

Philosophy of Teaching/ Statement of diversity Teaching

Dionisio Nyaga B.S.W, M.S.W, Ph.D.:

Assistant Professor-Algoma University-School of Social Work

A Social Justice/Anti-oppressive education

Today's classroom is an industrial complex, in that it is productive geography where knowledge is produced for the market. These changes have a substantial impact on learners and educators in terms of co-participation and creation of knowledge. These changes coupled with a shrinking globe places a lot of pressure on educational stakeholders. This also has effects to a shrinking curriculum that must work with the vibrant learners and educators in terms of re-orienting the politics of the classroom. This are simple but compounded issues facing a neoliberal classroom who existences is under worldly pressures of migration. How does one make sense of a multicultural classroom?

To stay afloat an educator must invest on the 'village' teaching philosophy that borrows from the anti-oppressive practice and social justice education. Anti-oppressive education is action oriented and invested in everyday experiences of communities. An Anti-oppressive/Social justice education celebrates the strengths of learners and educator as key in co-creation of knowledge. It facilitates co-production of knowledge, in ways that allows diverse thinking and praxis. While the class may be oriented by the curriculum, educators and students learn to trouble the settlement and arrivals of teachable in ways that re-organises the classroom for new possibilities and futurity. For the class to allow these possibilities, it is imperative to trouble the curriculum in ways that develop and implement conscious multiculturalism. Learning should be student led and multicentric to allow different voices to inform and recalibrate learning and teaching. As an educator, present a skeleton work plan (syllabus) to the class and after every semester, students come to express what worked and did not work for them. This student inputs can inform subsequent syllabus, thus strengthening teaching and learning.

It is imperative to Pose critical questions and allowing students to contribute in ways that speak to their lived experiences. This allows vibrant critical understanding of class material to both the learner and the educator. In such an environment, students learn to accommodate each other views hence enhancing collegiality and appreciating the importance of community learning. An educator provides a theoretical base and student's experiences inform it. A classroom should be viewed as a community of learners. Everybody in a class should share themselves to make sense of theory. An active anti-oppressive instruction should identify micro/macro-aggression.

An educator should facilitate students in drawing their rules. Those rules should fill the gap on the existing ones. The contemporary classroom evicts student of color based on its macho demeanor. It is imperative to feminise (trouble) learning spaces in ways that looks at learning as an emotional and rational process. One way of feminising a classroom is through songs, poem or parody. Historically, songs poems and comedy have been identified as dirty and irrational. As an educator, I ask students to bring their best songs from their community and provide their meanings. The meaning should be tied to class material and discussion of the day. My teaching is informed by Lectures, class discussion, guest lectures, and group work. I also hold office hours to meet with

student who may have concerns or questions on class materials I believe on the power of technology as method of teaching. I use relevant videos to express an issue.

In conclusion, learning should be respectful, reciprocal, relational and student focussed. Today's educator needs to work with student rather than helping them. Learning is a political process that need to accommodate all stakeholders.

STATEMENT OF TEACHING REMOTELY

Following COVID-19 pandemic, I was able to successful finalize the semester using multiple online techniques that help me deliver lectures online. These techniques were: a. Audiotaped teaching- I taped myself and uploaded in the D2L. These audiotapes walked the students through the PowerPoint content. I also invited the students to engage in discussion board or send a email if they had any question regarding the audio or the PowerPoint. I also did a zoom meeting with the following classes-Transformative Practice (SWP 341) and Graduate practicum class (SK 8105) b. submission of assignment- I used the D2L files (read Assignment file) to have the student submit their assignments. I have been using this model over the years that I have taught at Ryerson UniversitySchool of social work as a contract lecture. This was done in both of my SWP638 SECTIONS and Transformative practice class. c. Final exam- we changed our assignment to written. I also created a mid-term exam that I sent to students as a home-based exam that they would send back. At this time when students are worried, and anxiety is/was I have learnt to be open with deadlines and due dates. d. I have been engaged in multiple forums on online/remote teaching. These are :1. Harvard Business Publishing Education. On May 20-the meeting is on- (Impact on the future of Higher education: what university leaders should be thinking about now. I have also listened to the following talks: Harvard Business Publishing-Deep dive into case teaching online, moving case class online, adapting quickly to teaching online, impact on the future of higher education. 2. I have also attended small talks Encore presentation alternative to live online lectures: Three ways to engage students (19th May, 2020. 3. Small Talk encore presentation: Making the first week(s) count. Building community online (21-05-2020)