Hello and Welcome! My name is Gwen Nguyen, and I am very excited to be facilitating this FLO Facilitating Learning Online MicroCourse on Bringing the Practice of Positionality into Teaching and Learning with my teammate, Britt Dzioba. I am an advisor with the Teaching and Learning team at BCcampus. Today I am recording from my home office in the traditional territories of the Lekwungen Speaking Peoples including the Songhees Nations, the Esquimalt and the W̱SÁNEĆ Peoples. It’s around 1:32 pm right now and it’s my third time recording as I was not so happy with some first videos… it’s a very foggy fall day here in the island. but as a come from a country with tropical hot weather all year round, I appreciate the opportunity to see beautiful fall with all colours every year now.

You know, where we come from, our background, the time we live in, all of that shape how we view the world. Back in 2015, during my research at the University of Victoria, I came across the term “positionality” which emphasizes the importance of researchers recognizing their unique identities and reflecting on how these identities steer their research approach, in all phases. In my previous role as a college instructor, while I’ve articulated my teaching philosophy, I hadn’t deeply thought about how my stories influence my teaching practices. I only started doing that recently with my coworkers from Teaching and Learning Team at BCcampus.

Today I recognize and embrace my positionality as a southeast Asian middle-aged woman of colour, heterosexual, a wife, a mother of two beautiful children, a first-generation immigrant to Canada. As a woman scholar having lived and worked in multiple countries, I become an outsider of both new cultures and my home culture. Therefore, I’m sensitive to challenges that minorities face in academia as well as educational workplace settings. I’m strongly committed to creating a more inclusive and accessible education and giving marginalized groups voices and choices.

Facilitating a series of workshops and courses on Positionality statement is a part of that process. Each time I facilitate a workshop or a course on Positionality, I view it as an opportunity to revisit and refine my own positionality.

I believe that Positionality is not just a statement. It's about recognizing my standpoints, experiences, and perspectives and by understanding and continuing reflecting my positionality, I learn to foster more inclusive, authentic, and transformative educational experiences.

Some might feel that a one-week course on this complex topic could be overwhelming as practicing positionality is both personal and continuous. However, as its title suggests, this course will focus on conversations around how to bring the praxis of positionality into teaching and learning.

You’ll find the course syllabus detailing outcomes, activities, and resources over these five days available on our course site as well as in your email for your reference. My co-facilitator, Britt and I also share our contact details in the course shell – so please reach out to us via email or for urgent matters on our cell phones during this period. We have a synchronous session scheduled for Wednesday, Dec 06 from 10-11:30 to connect with each other, to discuss strategies of infusing positionality into teaching practice and to draft our first positionality statements.

There is a complementary FLO Friday session tied to this course led by Bhuvinder Singh Vaid. This session offers an opportunity to further discuss the pedagogical implications of positionality through a reflective activity that can enhance students awareness regarding this theme. I encourage you to register and access more details about this via BCcampus site as well as our Moodle course.

Now its time for us to dive in. Please join the Introduction forum in our course introduce yourself including your territorial acknowledgements. You can use text, photo, or video --- I hope you’ll Have a great week and an enriching learning experience with us!