

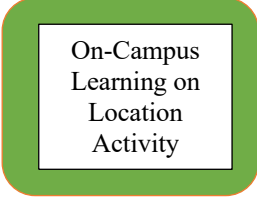


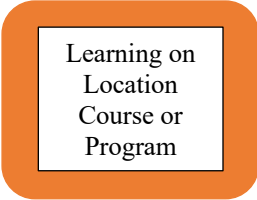
Dipping, Dangling, Slipping, or Jumping into Curricular Change

Chapter 5 of *Learning on Location* focuses on logistics to consider when preparing for curricular changes resulting from newly developed location-based initiatives or course activities. I invite educators and administrators to envision curricular change with the metaphor of getting into a body of water—whether that’s dipping a toe, dangling legs or arms, slipping-in waist high, or jumping in canon-ball style. For each of these metaphoric possibilities we might envision their corresponding requirements and risks; each requires different levels of commitment, partnership-and relationship-building, labor, and workload. How we “enter the water” of curricular change is a decision that can have ripples impacting a range of stakeholders within programs, departments, entire campuses.

Using the table on the next page, place a check mark in the left column next to one or more approaches to learning on location that seem appropriate and comfortable given your professional position and institutional context. As you think about the role learning on location may have within your course, program, or campus, I encourage you to discuss with colleagues, students, and partners your level of enthusiasm for implementing new curricular approaches, your levels of comfort with commitment, curation, and risk, and your goals for learning on location.

Across all approaches, I invite you to challenge yourself to consider how your learning activities will engage with student experience, critical conceptions of place and space, reflection, issues of diversity, equity, and inclusion, as well as partnership and stewardship (See Learning on Location Framework).

Approaches to Incorporating Learning on Location Curricular Changes

<p>“Dipping a Toe in the Water”</p>  <p style="text-align: center;">On-Campus Learning on Location Activity</p>	<p>Try experimenting with a singular on-campus learning on location class activity that could involve writing, walking, or engaging the civic on location. You could curate a location-based activity for students to experience as a class together or assign them to find their own on-campus location for the activity. A one-time activity like this could be completed during most scheduled class times, providing minimal need for logistic concerns.</p>	<p>Commitment Level: Low</p> <p>Curation Level: Low to Moderate</p> <p>Risk Level: Low</p>
<p>“Dangling a Leg in the Water”</p>  <p style="text-align: center;">Off-Campus Learning on Location Activity</p>	<p>Try experimenting with a singular off-campus learning on location class activity that could involve writing, walking, or engaging the civic on location. You could curate a location-based activity for students to experience as a class together or assign them to find their own off-campus location for the activity. For this one-time off-campus activity, you may need to attend to some logistic concerns (amount of time needed, transportation, etc.).</p>	<p>Commitment Level: Moderate</p> <p>Curation Level: Low to Moderate</p> <p>Risk Level: Moderate</p>
<p>“Slipping Into the Water”</p>  <p style="text-align: center;">Mini-Series of Learning on Location Activities</p>	<p>Assign a mini-series of learning on location activities in your program or course that could involve writing, walking, or engaging the civic on location. You could curate several on- or off-campus location-based activities for students to experience as a class together or assign students to locate their own series of sites. This series of experiences could become part of an extended project, research, or paper. You will likely need to attend to some logistic concerns, as well as plan-ahead for how the series will fit within your syllabus or program schedule.</p>	<p>Commitment Level: Moderate to High</p> <p>Curation Level: Moderate</p> <p>Risk Level: Moderate to High</p>
<p>“Jumping Into the Water”: Make a Splash!</p>  <p style="text-align: center;">Learning on Location Course or Program</p>	<p>Design an extended, immersive learning on location course that embeds writing, walking, and/or engaging the civic meaningfully into the fabric of the course or program. This may involve redesigning the course as study abroad, field study, a service-learning course, or organized around a series of site visits or walking/mapping experiences. Redesigning a course or program to be deeply engaged with location-based learning will mean attending to logistics and scheduling concerns.</p>	<p>Commitment Level: High</p> <p>Curation Level: Moderate to High</p> <p>Risk Level: Moderate to High</p>