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### Statement on Teaching Philosophy

*“The master’s tools will never  
dismantle the master’s house.”*

*Audre Lorde*

Throughout my career, I have developed my teaching philosophy to adapt to various situations and student groups. One crucial aspect of being a professor is the ability to facilitate learning in any environment. However, I consistently strive to encourage critical thinking and independent research in my students. I believe that, as Lorde expressed, we must continually find new perspectives to transform human relationships with compassion, justice, and affection. To embody this sentiment, I have built my teaching philosophy around four core principles: (1) what I teach and why; (2) employing anticolonial and collaborative approaches to teaching and learning; (3) continuously educating myself and adapting my methods to suit my student's needs, and (4) using engaged pedagogy to create a meaningful and engaging classroom experience. In this statement, I will elaborate on these points.

#### What do I teach, and why do I teach?

I have been teaching in Brazil's humanities field since 2009, starting as a Visual Art professor. Over time, I have transitioned to teaching Audiovisual Language, Culture, and Media in Communication Courses, specializing in Photography. My primary research area is Gender and Sexuality Studies, which is closely related to my teaching.

As a professor, I strongly believe that incorporating lessons on culture, image, and gender helps bridge the gap between theory and real-life experiences. It's crucial to consider the context of undergraduate and graduate students, connecting knowledge with their everyday reality. I view education as a holistic process that should foster a dynamic relationship between students' aspirations and the guidance of educators. That's why I've chosen to teach using an anticolonial framework, both in my courses and research.

#### Teaching and learning as anticolonial practice

As a professor from the Global South, I have always believed that having knowledge that is relevant to a specific situation is crucial in helping students and educators feel a sense of belonging and self-worth. However, after coming to Canada, my perspective on anticolonial pedagogy has grown. I now firmly believe that allowing students to share their experiences, practices, and heritage is essential in teaching, and it has the potential to make education a collaborative, intentional, and mindful process.

My teaching philosophy is based on theoretical knowledge and the wisdom gained from life experiences. With a strong background in Decolonial Theory, my approach to teaching is fully aligned with my personal beliefs and way of life.

## Ongoing and Adapted Methods

I have various strategies to keep students engaged in their learning. For instance, I meticulously organize my presentations and ensure that all the necessary references are available for students to explore further if they desire. This ensures that their learning continues beyond the classroom. Additionally, I offer check-ins and check-outs during every course and establish control points that allow students to share their doubts or impressions, as well as their feelings about the sources and subjectivities involved in the content. I also utilize group dynamics and critical readings to enhance students' analytical skills and their ability to sustain and facilitate positive discussions, which I believe is one of the most crucial skills that higher education can provide today. This approach also enables me to adapt courses to the student's needs, if necessary.

I have completed my Diploma in Education and Technologies from the Federal University of São Carlos (Brazil). I strongly believe that technology can enhance the teaching and learning experience by providing greater access and opportunities to students. It requires a unique approach to understanding the importance of education and how to bridge the gap that online education may create.

## The pedagogy of impossible

In my opinion, teaching should be connected to personal values and experiences. In Canada, I have seen that the educational system can be open to diverse perspectives and backgrounds. By sharing different viewpoints, I can encourage my students to think critically and develop independence. This could potentially shift our understanding of the world around us. The idea of using education to promote unity is a driving force for me.

Certain professions shape our identities, while others are simply means of employment. My profession is not limited to completing tasks for six hours a day. Rather, I am fully immersed in my teaching work 24/7, dedicated to advancing knowledge and fostering understanding. Due to my belief that my career could not thrive in Brazil, I made the decision to relocate to Canada and I am eager to continue my work in an open and supportive institution.

I believe that to bring about change in science, education, and life in general, we need to take control of means of production. However, we must do so with a fresh perspective and new approaches, rather than relying on outdated beliefs. It's important that we take responsibility and approach this with new rules, roles, and most importantly, new hopes.

I trust that my teaching philosophy was lucidly explained in the statement. If you require any further information, kindly inform me.

Best regards,  
Ane Molina