

### **Social Identity Map Activity Debrief**

After completing this activity, it can be helpful to have a group or breakout discussion with others in the class to further reflect on and integrate your individual and collective understandings of positionality and its influence in GDS. Educators are highly encouraged to participate in this discussion alongside students to identify and consider any power imbalances that exist in the classroom, along with how such imbalances shape educators' and students' engagement with the class material.

Given the potentially intimate nature of the activities' content, refrain from mandating participation in group debrief activities, as participants may not be comfortable sharing certain details about their positionality.

### **Further Reflections for Educators**

- What issues do you choose to center in your syllabus/course content, and why?
- How do you approach teaching, including your approach to presenting content and engaging learners (e.g. discussion-based, land-based, lecture format, or other combinations/ranges of session formats)?
- How do you approach evaluation and assessment of learners' progress, including what kinds of evaluation and assessment you center in your practice?

### **Further Reflections for Learners**

- What issues are you drawn to learning more about, and why?
- How do various teaching approaches influence your engagement in course content, and why?
- How do various approaches to evaluation and assessment influence your progress in the course or learning experience, and why?