Teachers College, Columbia University
Department of Curriculum and Teaching
C&T 4199, Section 001: Curriculum Design Strategies, Place-based Curriculum
Online Course
Monday, October 18th through Wednesday, November 24, 2021 (asynchronous)

Instructor: Dr. Seth A. McCall
Email: sam2327@tc.columbia.edu

Virtual Office Hour: Wednesdays 4-5 pm. Use this
URL to enter a virtual meeting space:
https://teacherscollege.zoom.us/j/850269900

Course Overview

This 1-credit online course is one among a series of curriculum design strategy courses offered by the Department of Curriculum & Teaching. The course offers support to both experienced and beginning curriculum designers who seek strategies to develop curricula in a wide range of contexts, including but not limited to early childhood, elementary and secondary schooling, art and cultural institutions, NGOs, public health, corporate training and consulting and continuing education in varied professional fields.

We will approach curriculum design as a process of negotiation and decision-making that is a living, breathing, ongoing and iterative engagement with ideas, rather than as simply the creation of static curriculum guides or educational products to be implemented by teachers with learners. We hope to imagine curriculum as more than a series of facilitated activities, or opportunities to generate data about effective learning. This perspective of curriculum design endeavors to integrate curriculum theory into the design of lessons, units and workshops that engage learners and teachers in intellectual journeys.

Learning Objectives

In this course, we will explore curriculum as place-based and curriculum design as a sensed (emotive, physical, and imaginative) creation of knowledge and experiences. Students will be prepared to 1) engage in theoretical discussions about curricula as the articulation of socio-political-cultural-economic dimensions of knowledge; 2) integrate awareness of these issues as based in particular places or contexts; 3) understand the potential of place-based experiences, or curriculum walks, as a curriculum strategy to provide context for content (what to teach) and rationale (why) in any field of interest or area of specialization where teaching and learning occurs; and 4) incorporate a curriculum walk into the design of an original lesson plan for a specified population and content area.

Course Logistics
This month-long course will be conducted as an asynchronous online course using the Canvas course management system and Google Sites. Registrants must access the course site through their TC email accounts. We will not connect together at the same time, so students will work on their own or in groups, following the guidance of the instructors. Synchronous office hours will be held weekly but are not mandatory. We will announce an optional group gathering after week 2, which will present an opportunity to meet near TC campus. Your participation will not affect your course grade.

Course activities will begin on Monday, October 18th and a new module will be released weekly. Instructors will assign tasks at the end of each session and students will complete activities by a predetermined deadline before the next session opens. All course activities will be completed by Wednesday, November 24.

Who Can Take This Course?
This one-credit online course serves as an accessible introduction to curriculum design, *or as an extension* to more comprehensive curriculum design courses offered in the Department of Curriculum and Teaching. The course is suitable for non-degree professionals in a range of fields with little experience designing curriculum, as well as for TC students who have taken introductory courses, such as *C&T 4052: Designing Curriculum & Instructio*n, or those who are interested in the course but may not yet be prepared for the longer commitment of a 3-credit course. This

course is also suitable for students who have taken *C&T 6517: Advanced Curriculum Design* to support continual development of design expertise.

Instructor
Dr. Seth A. McCall received his doctorate in Curriculum & Teaching from Teachers College, Columbia University. As a post-doctoral research associate at the Center for Technology and School Change, he conducts research on inquiry learning environments dedicated to STEM. His own research examines what archives leave out and how they get pulled into new events with a particular focus on the implications for curriculum design, pedagogy, and qualitative research. He's currently working on a book, *A Troubling Inheritance*, which addresses the proliferation of problematic curricula through assemblage art and fabulation.

