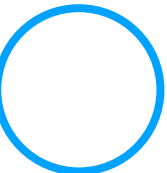
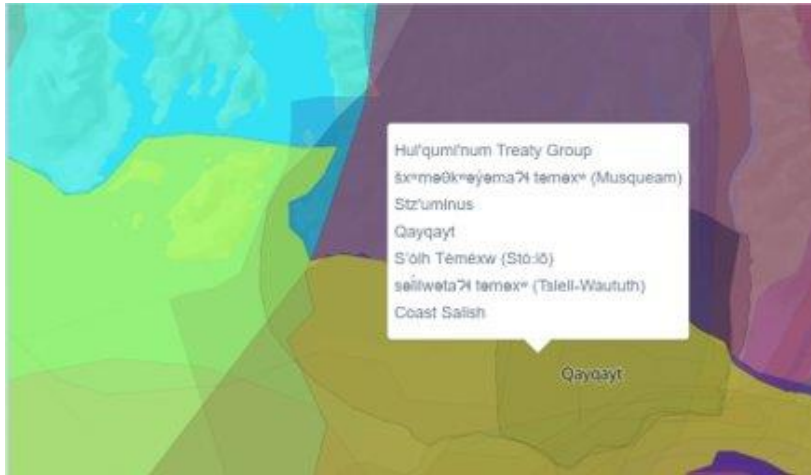
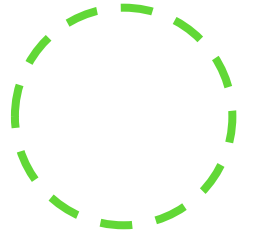


Connecting Power, Privilege, and Positionality to Teaching & Learning Contexts

