Amsterdam University of Applied Sciences

# Exploring Positionality: The role of the teacher in guiding students' critical reflexivity

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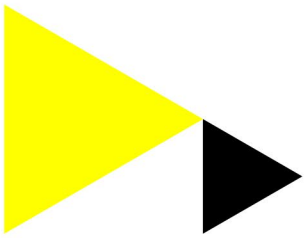

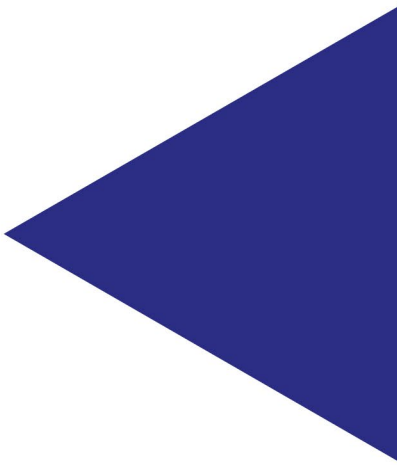

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**Oviedo, Spain**
**Facultad Padre Ossó**
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# Exploring Positionality: The role of the teacher in guiding students' critical reflexivity

Friday, 27th October - 14:30: Workshop 12 - Workshop

***Ms. Nadine Blankvoort*** [1], ***Ms. Rieke Hengelaar*** [1], ***Ms. Claudia Galli*** [2], ***Dr. Natalia Rivas Quarneti*** [3], ***Ms. Ines Viana-Moldes*** [4], ***Mrs. Debbie Kramer-Roy*** [5]

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Positionality is the process of reflecting on and acknowledging your self-identifications, experiences, and potential privileges which influence your teaching, occupational therapy practice role and research. A reflexive approach acknowledges this positionality. This awareness feeds back into how knowledge is produced, acknowledging one's own positioning in the field of research in occupational therapy and occupational science and how this field is bounded by, and at times reproducing, systems of power.

Focusing on research, throughout Occupational Therapy education students receive education on research methodologies and evidence-based practice in which they learn the theory and skills which enable them to conduct small-scale research during their studies and prepare them for possible roles as a researcher in future. The process of learning critical reflexivity regarding one's own positionality is a critical part of any research training.

This workshop will provide three examples, from three Modules within the European Master of Occupational Therapy, on how positionality is used in pedagogical activities. Following the presentation of these examples, groups will be led in a discussion on the participants' own experiences with positionality in research education, and what educators need to be able to engage in this critical reflexive exercise with students.

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