

Where to Position Positionality in Your Work – Facilitator’s Guide
11:00-11:50am, December 8, 2023
FLO Friday (Virtual)

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:
 - Laptop w/ wifi, Zoom, Word, PowerPoint, Google Chrome logged in to Metimeter.com
 - 2nd screen for Zoom
 - Quiet room and/or Headset w/ microphone
 - Facilitator’s Assistant Cocker Spaniels sleeping in bed(s)
- Participant:
 - [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: <ul style="list-style-type: none"> • Slide deck (pdf) • Facilitation guide (pdf) • Resources Handout (pdf) 	Use smartphone camera to access Menti Or Log-in to Menti using computer browser

Where to Position Positionality in Your Work – Facilitator’s Guide
11:00-11:50am, December 8, 2023
FLO Friday (Virtual)

				Accept (3) downloaded documents.
11:07 to 11:11	5 min	<p>SLIDE 2 – title</p> <p>SLIDE 3 – place-based land acknowledgement</p> <p>SLIDE 4 - Where Am I: Land Acknowledgement</p> <p>SLIDE 5 – Who, because Where: Positioning</p>	<p>SLIDE 3 – place-based land acknowledgement</p> <ul style="list-style-type: none"> • Informed by...QR code • Recognition of connection between place and person (positionality) <p>SLIDE 4 – Where are We? Land Acknowledgement</p> <ul style="list-style-type: none"> • Read slide. <p>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 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, well-being, and future educational opportunities.</p> <p>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.”</p>	<p>Follow along using resources handout</p> <p>SLIDE 3 – access external resource</p>

Where to Position Positionality in Your Work – Facilitator’s Guide
11:00-11:50am, December 8, 2023
FLO Friday (Virtual)

		<p>SLIDE 6 – Intention, because Who: Open Resources</p> <p>SLIDE 7 - Welcome</p>	<p>SLIDE 6 – What do I want to offer [today]? “My goal today is therefore to listen with my 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.</p> <p>If you are able and willing, I invite you to share in the chat where you are joining from today.”</p> <p>SLIDE 7 – after introductions in chat, advance to slide</p> <ul style="list-style-type: none"> • Explain Open Resources, specifically the Supporting/Supplemental resources handout 	<p>Take up invitation to share in chat their own land acknowledgement (Where joining from today.)</p>
11:12 to 11:14	3 min	SLIDE 8 – Menti wall “What is a Positionality Statement?”	<p>SLIDE 8 (BRIDGE) Invite participants to populate the Menti Wall with their understanding of positionality statements.</p> <p>After 90-120 seconds, read out keywords from different posts.</p>	SLIDE 8 Participants populate Menti Wall with their ideas of what is a positionality statement.
11:15 to 11:17	3 min	SLIDE 9 – definition SLIDE 10 – objectives	<p>SLIDE 9 - definitions</p> <p>Review “formal” definition of Positionality Statement.</p> <p>SLIDE 10 (OBJECTIVES) – Today’s objectives</p> <p>Review (2) objectives for workshop:</p> <ul style="list-style-type: none"> • Reflect on the pedagogical possibilities for your positionality statement. 	<p>SLIDE 9 Participants ask for clarification, if needed.</p> <p>SLIDE 10 Participants ask for clarification, if needed.</p>

Where to Position Positionality in Your Work – Facilitator’s Guide
11:00-11:50am, December 8, 2023
FLO Friday (Virtual)

			<ul style="list-style-type: none"> Adapt a simple reflective exercise to promote student recognition of positionalities. 	
11:18 to 11:19	2 min	SLIDE 11 – starting point	<p>SLIDE 11 – Genesis for today – a question about what Christine Harrington (2022, Jan 25) meant when she wrote:</p> <ul style="list-style-type: none"> “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)?	<p>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)?</p> <p>After 120-150 seconds, ask participants to review results.</p> <p>Important distinction needs to be considered: what is the Positionality Statement Explicitly doing, Implicitly doing, and what do we hope it is doing Aspirationally.</p>	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	<p>SLIDE 13 – What’s going in with a positionality statement?</p> <ul style="list-style-type: none"> 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).

Where to Position Positionality in Your Work – Facilitator’s Guide
11:00-11:50am, December 8, 2023
FLO Friday (Virtual)

			<p>5. Now imagine if that youth was physically or cognitively challenged (blind, deaf, dyslexia).</p> <p>6. How does that change this experience?</p> <p>7. How might that have changed the trajectory from that experience to who you are today?</p>	
11:39-11:48	9 min	<p>SLIDE 18 – Reflecting on the Activity (1 min)</p> <p>SLIDE 19 – Menti Wall (5 min)</p> <p>SLIDE 20 – customizing Activity in other ways (3 min)</p>	<p>SLIDE 18 (POST-ASSESSMENT) – 1 min</p> <p>ACTION – by show of hands using the RAISE HAND button Zoom:</p> <ul style="list-style-type: none"> • Do you end up in the same place as where you are today? <ul style="list-style-type: none"> ○ NO – raise your hand ○ YES – do nothing <p>SLIDE 19 – Menti Wall (5 min) What is represented when someone raises or does not raise their hand in the last activity?</p> <p>SLIDE 20 – Other Characteristics to Change Facilitator shares other ways to imagine the youth in thought experiment / activity.</p> <p>Ask the group in Chat or Unmuting:</p> <p>Why change only one characteristic [at a time] in activity?</p>	<p>SLIDE 18 Participants share their experiences of intersectional recognition from the activity.</p> <p>SLIDE 19 Participants consider and discuss what participation and meaningful learning can potentially look like from the activity.</p> <p>SLIDE 20 Discussion of why the activity is organized the way it is, specifically why only one identity characteristic is changed.</p>
11:48 to 11:53	5 min	<p>SLIDE 21 – Summarizing today and invitation for</p>	<p>(SUMMARY)</p> <p>SLIDE 21 - Today’s FLO Friday Workshop was organized by a series of ever more complex questions related to positionality, positionality</p>	<p>SLIDE 21 and 22 Review of what we took part in as a group.</p>

Where to Position Positionality in Your Work – Facilitator’s Guide
11:00-11:50am, December 8, 2023
FLO Friday (Virtual)

		SLIDE 23 – Invitation and Wrap-Up	<p>SLIDE 23 – Waterfall Chat</p> <ol style="list-style-type: none">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:<ul style="list-style-type: none">• 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. <p>Thank you for your participation today.</p>	<p>SLIDE 23</p> <p>Participants are invited to reach out to Bhuvinder with further questions or discussion (bhuvindervaid@capilanou.ca).</p> <p>Workshop ends with participants posting to a Waterfall Chat and considering each other’s final comments.</p>
--	--	-----------------------------------	--	--