

Menti instruction slide

WELCOME TO

Where to Position Positionality in Your Work

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Where are We? – Land Acknowledgement

Who am I, because of Where I am?

What do I want to offer [today]?



Informed by “Positionality statement and land acknowledgement workshop”, SFU Library
<https://www.lib.sfu.ca/help/academic-integrity/indigenous-initiatives/icrc/land-acknowledgement-workshop#positionality>



Where are We? – Land Acknowledgement

We respectfully acknowledge that our Capilano University campuses have a presence on the unceded, stolen territories of the Lílwat, x^wməθk^wəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

Today, I join you from the territory of the Musqueam Nation near Granville Island.



Who am I, because of Where I am?

Unceded

Debt

Economic mobility

Social mobility

Wealth

Education

Benefit

Privilege



What do I want to offer [today]?

Listen

Share

Learn

Reconcile



Welcome, all of you.

In keeping with my intention to share openly and freely, three documents have been shared with you at the onset of this workshop:

- **Slide deck (pdf)**
- **Facilitation guide**
- **Supporting and Supplemental resources handout (pdf)**



MENTI - WALL

What is a positionality statement?

POSITIONALITY, POSITIONALITY STATEMENTS, AND INTERSECTIONALITY

Positionality is a dynamic relationship between an individual and their various personal and social identities, including gender, race, class, sexuality, ethnicity, ability, place, etc. [1].

Positionality Statement is an active reflection (and communication) of an individual's intersecting personal and social identities, and their link to histories of privilege and/or exclusion [2].

Intersectionality is a model for explaining states of exclusion and oppression [and privilege] through the dynamic [multiple, compounded] interactions of personal and social identities [1].



OBJECTIVES FOR TODAY

By the end of this session, you will be able to

- Reflect on the pedagogical possibilities for your positionality statement.
- Adapt a simple reflective exercise to promote student recognition of positionalities.



GENESIS FOR TODAY – CONSIDERING THIS CLAIM

From Harrington (2022, Jan 25), “Reflect on Your Positionality to Ensure Student Success”:

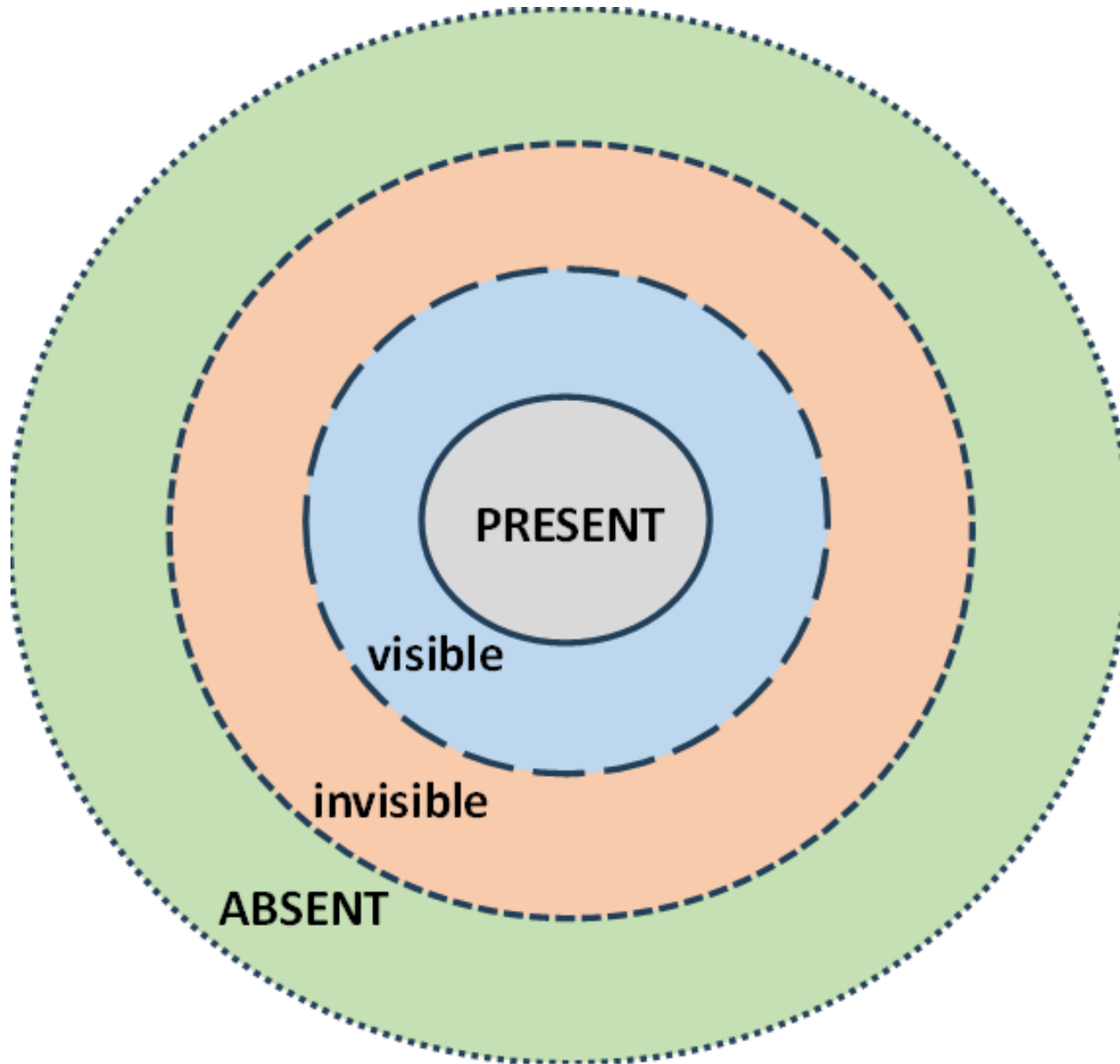
“Reflecting on your positionality as an instructor can be a powerful strategy for student success, especially if you think about how your lived experiences shape what you do in the classroom and how those actions may or may not be supporting the success of students in your class who often have very different lived experiences.” [3]