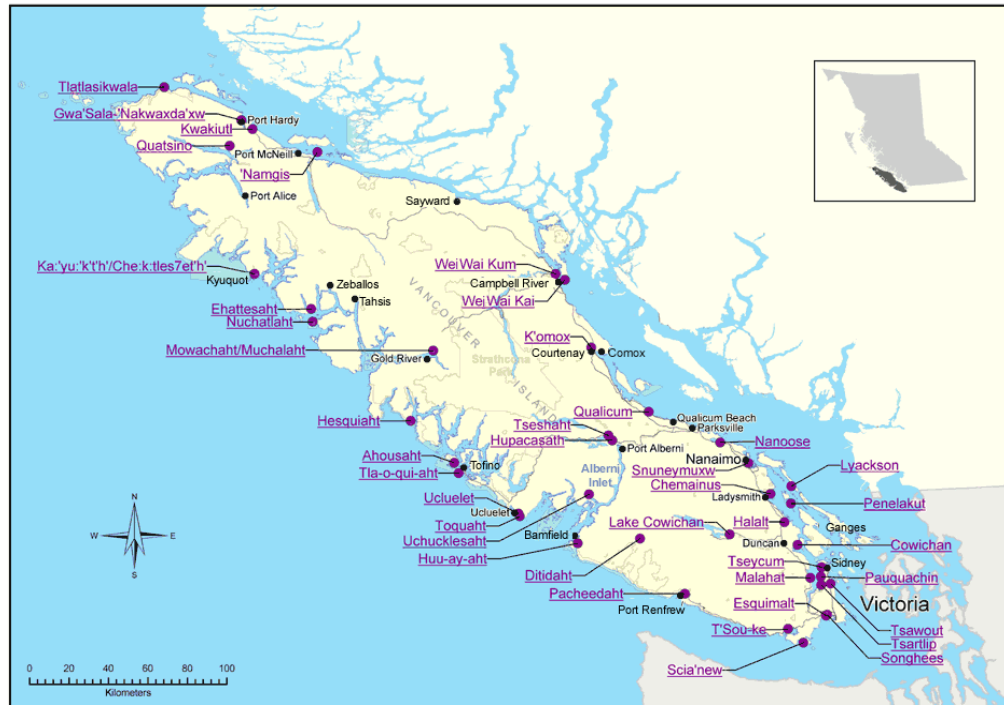
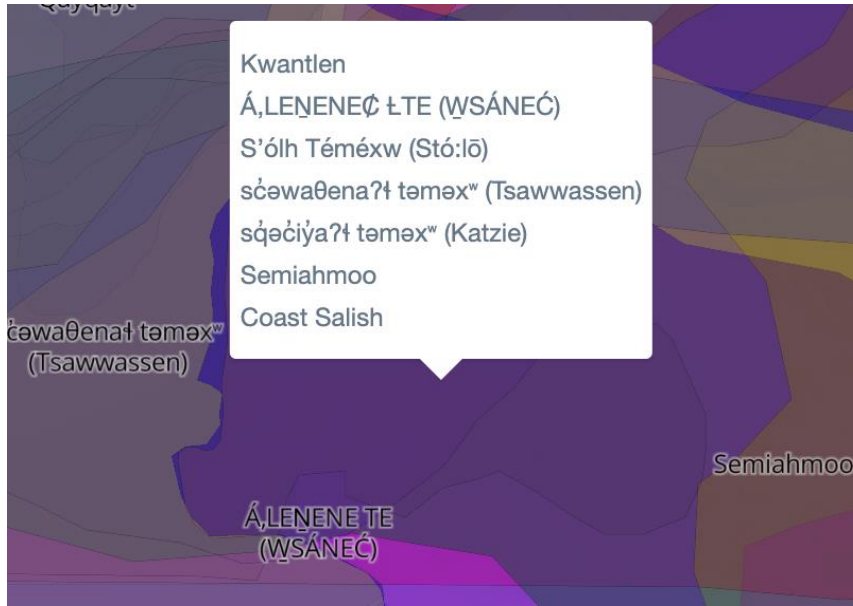
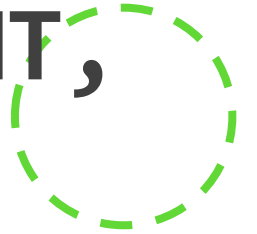
2022 CTLT SUMMER INSTITUTE



