Teaching For and About Critical Pedagogy in the Post-Secondary Classroom

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ABSTRACT

While there is a body of literature that considers the theory of critical pedagogy, there is significantly less literature that specifically addresses the ways in which professors attempt to apply this theory in practice. This paper presents the results from a study that was designed, in part, to address this gap. Seventeen self-identified critical pedagogues participated in this qualitative research study. Participants reported their use of the following classroom practices, including: dialogue; group work; co-construction of syllabus; and experiential activities. This paper critically examines the social justice-oriented nature of these critical classroom practices.

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