**Bringing the Practice of Positionality into Teaching and Learning**

**December 4, 2023 – December 8, 2023**

**About the MicroCourse:**

Positionality refers to the dynamic relationship between an individual and their various personal and social identities, including gender, race, class, ethnicity, ability, and place. As facilitators, developing a positionality statement becomes a critical self-reflective practice that shows how your biases, histories, and intersectionality influence your teaching. Embracing this process not only models reflexivity but also becomes a powerful strategy for fostering student success (Harrington, 2020). In this Facilitating Learning Online (FLO) MicroCourse, we will explore positionality statements and their role in the context of teaching and learning. We will also examine personal, place-based, and social identities and reflect how these layers influence your teaching practices.

Through interactive activities, we will learn how to develop and effectively integrate positionality statements into teaching approaches, fostering a more inclusive and self-reflective learning environment. While most of the learning will happen asynchronously, we have one synchronous session planned on Wednesday, December 6, at 10:00–11:30 a.m. PT.

By the end of the course, you will be able to:

* Explore the definition of positionality and discuss the role of a positionality statement in teaching and learning.
* Gain a deeper understanding of your personal, place-based, and social identities and how these layers impact your teaching and learning practices.
* Develop positionality statements when teaching and learning in a digital age.
* Discuss strategies to integrate the practice of positionality into teaching and learning to enhance your facilitating skills and promote a welcoming and inclusive teaching practice.

**Facilitators:**

**Gwen Nguyen** (She/Her) is a Learning and Teaching Advisor at BCcampus. Prior to BCcampus, Gwen worked as a Learning Experience Designer at the University of Victoria, supporting educators with developing and delivering courses in all the modes – f2f, hybrid, online, etc. She has also worked as a university lecturer and researcher at the University of Victoria and Kanazawa Institute of Technology in Japan. Gwen holds a PhD in Education Studies, and an MA in Applied Linguistics. Her research interests include poetry inquiry as a reflection practice in education, digital pedagogies in higher education, and participatory action research. Gwen has experience with positionality as an instructor and researcher on a regular basis.

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**Britt Dzioba** (she/her) is an Advisor on the Learning and Teaching team at BCcampus and holds a Master of Education, specializing in adult learning. Her graduate research focused on digital literacy education in community-based programs. As a researcher working with community partners, Britt has invested a lot of time into thinking about her positionality and incorporating positionality into her academic and professional work. You can read more about Britt’s approach to positionality in her blog post, Bringing the Practice of Positionality into Teaching and Learning.

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**SCoPE Course Site:** [**https://scope.bccampus.ca/course/view.php?id=616**](https://scope.bccampus.ca/course/view.php?id=616)

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|  | **Topics** | **Learning Activities** | **Notes** |
| Day 1  Mon Dec 04 | **Welcome and Introduction to Positionality**  Objectives:  - connect with each other  - discuss the concept of positionality, find the definition that works for you  - identify some common biases in teaching practice | - [Meet your instructors](https://scope.bccampus.ca/mod/page/view.php?id=19931)  - Engage in[*Introduction Forum*](https://scope.bccampus.ca/mod/forum/view.php?id=19917) (introduce yourself and share your land acknowledgement)  - Participate in [Padlet activity](https://padlet.com/brittdzioba/flo-microcourse-bringing-the-practice-of-positionality-into--qvsjk0y1djsm0tx4)  (a) to share understanding of Positionality  (b) to discuss common biases in teaching and learning environments  - [Explore the concept of Positionality through reading](https://scope.bccampus.ca/mod/folder/view.php?id=19932) (Choose one of those resources to delve into the concept of positionality) |  |
| Day 2  Tue Dec 05 | **Bringing Positionality practice into teaching and learning**  Objectives:  -discuss the role of positionality statement in teaching and learning  - gain deeper understanding of how our different identities impact our teaching and learning practices  - discuss how to integrate positionality into Online teaching | -Read our handout on Positionality and How to bring this practice into teaching and learning.  - Participate in [Forum Positionality and Teaching Practices](https://scope.bccampus.ca/mod/forum/view.php?id=19933)  Post yours and read and comment on at least one of others’ posts.  (1) *How positionality influences all aspects of your course design, delivery, and assessment?*  *(2) Share an activity that you will do to integrate positionality into the classroom or into your daily work*  -[Explore Positionality in Teaching and Learning through reading](https://scope.bccampus.ca/mod/folder/view.php?id=19935) (Choose one of those resources to delve into the discussion of how to enact this practice into our daily work, esp. teaching practice) | **Participants need to check DONE to get the badge** |
| Day 3  Wed Dec 06 | **Crafting your Positionality Statement: An Arts-Based Approach**  Objectives:  -discuss how to integrate positionality into teaching to promote an inclusive and equitable education  -explore some examples of positionality in teaching practice  -craft positionality statements through the arts | -attend the synchronous session    -develop your 1st draft of Positionality Statement 1st draft  (option: participants can choose to share with others or not)  -explore [Britt’s Blog](https://bccampus.ca/2023/03/01/bringing-the-practice-of-positionality-into-teaching-and-learning/) | [**Zoom session**](https://us06web.zoom.us/j/84299146413?pwd=wXxk0SY6JZShVXqO1kDEx51YrzzCjO.1)**, 10-11:30** |
| Day 4  Thu Dec 07 | **Sharing your Positionality Statement**  Objectives:  -share your positionality statement in small groups - offer and receive feedback as gifts from your peers | -Engage in small group forum: Co-Reflection and Celebration  -Please read [Small Group Positionality Sharing Instruction](https://scope.bccampus.ca/mod/page/view.php?id=19941) | **Participants need to check DONE to get the badge** |
| Day 5  Fri De 08 | **FLO Friday: Where to position positionality in your work?** | Options:  -attend [FLO Friday: Where to Position Positionality in Your Work – BCcampus](https://bccampus.ca/event/flo-friday-where-to-position-positionality-in-your-work/)  - develop Positionality Statement 2nd draft or write a short reflection of your process of learning and developing your positionality statement. |  |
| **Day 1-Day 5** | **Further Questions Forum** | **Any questions that you want to ask, please post it** [***here***](https://scope.bccampus.ca/mod/forum/view.php?id=19944) |  |