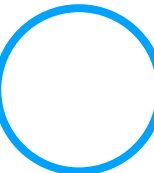
FREDA MAIDEEN - EDUCATIONAL CONSULTANT (CTLT)



SUE HAMPTON, EDUCATIONAL CONSULTANT, CTLT




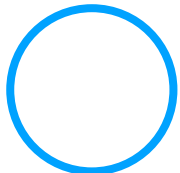
● <https://native-land.ca/>






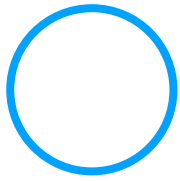
SESSION OUTCOMES

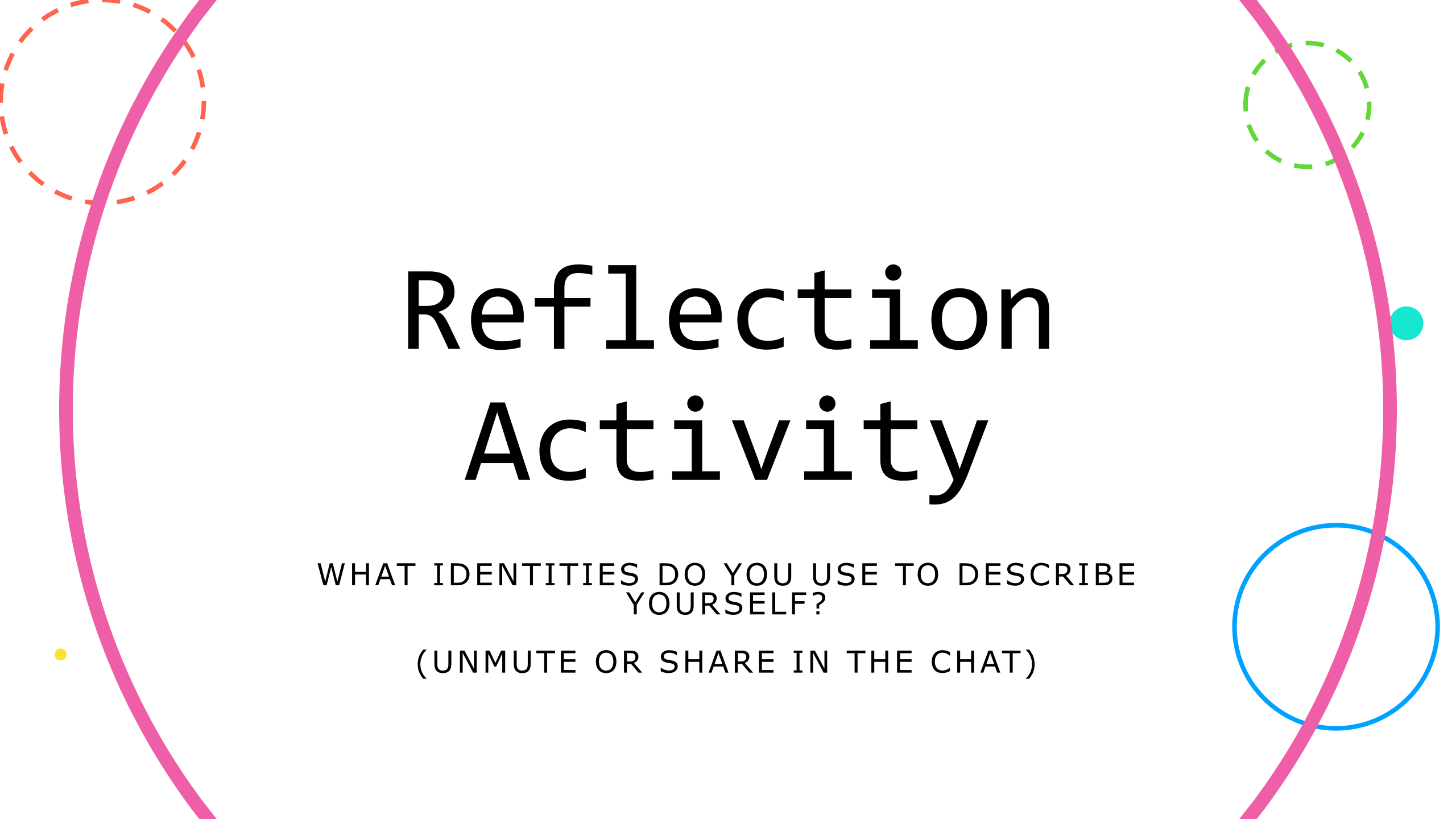
By the end of this workshop, you will:

- ❖ Recognize how power, privilege, and positionality impact teaching and learning
 - ❖ Gain a deeper understanding of your own personal, place-based, and social identities
 - ❖ Explore how the different layers of your identities are informed by power, privilege and positionality (and vice versa)
- 
- 



AGENDA

- Welcome & settling in
 - Reflection: your own identities
 - Discuss key concepts: power, privilege, positionality
 - Explore your own identity
 - Reflection, small group, and large group discussions on personal, place-based and social identities
 - Why and where to share out your own positionality
- 
- 



Reflection Activity

WHAT IDENTITIES DO YOU USE TO DESCRIBE
YOURSELF?

(UNMUTE OR SHARE IN THE CHAT)

A decorative graphic consisting of several overlapping circles and lines. A large pink circle is the central element, with a dashed orange circle to its upper left, a dashed green circle to its upper right, and a solid blue circle to its lower right. A small yellow dot is on the left side of the pink circle, and a small cyan dot is on the right side. The background is white.