MENTI – WORD CLOUD

How can a Positionality Statement support learning (student success)?

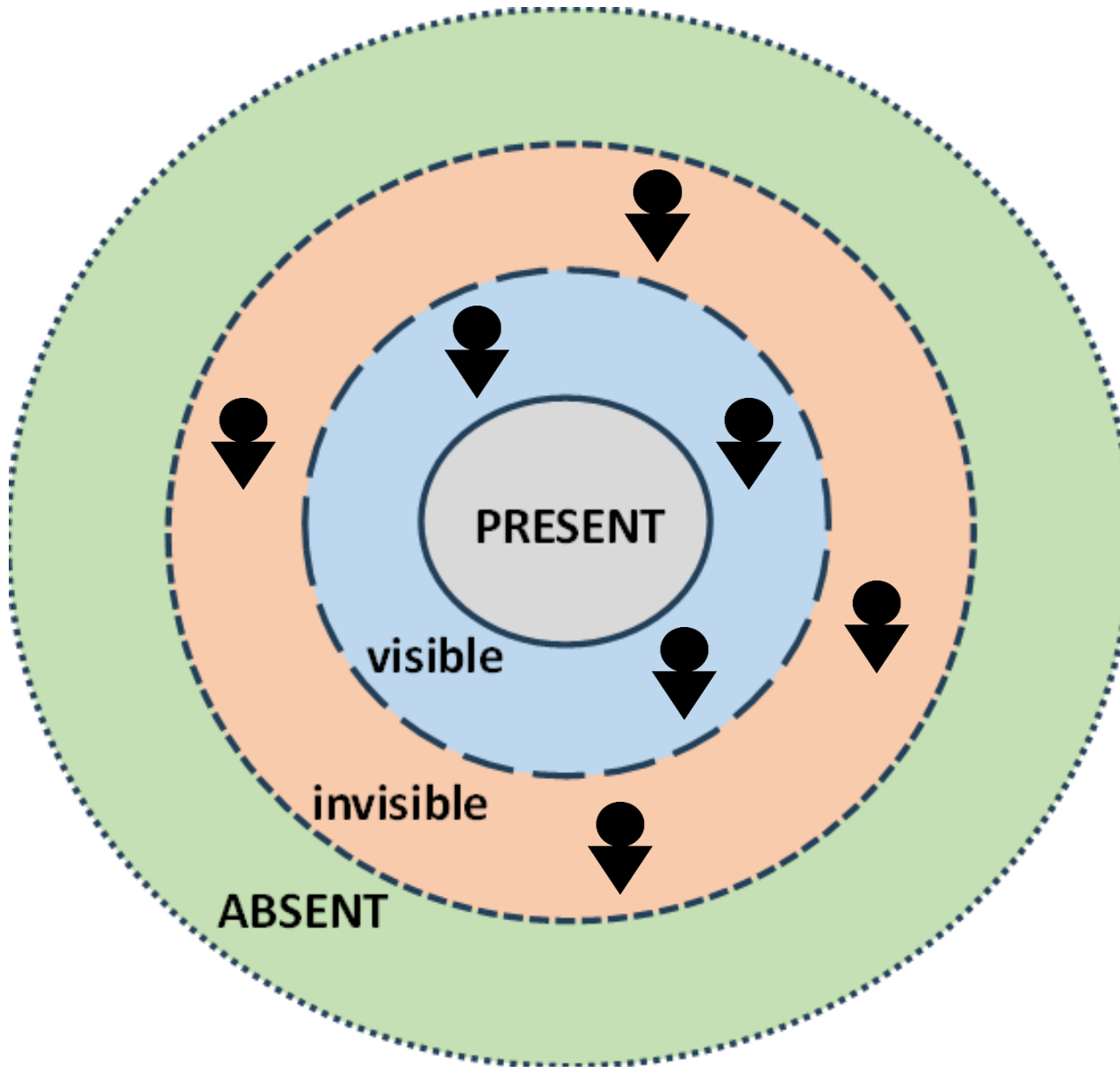
WHAT'S GOING ON WITH A POSITIONALITY STATEMENT?



