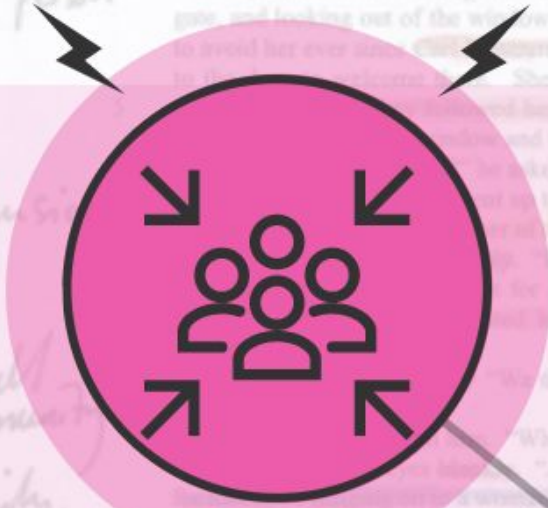


Why Convene, Curate & Annotate?



Convene

How might we create opportunities to learn in public across time and space as teachers? Which colleagues might you convene to sustain conversations about issues of equity in teaching, learning, and education. Think about inviting voices which will foster a participatory and open experiment in professional learning for educators eager to join critical conversations about equity and education.

Curate

The etymological root of curate is from the Latin *cura*, which means to *take care*. How might we act as curators to collect and *take care* of the histories, knowledge and traditions of an equitable society? How might we engage with perspectives that are contrary to dominant education narratives, "counternarratives" to status quo about schooling?



Annotate

To annotate is to observe, remark, and/or note down. Marking up a "text" is an act of love because of one's commitment to stay in relationship with the creator and with other readers and observers. More importantly, it is our right and responsibility to make our marks on the world around us.



Why Play, Notice & Learn?



Play

Play is an important means to understanding complexity and our own humanity. As we learn in public, it's essential that we learn and practice how to play well together. Experimenting with different forms of being in community, in person and/or online, and new ways of learning are playful ways for sense making.

Notice

How might we attune our senses to slowing down and noticing the world around us? What do you observe when annotating in public vs annotating in private? What are your levels of courage and scholarship when discussing and interrogating issues of equity while you learn in public? To respect is to re-see. How might our attuning to noticing increase respect for one another?

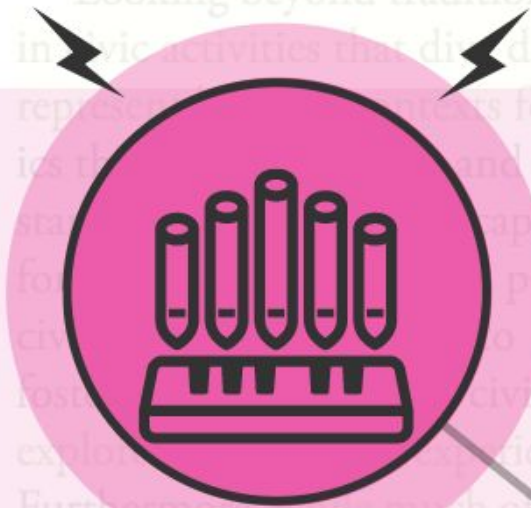


Learn

The Marginal Syllabus contains a multitude of resources to learn more about issues of equity in teaching, learning, and education through their blog, featured articles, annotations via Hypothesis, webinars featuring authors and readers, Think-Alouds, and a brand new podcast!



Why Co-Author, Remix & Facilitate?



Co-Author

One of the major powers of annotating is to be a co-creator of meaning. As one participates in conversations around equity and education, you are bringing your identities and lived experiences into the conversation. As a result, you are helping to build upon the author's ideas by contributing to knowledge creation. Yes, you are now co-authoring...

Remix

How might we attune our senses to slowing down and noticing the world around us? What do you observe when annotating in public vs annotating in private? What are your levels of courage and scholarship when discussing and interrogating issues of equity while you learn in public? To respect is to re-see. How might our attuning to noticing increase respect for one another?



Facilitate

How might you use the Marginal Syllabus resources: blog, featured articles, annotations via Hypothesis, webinars featuring authors and readers, Think-Alouds, and a brand new podcast to facilitate equitable learning spaces!

