process.
  - Learning involves a process of addressing power, challenging assumptions, creating a space for honest and authentic dialogue, increasing critical reflection and thinking opportunities, and examining whose voices are heard and whose are not
  - Not just consider curriculum, philosophies, and teaching approaches, but also the kind of power relationships maintained, as well as what inequities need to be challenged in the process of making pedagogical decisions
  - Self-authorship – who I am, how I understand truth, and what relationship I want with the world
- Experiences as queer/gay faculty
  - “Why does it matter where you stick your d\*\*k? Just teach me the damn content”
  - “All we learned was how to help a gay man come out of the closet – he related every theory to that. If anyone said anything he didn’t like, he would pretend to cry”
  - My being, my identity, whether revealed or not, shapes classroom discourse
  - For those who occupy the margins of social affirmation and power, empowerment and identity become quick and fleeting moments that can be taken away
  - Should I back off from my narrative and stop encouraging students to sharing their identity narratives? Am I being too personal in the classroom?
  - Idyllically, my teaching philosophy should be grounded in the depths of my beliefs; reality, though, dictates that I absorb and am weighted by the actions and words of others

### Syllabus as Foundational Introduction

- *Knowing, being, and doing*
  - *Knowing*
    - Gaining knowledge and understanding, focus on cognitive development
    - Lecture-based with research/policy paper
  - *Being*
    - Clarifying values and beliefs, focus on affective/psychosocial development
    - Application and practice-based activities with opinion or point of view commentary
  - *Doing*
    - Developing skills, focus on identity development and critical approach
    - Action-oriented activities with community involvement and organizing
- Assessment and reflective practice
  - Pre-class information collection (gender pronouns, preferred name, support networks)
  - Learning objectives and outcomes (situated in social justice education)
  - Pre- and post-test (demonstrate worth of social justice curriculum)
  - Self- and class-assessment (deconstruct power and improve transparency)
  - Assignment rubrics (continual feedback, protection from backlash)
- Other considerations
  - Incorporate readings from authors with diverse perspectives and identities (and talk about authors’ positionalities)
  - Inclusive non-discrimination policy through Safe Zone Resource Center
  - Word choice matters – educate yourself (sir/ma’am, kids, Dr. Garvey or Jay, illegal versus undocumented, identities as nouns versus adjectives)
  - Co-create guidelines for civility and classroom climate
  - Access Jay’s syllabi - <https://alabama.academia.edu/JasonCGarvey>