




Where to Position Positionality in Your Work – Participant Handout

11:00-11:50am, December 8, 2023

BC Campus FLO Friday

Participants are invited to reach out to Bhuvinder Vaid with further questions or discussion (bhuvindervaid@capilanou.ca or via LinkedIn).

<p>[1] definitions of Positionality and Intersectionality utilized in this workshop: https://indigenusinitiatives.ctlt.ubc.ca/classroom-climate/positionality-and-intersectionality/</p>	
<p>[2] Queen’s University model for developing, sharing, and teaching with a Positionality Statement: https://www.queensu.ca/ctl/resources/equity-diversity-inclusivity/positionality-statement</p>	
<p>[3] “Reflect on Your Positionality to Ensure Student Success”, Christine Harrington, Jan 25, 2022: https://www.insidehighered.com/advice/2022/01/26/successful-instructors-understand-their-own-biases-and-beliefs-opinion</p>	
<p>[4] General questions to consider/guide when trying to extend your Positionality Statement from <i>your aspirations for students</i>, to the explicit learning/recognition you want for students.</p> <p>Ask the following questions about your Positionality Statement:</p> <ol style="list-style-type: none"> 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). 	
<p>[5] Change One Characteristic of your Personal/Social Identity Thought Experiment</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. physically challenged (blind, deaf, mobility, etc.). b. cognitively challenged (dyslexia, neurodiverse, developmental, etc.) c. different gender d. different sexuality e. different culture f. different skin colour g. different language speaker h. Indigenous 6. How does that change this experience? 7. How might that have changed the trajectory from that experience to who you are today? 	

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<p>[6] Our Workshop's organizing questions:</p> <ul style="list-style-type: none">• 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?	
<p>[7] Our Workshop's Outcomes:</p> <ul style="list-style-type: none">• 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.	