Key Concepts

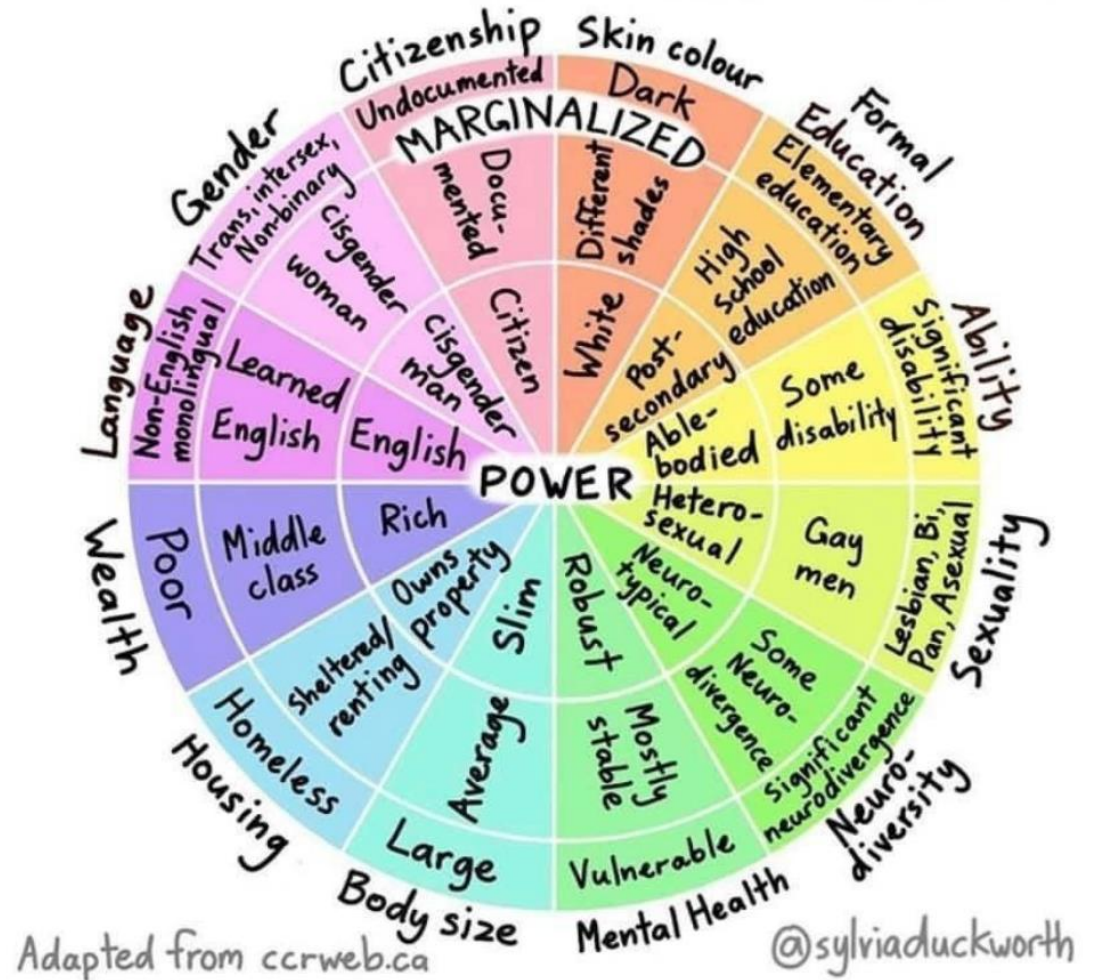
POWER, PRIVILEGE, & POSITIONALITY

PRIVILEGE

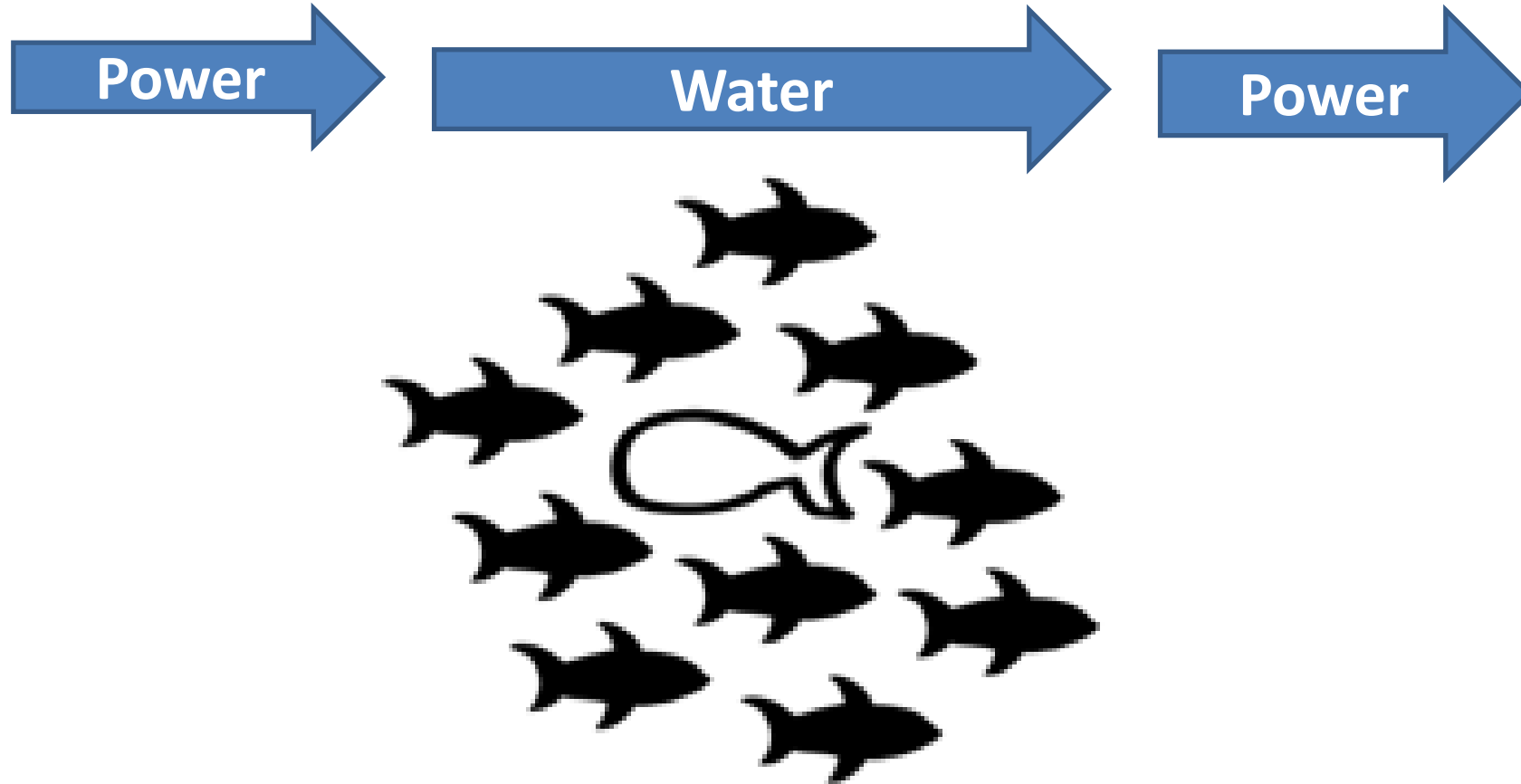
An unearned benefit, advantage, favor, or right that a person receives by nature of their identity.

- Privilege = Power
- Privilege is relative
- There is no need to feel guilty about your privilege, or defensive about having it, but
- We are all responsible for undermining systems of privilege

WHEEL OF POWER/PRIVILEGE



POWER AND PRIVILEGE



Created by Nick Dominguez
from the Noun Project



BRAINSTORMING ACTIVITY

How are our institutions – courses, curriculum, classroom climate, labs, relationships etc. – set up to privilege some? Who swims with the current and who is forced to swim against it?

