LEARNING OBJECTIVES: By the end of this FLO Friday session, participants will be able to

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

DESCRIPTION: This FLO Friday session will build on several conversations commenced earlier at BCcampus related to positionality. Positionality refers to the dynamic relationship between an individual and their various personal and social identity, including gender, race, class, sexuality, ethnicity, ability, and place, among others (The University of British Columbia, n.d.). Through this session, participants will discuss and evaluate the pedagogical role of their positionality statement. Participants will then develop and share a student-focused reflective activity that connects their positionality statement to the aim of helping students recognize and reflect on their own/peers' background and perspectives.

Resource List:

- Facilitator:
 - o Laptop w/ wifi, Zoom, Word, PowerPoint, Google Chrome logged in to Metimeter.com
 - o 2nd screen for Zoom
 - Quiet room and/or Headset w/ microphone
 - o Facilitator's Assistant Cocker Spaniels sleeping in bed(s)
- Participant:
 - o [required] Computer w/ wifi, Zoom, web browser
 - [recommended] smartphone w/ wifi/data and camera for QR codes

TIME	LENGTH	TOPIC and RESOURCES	FACILITATOR action	PARTICIPANT action
11:00 to 11:04	5 min	BC Campus welcome	Smile and look affable	Enter Zoom room, getting "settled"
11:05 to 11:06	2 min	SLIDE 1 – Menti instructions Share resources	Share following documents via Zoom chat: • Slide deck (pdf) • Facilitation guide (pdf) • Resources Handout (pdf)	Or Log-in to Menti using computer browser

				Accept (3) downloaded documents.
11:07 to	5 min	SLIDE 2 – title		Follow along using resources handout
11:11		SLIDE 3 – place-based land acknowledgement	 SLIDE 3 – place-based land acknowledgement Informed byQR code Recognition of connection between place and person (positionality) 	SLIDE 3 – access external resource
			SLIDE 4 – Where are We? Land	
		SLIDE 4 - Where Am I: Land Acknowledgement	Acknowledgement Read slide.	
		SLIDE 5 – Who, because	SLIDE 5 – Who am I, because of Where I am? "To simply speak out loud a statement like this does not truly acknowledge the historical	
		Where: Positioning	wrong that the word "unceded" is meant to impart. In an absolute sense, I owe a debt to these territories: my family's economic and social mobility, from the status of immigrants in the 1970s, is directly tied to our purchase and sale of this land to generate wealth, wellbeing, and future educational opportunities.	
			Therefore, I must acknowledge that my present benefit, as well as all the benefits derived by others that enabled my ability to today work at Capilano University as an Educational Developer, is a result of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish, and Tsleil-Waututh peoples being	
			forcible denied their rights to this land. My debt is therefore not only to the land, but also to the people who had their rights taken away so that others, such as myself could reap the benefits."	

		T	Tanana a a a a a	
		SLIDE 6 – Intention, because	SLIDE 6 – What do I want to offer [today]?	
		Who:	"My goal today is therefore to listen with my	
		Open Resources	heart and mind, and to share openly, freely,	
			and without judgement, the knowledge that I	
			have gained through my benefit from this land,	
			as a small act of ongoing reconciliation.	
			If you are able and willing, I invite you to share	
			in the chat where you are joining from today."	Take up invitation to share in chat their own
			in the chat where you are joining from today.	land acknowledgement (Where joining from
				today.)
			SLIDE 7 – after introductions in chat, advance	today.j
		SLIDE 7 - Welcome	to slide	
		SLIDE 7 - Welcome	Explain Open Resources, specifically the	
			Supporting/Supplemental resources	
			handout	
			nandout	
11:12	3 min	SLIDE 8 – Menti wall "What	SLIDE 8 (BRIDGE)	SLIDE 8
to		is a Positionality	Invite participants to populate the Menti Wall	Participants populate Menti Wall with their
11:14		Statement?"	with their understanding of positionality	ideas of what is a positionality statement.
			statements.	
			After 90-120 seconds, read out keywords from	
			different posts.	
11:15	3 min	SLIDE 9 – definition	SLIDE 9 - definitions	SLIDE 9
to				Participants ask for clarification, if needed.
11:17		SLIDE 10 – objectives	Review "formal" definition of Positionality	•
		,	Statement.	
			SLIDE 10 (OBJECTIVES) – Today's objectives	SLIDE 10
				Participants ask for clarification, if needed.
			Review (2) objectives for workshop:	
			Reflect on the pedagogical possibilities for	
			your positionality statement.	

11.10	2	CLIDE 11 shorts a sist	Adapt a simple reflective exercise to promote student recognition of positionalities. SLIDE 11. Considerate days a guestion.	CLIDE 11
11:18 to 11:19	2 min	SLIDE 11 – starting point	SLIDE 11 – Genesis for today – a question about what Christine Harrington (2022, Jan 25) meant when she wrote: • "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."	SLIDE 11 Participants read the passage.
11:20 to 11:23	4 min	SLIDE 12 – Menti Word Cloud "How can a Positionality Statement support learning (student success)?	SLIDE 12 (PRE-ASSESSMENT) Invite participants to populate the Menti Word Cloud with their response to question: How can a Positionality Statement support learning (student success)? After 120-150 seconds, ask participants to review results. Important distinction needs to be considered: what is the Positionality Statement Explicitly doing, Implicitly doing, and what do we hope it is doing Aspirationally.	SLIDE 12 Participants populate Menti Word Cloud with their ideas of PS -> student learning.
11:24 to 11.28	5 min	SLIDE 13 – Positionality Statement Explicit function	SLIDE 13 – What's going in with a positionality statement? • It is meant as an EXPLICIT statement of the instructor's presence in a learning context (i.e. classroom, lab, studio, etc.).	SLIDE 13, 14, 15 Participants negotiate the content of the image, FIRST, from the perspective of the Instructor (slides 13 and 14), and then from the perspective of the Students slide 15).