**Resource List**

Here's a resource list on positionality in teaching and learning, organized into two parts: one featuring articles and blogs from higher education institution websites, and another comprising scholarly articles.

Part 1: Blogs and Articles from Higher Education Institutions on Positionality in Teaching and Learning

1. Queens University. (n.d.). Positionality Statement. Retrieved from <https://www.queensu.ca/ctl/resources/equity-diversity-inclusivity/positionality-statement>
2. University of British Columbia. (n.d.). Discussion Prompts: Positionality. Retrieved from <https://intheclass.arts.ubc.ca/renewed-project/discussion-topics-prompts/discussion-prompts-positionality/>
3. Taylor Institute for Teaching and Learning. (n.d.). Intersecting Identities. Retrieved from <https://taylorinstitute.ucalgary.ca/resources/module/anti-racism-edi-positionality/intersecting-identities>
4. BCcampus. (2023, March 01). Bringing the Practice of Positionality into Teaching and Learning. Retrieved from <https://bccampus.ca/2023/03/01/bringing-the-practice-of-positionality-into-teaching-and-learning/>
5. Inside Higher Ed. (2022, January 26). Successful Instructors Understand Their Own Biases and Beliefs. Retrieved from <https://www.insidehighered.com/advice/2022/01/26/successful-instructors-understand-their-own-biases-and-beliefs-opinion>
6. Simon Fraser University Library. (n.d.). Land Acknowledgement Workshop. Retrieved from <https://www.lib.sfu.ca/help/academic-integrity/indigenous-initiatives/icrc/land-acknowledgement-workshop>
7. Weingarten Learning Resources Center. (2017, January 09). Research Writing: What’s Your Positionality? Retrieved from <https://weingartenlrc.wordpress.com/2017/01/09/research-writing-whats-your-positionality/>

Part 2: Scholarly Articles

eCampusOntario. (n.d.). Positionality. Retrieved from <https://ecampusontario.pressbooks.pub/showingtheory/chapter/positionality/>

Nawrocki, H. M. (2015). Positionality and its effects on pedagogy: Examining the identity categories of race, class, and gender of English as a Second Language (ESL) Preservice Teachers. (PhD diss.). University of Tennessee. Retrieved from <https://trace.tennessee.edu/utk_graddiss/3515>

Ortiz, A. P., Tarasawa, B., Al-Musaifry, N., Trimble, A., & Straton, J. (2018). Positionality in teaching: Implications for advancing social justice. *The Journal of General Education, 67*(1-2), 109-121.

Taylor, E., Tisdell, E. J., & Stone Hanley, M. (2000). The role of positionality in teaching for critical consciousness: Implications for adult education. *Adult Education Research Conference*. Retrieved from <https://newprairiepress.org/aerc/2000/papers/8>