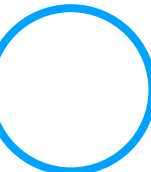
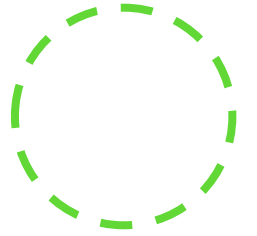
Add your ideas [anonymously] to this padlet:

https://padlet.com/kele_fleming/z3x5rr8qidu2snl5



POSITIONALITY

- ❖ Our unique experiences, social identities and histories influences your outlook on the world; shapes *who we are, how we are*
- ❖ Situates yourself: an awareness of how your identity influences (and potentially biases) your understanding of and outlook on the world.
- ❖ Awareness of positionality prompts self-reflection:
 - what lens guides my curricular decisions?
 - Where are my biases?
 - What am I not noticing?



A decorative graphic featuring two large, overlapping pink arcs that frame the central text. On the left, a dashed orange circle is partially visible. On the right, a dashed green circle is partially visible. A solid cyan circle is positioned on the right pink arc, and a solid yellow circle is on the left pink arc. A solid blue circle is located at the bottom right, overlapping the pink arcs.


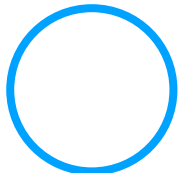
Identity Worksheet



IDENTITY WORKSHEET OVERVIEW




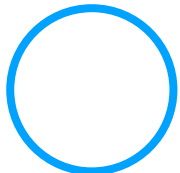
• 3 parts:

- **Part A** – Personal Identities
 - **Part B** – Place-Based Identities
 - **Part C** – Social Identities
- 
- 



PERSONAL IDENTITIES (PART A)


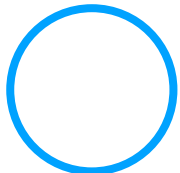


- Aspects of our identities that are informed by personal choices
 - Examples:
 - Hobbies
 - Interests
 - Beliefs
 - Values
 - Some experiences
- 
- 



PLACE-BASED IDENTITIES (PART B)



- Parts of our identity that are tied to the land and places that have helped shape who we are
 - Examples:
 - The land of our ancestors
 - Places we've visited
 - Places we work, live, and play on
 - Unceded, ancestral, and traditional territories
 - We can't think about *who* we are without thinking about *where* we are and *where* we've been
- 
- 

WHY IS IT IMPORTANT TO SHARE PLACE-BASED IDENTITIES IN TEACHING & LEARNING CONTEXTS?

- Faculty perspective: Coll Thrush
 - <https://inthearts.arts.ubc.ca/renewed-faculty-ivt/>
- What I Learned in Class Today Project: Positionality
 - <https://inthearts.arts.ubc.ca/renewed-project/discussion-topics-prompts/discussion-prompts-positionality/>
 - "Articulating your positionality means locating yourself in your familial history, discerning where your knowledge comes from, and addressing the lived experiences that guide your perspective in your life, research, and teaching roles"

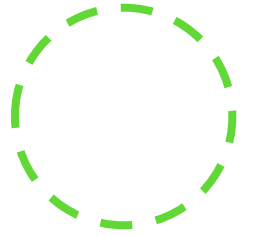
A decorative graphic featuring a large pink arc that curves from the top left to the bottom right. A dashed orange circle is in the top left, a dashed green circle is in the top right, and a solid blue circle is in the bottom right. Small colored dots (yellow, cyan) are also present.

Reflection

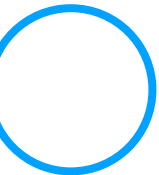
TAKE 5 MINUTES TO RESPOND TO THE
QUESTIONS IN PART B OF YOUR
WORKSHEET



BREAKOUT ROOM DISCUSSION




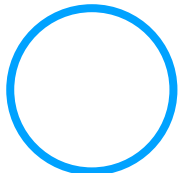
How do your history, place-based identities, and backgrounds inform and shape who you are at UBC, and how you interact with your colleagues, students, etc.?