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Course Requirements

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This course may be taken for 1-credit. Student work will be evaluated based on the following:

1. Online Participation (25%)
Class activities will require weekly reading and posting responses online by the due date/time indicated for each session. Online posts are <u>not</u> summaries of the reading, but provide an opportunity to synthesize your thinking and make links across course content to generate online class discussion. Therefore, outstanding posts will include references to the course readings, multimedia connections, thoughtful and appropriate sharing of personal experiences, and connections to others' ideas or posts. These contributions will form the basis of dialogue with other students and the formation of a robust classroom community.
   ● Assessment criteria: Posts will not always generate consistent feedback or grades. I will evaluate the first post for depth of analysis, critique, and connections across readings and personal experiences. Thereafter, I will read all additional posts and comment when necessary to clarify or extend understanding.

2. Personal Curriculum Statement (25%)
Produce a creative and thoughtful personal statement about your background designing educational activities, as well as your experience with place based curriculum. If you do not have prior experience designing instruction, reflect on any of your own relevant learning experiences in your field. This statement will give the instructor a sense of how each student understands curriculum and guide the selection of sample activities for future course sessions.
   ● Assessment criteria: Your statement may be in the form of a written essay, video, or audio podcast and will address your understanding of knowledge, and how teaching and learning is or should be organized. Written essays and audio podcasts should include some visual or multimedia component to illustrate your post. There is no length requirement.

3. Curriculum Walk (25%)
Create a representation of your walk that reflects your self-reflection debrief in the form of an image or slideshow, video, audio file or some other media to share the experience with others. If you went on a solo walk, include a map showing your route.
   ● Assessment criteria: Your representation should include the following elements:
      ○ If needed for a solo walk, a map of the route taken. This may be hand drawn or computer generated (from google maps or some online source)
      ○ Indicate moments or particular places that demonstrates some intentional curation of experience
      ○ Address multiple senses (sight, sound, touch, taste, smell, mind) that respond to one or more self reflection questions
      ○ Your representation should also include at least one or more of the following elements:
         ■ Reference to other writing (fiction, poetry, journalism)
         ■ Images
         ■ Video
         ■ Music and/or sound
      ○ Demonstrate understanding or grappling with ideas from course readings and/or discussed in online discussion forums.

4. Curriculum Design for You (25%)
As a culmination of class learning, students will incorporate place-based experiences into a lesson plan for a specified population and content area. This lesson plan will demonstrate how you will help learners in your population think about *place* in some way relevant to content that you wish to teach. There is no particular structure for your lesson plan so you may use any template (written or media based). See this Understanding by Design planning tool if you are not familiar with lesson plan forms. Your lesson should make clear connections to the following:
1. One or more of the place-based strategies used in the course: wondering, mapping, and walking,
2. Start from a big idea or conceptual anchor inspired by place to expand notions of what knowledge is in the discipline you wish to teach,
3. Contemplate the role of the teacher and student by paying attention to how place can reset teacher and learner identities in interesting ways.

Include some final reflection thoughts to discuss how your lesson engages with these themes. This reflection may be a part of your lesson plan for learners, or it may be a separate creation in the form of a short essay, images, or an audio/video recording.

- Assessment criteria: Your lesson plan will include the following components:
    - A description of the goals, big ideas, and key understandings desired for a specific learning audience;
    - Integration of a key strategy used in this course - wondering, mapping, walking - as an activity or assessment for that lesson
- Your reflection statement should reference one or two course readings to explain how a key experience from the course has influenced the creation of your lesson. This reflection may be a part of your final website for learners, or it may be a separate creation in the form of a post on the discussion thread, a short paper, or an audio/video recording. Don't forget to read and comment on other students' posts.