SLIDE 14 - Positionality Statement Implicit function	 Therefore, speaking to what is PRESENT, be it visible or invisible. Here, INVISIBLE and ABSENT, often considered the same/synonymous, are distinguished by the act of the Positionality Statement, signaling to the learner that they are not the same. SLIDE 14 - What's going in with a positionality statement? Students, be they past, current, or future, may therefore IMPLICITLY recognize some similarity, shared identity, with the Instructor. This RECOGNITION of self by the Instructor, may foster a stronger relationship or sense of belonging with the Instructor. 	At the end of these slides, need to consider [rhetorically] the need to develop intentional pedagogical practices out of the aspirational intentions of the Positionality Statement.
SLIDE 15 - Positionality Statement Aspirational function	 SLIDE 15 - What's going in with a positionality statement? We hope, that by sharing our positionality statement, students may begin to recognize identities <i>beyond their own</i>. In essence, they situate in the centre of this image (PRESENT), and can "metaphorically" see invisible or absent identities beyond their own. The challenge for us, as the instructor, is to think about operationalizing, developing explicit pedagogical practices out of our aspirations for students. 	

11:29	10 min		(PARTICIPATORY LEARNING)	
to		SLIDE 16 - Operationalizing		
11:38		Aspirational	SLIDE 16 – How do we Operationalize	SLIDE 16
			Aspirational?	Participants begin to analyze their Positionality
			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).	Statement using the question prompts, specifically distinguishing between INVISIBLE and ABSENT identities in their Statement, as a first step toward considering how to develop a recognition pedagogical practice for/with students.
		SLIDE 17 – Operationalized Example – Thought Experiment "Change one characteristic"	SLIDE 17 – Pedagogical Example – Change one Characteristic Ask participants to close their eyes and follow the prompts. 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.	SLIDE 17 Participants take part in the Thought Experiment / Recognition Pedagogical Practice. At the end of activity, raising hand indicates that they have begun to recognize a once absent (or invisible) identity and its relation to their own understanding.

			5. Now imagine if that youth was physically or cognitively challenged (blind, deaf, dyslexia).6. How does that change this experience?7. How might that have changed the trajectory from that experience to who you are today?	
11:39- 11:48	9 min	SLIDE 18 – Reflecting on the Activity (1 min)	SLIDE 18 (POST-ASSESSMENT) – 1 min ACTION – by show of hands using the RAISE HAND button Zoom: • Do you end up in the same place as where you are today? • NO – raise your hand • YES – do nothing	SLIDE 18 Participants share their experiences of intersectional recognition from the activity.
		SLIDE 19 – Menti Wall (5 min)	SLIDE 19 – Menti Wall (5 min) What is represented when someone raises or does not raise their hand in the last activity?	SLIDE 19 Participants consider and discuss what participation and meaningful learning can potentially look like from the activity.
		SLIDE 20 – customizing Activity in other ways (3 min)	SLIDE 20 – Other Characteristics to Change Facilitator shares other ways to imagine the youth in thought experiment / activity. Ask the group in Chat or Unmuting:	SLIDE 20 Discussion of why the activity is organized the way it is, specifically why only one identity characteristic is changed.
			Why change only one characteristic [at a time] in activity?	
11:48 to 11:53	5 min	SLIDE 21 – Summarizing today and invitation for	(SUMMARY) SLIDE 21 - Today's FLO Friday Workshop was organized by a series of ever more complex questions related to positionality, positionality	SLIDE 21 and 22 Review of what we took part in as a group.

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further d		statements, and recognition of	
(question	is) i	ntersectionality.	
		These questions were [6]:	
	7	Where are We?	
	Ţ	Who am I, because of Where I am?	
	7	What do I want to offer [today]?	
		What is a positionality statement?	
		How can a Positionality Statement support	
		earning (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?	
	'	wily is this activity seemingly simplistic:	
		SLIDE 22 - In order to answer these questions,	
		we did the following [7]:	
		0.1	
	•	2 c verepeu derminerens for positionanty,	
CLIDE 33	C	positionality statements, and	
	- Summarizing	intersectionality.	
	d invitation for		
further d		multiple potential learnings from a	
(outcome	es)	positionality statement.	
	•	rinary zear our positionarity statement for	
		the Invisible identities it recognizes.	
	•	 Extended our positionality statement to 	
		the Absent identities it <i>could</i> recognize.	
		Practiced one such Absent (Invisible)	
		identity extension activity.	
		reflection might look like in this activity.	

SLIDE 23 – Invitation and Wrap-Up	 SLIDE 23 - Waterfall Chat Do NOT press enter until asked to do so. 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. On the count of 3, please press Enter to share your sentence. Thank you for your participation today. 	SLIDE 23 Participants are invited to reach out to Bhuvinder with further questions or discussion (bhuvindervaid@capilanou.ca). Workshop ends with participants posting to a Waterfall Chat and considering each other's final comments.
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