SOCIAL IDENTITIES (PART C)

Social identities are:

- Social groups that we belong to
 - Different from personal identities
 - Shaped in shared histories and experiences
 - Social identities intersect with our personal identities to shape who we are.
 - We may or may not always notice our social identities (based on context, and experiences of privilege or oppression)
- 
- 

A decorative graphic featuring a large pink circle on the left and right sides. Inside the pink circle on the left is a dashed orange circle. Inside the pink circle on the right is a dashed green circle. A solid blue circle is positioned at the bottom right, overlapping the pink circle. A small yellow dot is on the left side of the pink circle, and a small cyan dot is on the right side of the pink circle.

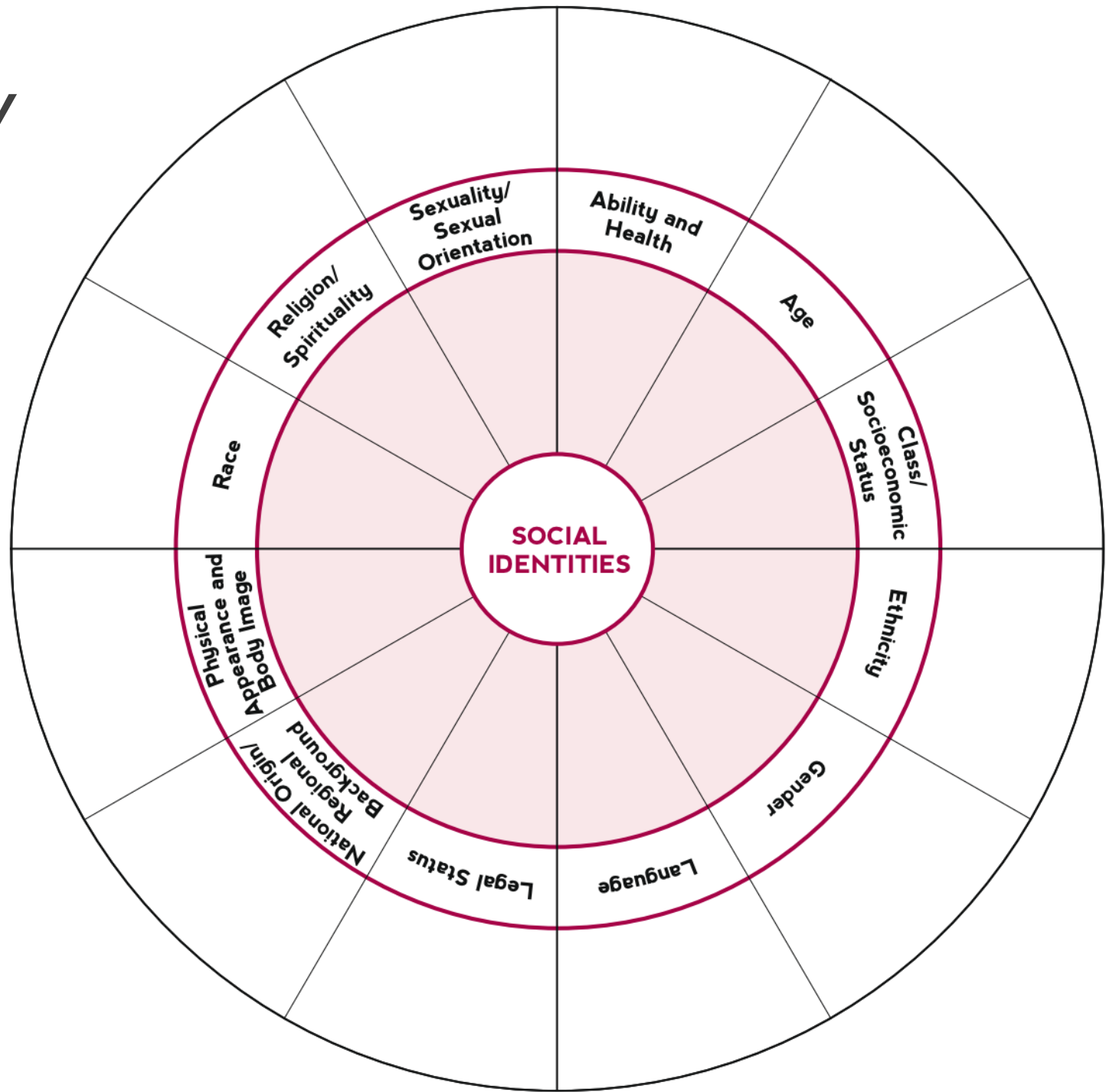
Reflection Activity

THINK ABOUT THE SOCIAL IDENTITY
GROUPS THAT YOU BELONG TO.