Outline of Sessions and Sample Readings *Subject to revision*
Required readings are available in Files on Canvas and through TC Library Reserves
October 18, 2021

Session 1 - What is Curriculum?	Choose one group of readings depending on your previous experience reading curriculum theories.
- What is knowledge and how should it be taught? - What do curriculum designers think about? - Where does theory occur in the design of curriculum?	Group 1: Beginning Curriculum - Walker and Soltis (2009). Chapter 2 and Chapter 4, (pp. 12-25; pp. 41-54) in *Curriculum and aims* (5th ed.). New York, NY: TC Press. - Aoki, T. T. (2004). Teaching as Indwelling Between Two Curriculum Worlds. In *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 159-165). London, U.K.: Routledge. - Greene, Maxine. (2000). Chapter 1: Seeking Contexts (pp. 9-16). In *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. New York: Jossey-Bass. - Pinar, William. (2011). Excerpt from Chapter 7: Anti-Intellectualism and Complicated Conversation (pp. 188-198) in *What is Curriculum Theory?* 2nd Edition. New York: Routledge Group 2: Experienced Curriculum - Greene, Maxine. (2000). Chapter 1: Seeking Contexts (pp. 9-16). In *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. New York: Jossey-Bass. - Pinar, William. (2011). Chapter 7: Anti-Intellectualism and Complicated Conversation (pp. 181-203) in *What is Curriculum Theory?* 2nd Edition. New York: Routledge

	● Biesta, Gert. (2013). Chapter 7: Virtuosity, (pp. 119-137) in *The Beautiful Risk of Education*. New York: Paradigm Publishers. ● Ellsworth, E. (2005). *Places of learning: Media, architecture, pedagogy*. New York: Routledge. (Chapter 1, pp. 15-36)
October 25, 2021	

Session 2 - Place-based Curriculum
● Cultural texts and places as curriculum spaces
● Curriculum analysis of film and/or public places
	Required Reading:
	● Massey, D. (1994). A global sense of place. In *Space, Place, and Gender*, (pp. 146-156). Minneapolis, MN: University of Minnesota Press.
	● Ellsworth, E. (2005). *Places of learning: Media, architecture, pedagogy*. New York: Routledge. (Chapter 2; pp. 37-56)
	Read at least one, but preferably all:
	● Basso, K. H. (1996). Preface and Ch. 1: Quoting the Ancestors. *Wisdom sits in places: Landscape and language among the Western Apache* (pp. xiii-xviii and 3- 35). UNM Press.
	● Gershon, W. (2017). Sound Art, Social Justice. In *Sound Curriculum* (pp. 184-194). New York: Routledge.
	● Massey, D. (1998). The spatial constructions of youth cultures. In T. Skelton & G. Valentine (Eds.), *Cool places: Geographies of youth cultures* (pp. 121-129). New York: Routledge.
	Resources:
	● Digital Maps
	  ○ Racial Terror Lynchings, Equal Justice Institute https://lynchinginamerica.eji.org/explore
	  ○ Where is ICE? http://xpmethod.plaintext.in/torn-apart/
	  ○ Black Bottom Archive https://digital.blackbottomarchives.com/
	  ○ Detroitography https://detroitography.com/
	● Media and Art Projects
	  ○ For Freedoms https://forfreedoms.org/
	  ○ Mapping 26 Kaleidoscopic New York Cities https://www.citylab.com/life/2016/10/rebecca-solnit-nonstop-metropolis/504356/

November 1, 2021	
Session 3 - Walking and Sensing ● Exploring walking as a curricular practice ● How movement and sensing in space resets knowledge, learner identities and teacher actions	Required Reading: ● Solnit, Rebecca (2000). Chapter 1: Tracing a Headland, (pp. 3-13) in *Wanderlust: A history of walking.* New York: Penguin Books. ● Springgay, S., & Truman, S. E. (2018). Sensory inquiry and affective intensities in walking research. In *Walking methodologies in a more-than-human world: WalkingLab* (pp. 34-49). London ; New York: Routledge, Taylor & Francis Group. ● Ruitenberg, Claudia W. (2012) Learning by walking: Non-formal education as curatorial practice and intervention in public space, *International Journal of Lifelong Education*, *31*(3), 261-275. Walking Tours and Walks ● Examined Life - Judith Butler & Sunaura Taylor https://www.youtube.com/watch?v=k0HZaPkF6qE ● Placeify examples https://www.placeify.co.uk/Examples/ ● Rider Spoke https://www.blasttheory.co.uk/projects/rider-spoke/ ● Derive app https://deriveapp.com/s/v2/ Extra reading about walking: ● Debord, G. (1956). Theory of the Derive. UbuWeb.