EXPLICIT

- Instructor's presence
- Visible & Invisible (silent) identities

WHAT'S GOING ON WITH A POSITIONALITY STATEMENT?



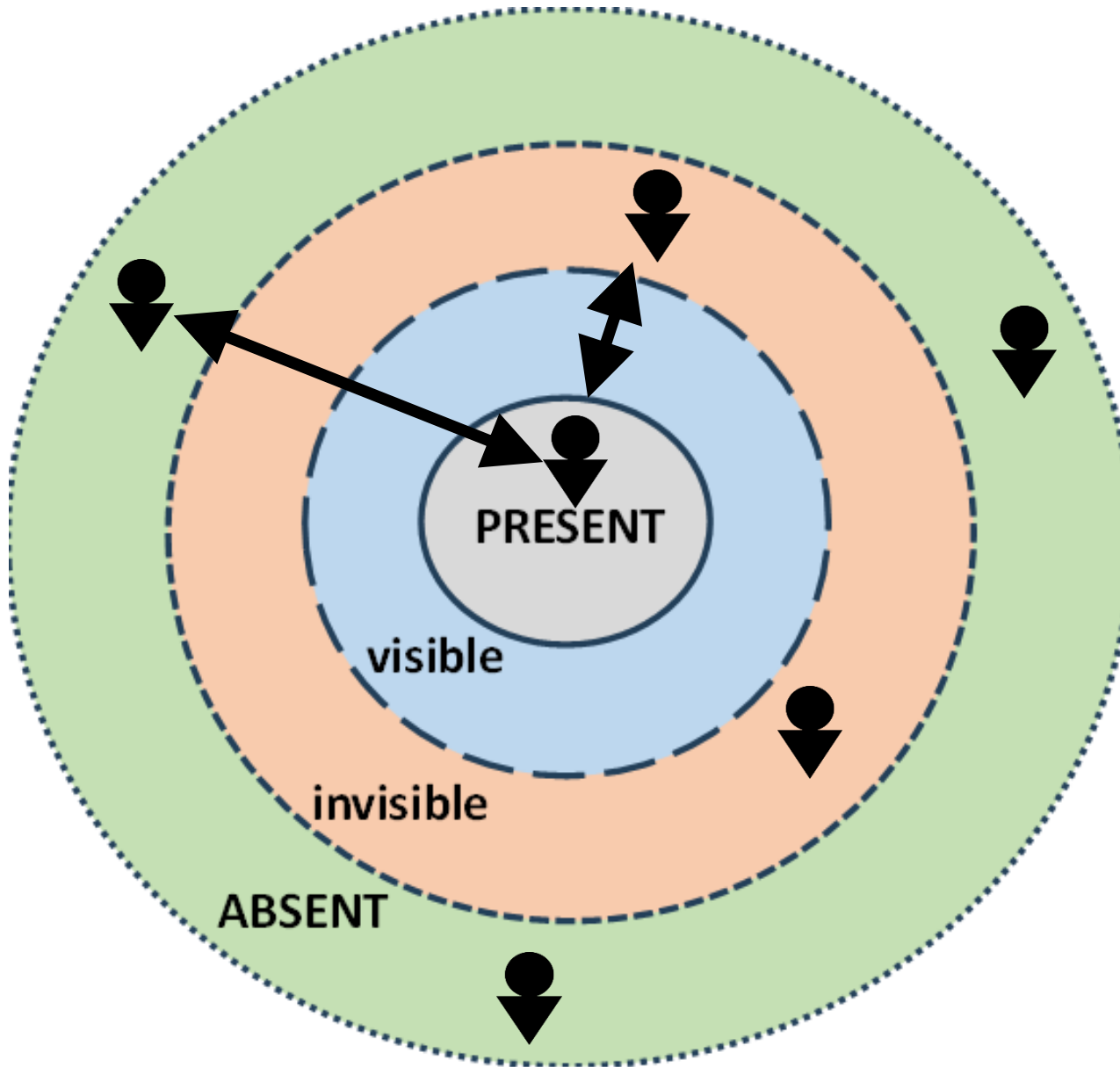
EXPLICIT

- Instructor's presence
- Visible & Invisible (silent) identities

IMPLICIT

- Students [past, current, future] recognize similarity to Instructor
- Belonging fostered by recognition of Visible & Invisible (silent) student identities

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ASPIRATIONAL

- Student learns to recognize [invisible & absent] identities beyond their own

HOW DO WE OPERATIONALIZE ASPIRATIONAL [4]?

Ask the following questions about your Positionality Statement:

1. What INVISIBLE personal and/or social identity am I EXPLICITLY naming?
2. How can my students recognize this INVISIBLE identity amongst each other?
3. What other INVISIBLE (or ABSENT) identity might be present amongst the past, current, or future students in the class?
4. Return to question 2 and 3 above (as needed).



PEDAGOGICAL EXAMPLE – CHANGE ONE CHARACTERISTIC

Thought Experiment [5]

1. Imagine yourself at a time during your youth when he felt completely content [happy, safe, etc.].
2. Now imagine yourself as who you are today.
3. Think back to some of the important experiences (which took place between that youth and today) that have contributed to how you see yourself today.
4. Focus on 1 such important experience.
5. Now imagine if that youth was physically or cognitively challenged (blind, deaf, mobility, autistic, etc.).
6. How does that change this experience?
7. How might that have changed the trajectory from that experience to who you are today?



PEDAGOGICAL EXAMPLE – CHANGE ONE CHARACTERISTIC

Thought Experiment [5]

By show of hands using the RAISE HAND button of Zoom:

Do you end up in the same place as where you are today?

- NO = Raise Hand
- YES = do nothing



MENTI - WALL

What is represented when someone raises or does not raise their hand in the last activity?

PEDAGOGICAL EXAMPLE – CHANGE ONE CHARACTERISTIC

