

Critical Pedagogy and Paulo Freire

- *Conscientizacao*, “critical consciousness”
- Pedagogy should be about liberation, a transformational praxis, rethinking the basic hierarchy between students and teachers
- “Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication. If it is true that thought has meaning only when generated by action upon the world, the subordination of students to teachers becomes impossible.”

Critical (Digital) Pedagogy

- “No one can be left out of the work of critical pedagogy, or critical *digital* pedagogy, both the effort of it and its ends.”
- “Pedagogy is not ideologically neutral.”
- “Pedagogy...starts with learning as its center, not students or teachers, and the work of pedagogues is necessarily political, subjective, and humane.”
- “[A]n ethical pedagogy *must* be a critical one.”
 - *An Urgency of Teachers* (Morris and Stommel)

An Urgency of Teachers

“Our own definitions for critical digital pedagogy arrived through conversations, moments of intersection between our work as academics, teachers, and students, in the development of *Hybrid Pedagogy* and Digital Pedagogy Lab, and in the long thread of ongoing discussion on Twitter, in synchronous moments at conferences, in late evening text messages, on airplanes, on long walks through parking lots, and in classrooms upon several continents across multiple hemispheres.”

Twitter encourages academics to be sycophantic, hyperbolic, and cruel, argues Gordon Fraser:



The Twitterization of the Academic Mind

Social media has made scholars impatient, vicious, and dull.
chronicle.com



Critical Digital Pedagogy:

- centers its practice on community and collaboration;
- must remain open to diverse, international voices, and thus requires invention to reimagine the ways that communication and collaboration happen across cultural and political boundaries;
- will not, cannot, be defined by a single voice but must gather together a cacophony of voices;
- must have use and application outside traditional institutions of education.

(Morris & Stommel, “Introduction”)

Critical Digital Pedagogy asks more questions than it answers:

- How can digital technologies and cultures interrogate and/or deconstruct the roles of student and teacher?
- How does critical pedagogy change the way we see teachers and students as socially, economically, politically, and emotionally situated in a learning space? How is this changed in the wake of online and hybrid education?

(Morris & Stommel, “Introduction”)