	● De Certeau, M. (1988). Walking in the City, (pp. 91-110) in *The Practice of Everyday Life*. ● Aoki, J., & Yoshimizu, A. (2015). Walking histories, un/making places: Walking tours as ethnography of place. *Space and Culture*, *18*(3), 273–284. ● Middleton, J. (2011). Walking in the city: The geographies of everyday pedestrian practices. *Geography Compass*, *5*(2), 90–105.
November 8, 2021	
Session 4 - Approaches for Curriculum-making ● Role of teacher and student ● Sample learning experiences and resources to comprise a bank of "curricular practices" for exploring place	Required Reading: ● Liston, Daniel P. (2004). The lure of learning in teaching. In *Teachers College Record* Volume 106 Number 3, pp. 459-486 Additional readings for beginning designers ● Walker and Soltis (2009). Chapter 5: Procedures for curriculum-making (pp. 55-68). In *Curriculum and aims* (5th ed.). New York, NY: TC Press. ● Tomlinson, C. A. (2014). Ch. 5: Good curriculum as a basis for differentiation (pp. 60-79). In *Differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD. ● Wiggins, G., & McTighe, J. (2005). Chapter 1: Backward Design (pp. 13-34). *Understanding by design* (Expanded 2nd ed.). NJ: Prentice Hall Resources: ● City Lab (A Guide to Legal Loitering) https://www.citylab.com/life/2014/09/a-guide-to-legal-loitering/380615/ ● Disruption? (5 Directions to Disrupt the City) https://www.vanalen.org/projects/disruption/#directionstodisruptthecity
November 24, 2021	
Final Project Due	

Course Policies

Academic Integrity. Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College. See note below on plagiarism for additional explanation.

Accommodations. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

Email. Students are expected to monitor their TC email accounts. For the full text of the Student Responsibility for Monitoring TC email account please refer to: http://www.tc.columbia.edu/policylibrary/Student Responsibility for Monitoring TC Email Account

Grades. Final grades will be calculated on the following 100 point scale:

98 – 100 A+	94–97 A	90 – 93 A-
88 - 90 B+	84-87B	80 - 83 B-
78 - 80 C+	74–77C	70 - 73 C-

Following a faculty resolution of April 27, 1984, grades assigned in Teachers College courses are defined as follows:

A+   Rare performance; reserved for highly exceptional, rare achievement
A   Excellent; outstanding work
A-   Excellent work, but not quite outstanding
B+   Very good; solid achievement expected of most graduate students
B   Good; acceptable achievement
B-   Acceptable achievement, but below what is generally expected of graduate students
C+   Fair achievement; above minimally acceptable level
C   Fair achievement, but only minimally acceptable
C-   Very low performance. The records of students receiving such grades are subject to review. The result could be denial of permission to register for further study at Teachers College. No more than three points of C- may be credited toward any degree or diploma. A student who accumulates eight points or more of C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.
F   Failure
P   Pass
IN   Incomplete. Please note that incompletes will be granted only in extraordinary circumstances related to major life crises and issues.

Participation. Students are required to participate in all the activities, discussions, and projects proposed in each weekly module. Failure to contribute to activities will lead to a Fail grade.

Plagiarism. Plagiarism violates academic integrity. Any attempt to present someone else's work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.
2. Patchwork plagiarism. This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.
3. Unacknowledged paraphrase. It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.
4. Self-plagiarism. Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

*Statement written by Ansley Erickson, with thanks to colleagues in Cultural Foundations of Education at Syracuse University

Religious Observance. It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Sexual Harassment and Violence Reporting. Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus

community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see
http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students