Thought Experiment [5]

Now imagine if that youth was

- cognitively challenged (dyslexia, neurodiverse, developmental)
- different gender
- different sexuality
- different culture
- different skin colour
- different language speaker
- Indigenous

WHY change only one characteristic [at a time] in activity?



SUMMARIZING TODAY AND INVITATION TO CONTINUE

Today's organizing questions [6]:

- Where are We? Who am I, because of Where I am? What do I want to offer [today]?
- What is a positionality statement?
- How can a Positionality Statement support learning (student success)?
- What's going on with a Positionality Statement at an Explicit level, and an Implicit level, and an Aspirational level?
- How do we operationalize aspirational?
- What is one example of this operationalization as learning activity?
- What does learning look like in this activity?
- Why is this activity seemingly simplistic?



SUMMARIZING TODAY AND INVITATION TO CONTINUE

Today's potential Outcomes [7]:

- Developed definitions for positionality, positionality statements, and intersectionality.
- Developed a nuanced model for the multiple potential learnings from a positionality statement.
- Analyzed our positionality statement for the Invisible identities it recognizes.
- Extended our positionality statement to the Absent identities it could recognize.
- Practiced one such Absent (Invisible) identity extension activity.
- Discussed what participation and reflection might look like in this activity.



SUMMARIZING TODAY AND INVITATION TO CONTINUE

Reach out to Bhuvinder (Beev): bhuvindervaid@capilanou.ca

Waterfall Chat in Zoom:

1. Do NOT press enter until asked to do so.
2. Type one (1) sentence into the Zoom Chat using one (1) of the following prompts about today's workshop:
 - Something you appreciated.
 - Something that surprised you.
 - Some question that is still lingering.
3. On the count of 3, please press Enter to share your sentence.
Thank you for your participation today.



