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## Reader's Response: Responsibilities of Teaching

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# Reader's Response: Responsibilities of Teaching

## **Abstract**

A response to “Transformative Education in the Scholarship of Teaching and Learning: An Analysis of SoTL Literature” by Lorraine Gilpin & Delores Liston, *International Journal for the Scholarship of Teaching & Learning*, Volume 3, Number 2 (July 2009).

## **Keywords**

SoTL, Critical pedagogy

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## Reader's Response

A response to "[Transformative Education in the Scholarship of Teaching and Learning: An Analysis of SoTL Literature](#)"

< [http://academics.georgiasouthern.edu/ijsotl/v3n2/articles/\\_GilpinListon/index.htm](http://academics.georgiasouthern.edu/ijsotl/v3n2/articles/_GilpinListon/index.htm) >

by Lorraine Gilpin & Delores Liston, *International Journal for the Scholarship of Teaching & Learning*, Volume 3, Number 2 (July 2009)

## Responsibilities of Teaching

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One implication from Gilpin's and Liston's important article suggests that SoTL is in a pivotal position to adopt a more critical transformative stance that is supportive of the moral, sociocultural, and political responsibilities of teaching in higher education. With an ever-increasing diverse student population in today's halls of academia, research shows that educators who adopt transformative pedagogical practices experience success in diversified societies when progressive theoretical frameworks are supported at the macro level.

One premise that is implied in this article is that those of us who are on the frontline would do well to view our classrooms as sites to raise critical awareness by engaging our students in discussions aimed to sharpen our students' sensibilities toward issues of social injustice that are part of the society in which they live. However, transformation of the classroom world, in order to understand the world, is not a passive process. Accordingly, this article conveys an important message to those of us who work in teacher preparation programs that we can cultivate the deliberative skills necessary for our students to become democratic citizens and work for an equitable social order by utilizing critical transformative pedagogy in our classrooms.

Freire's (1970) seminal work posited that critical pedagogy in the educational arena involves the process of moving toward a more humanizing and democratic way of life that can be achieved through praxis. The goals of critical pedagogy include but are not limited to the following:

- Interrogating the dominance of certain kinds of knowledge as well as the assumptions that inform the construction of that knowledge
- Interrogating the messengers of knowledge as well as whose interests are served
- Encouraging students to critically question and challenge the status quo
- Understanding that acceptance, or a lack thereof, is determined by cultural privilege
- Understanding prejudice is enacted by the dominant group
- Teaching students to search for those voices silenced by prejudice
- Improving educational outcomes for all students through critical pedagogical practices that embrace and value differences

Accordingly, we would do well to understand that an educational system grounded on the democratic principals that guard the values of freedom and justice should promote a teacher

education program that not only encourages our own students to read, write, listen, view, and speak in a language that can represent their rights, but represent the democratic rights of others.

### Reference

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.