JOT THEM DOWN.

SOCIAL IDENTITY WHEEL

Take 5 mins to complete
Part C.



A decorative graphic featuring a large pink arc that curves across the top and right sides of the page. In the top left, there is a dashed orange circle. In the top right, there is a dashed green circle. On the right side, there is a solid blue circle. A small yellow dot is located on the left side of the pink arc, and a small cyan dot is on the right side of the pink arc.


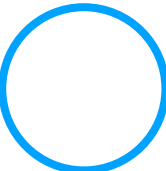
Reflection

TAKE 5 MINUTES TO FILL OUT PART C
OF YOUR WORKSHEET



LARGE GROUP DISCUSSION



- Which social identity groups do you think most affect how *others* perceive you in a teaching and learning context?
 - Reviewing the list of social identity groups, which identities have the most effect on how you perceive others in your educator role at UBC?
- 
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A decorative graphic consisting of several overlapping circles and lines. A large pink circle is the central element, with a dashed orange circle to its top-left, a dashed green circle to its top-right, and a solid blue circle to its bottom-right. A small yellow dot is on the left side of the pink circle, and a small cyan dot is on the right side. The word "Debrief" is centered in the middle of the page.

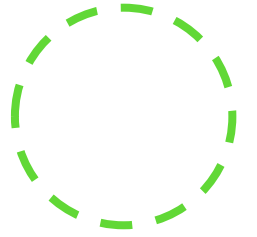
Debrief

WHY IS THIS IMPORTANT IN TEACHING AND
LEARNING SETTINGS?

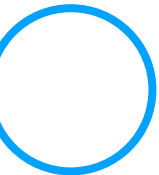
WHAT CAN YOU DO WITH THIS INFORMATION?



WHERE YOU CAN USE IT...



- When introducing yourself
- As part of a land acknowledgement
- Share with your students:
 - First day of class
 - On syllabus
- Self-reflection: on your course, your curriculum, etc.
- In conversations with colleagues on your courses, curriculum, discipline, etc.




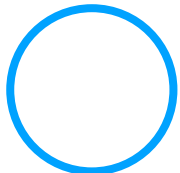


RESOURCES

- Anti-Racism in Academia: Overview and Considerations <https://mailchi.mp/ubc/edubytes-newsletter-september-2020> (Links to an external site.)
 - Barnett, Pamela E. (2013). [Unpacking Teachers' Invisible Knapsacks: Social Identity and Privilege in Higher Education](#) (Links to an external site.). Association of American Colleges and Universities.
 - Sensoy, O., & DiAngelo, R. (2017). *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*
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- 



REFERENCES

- What I Learned in Class Today Faculty Interviews – Coll Thursh <https://intheclass.arts.ubc.ca/renewed-faculty-ivt/>
 - What I Learned in Class Today - Positionality <https://intheclass.arts.ubc.ca/renewed-project/discussion-topics-prompts/discussion-prompts-positionality/>
 - MMC Institute for Teaching Excellence: <https://www.mitemmc.org/monthly-tips/positionality-intersectionality-and-privilege-in-health-professions-education-research/>
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Thank You!

FEEDBACK SURVEY:

[HTTPS://UBC.CA1.QUALTRICS.COM/JFE/FORM/SV_EVX5R3Y9SITLM9N](https://UBC.CA1.QUALTRICS.COM/JFE/FORM/SV_EVX5R3Y9SITLM9N)