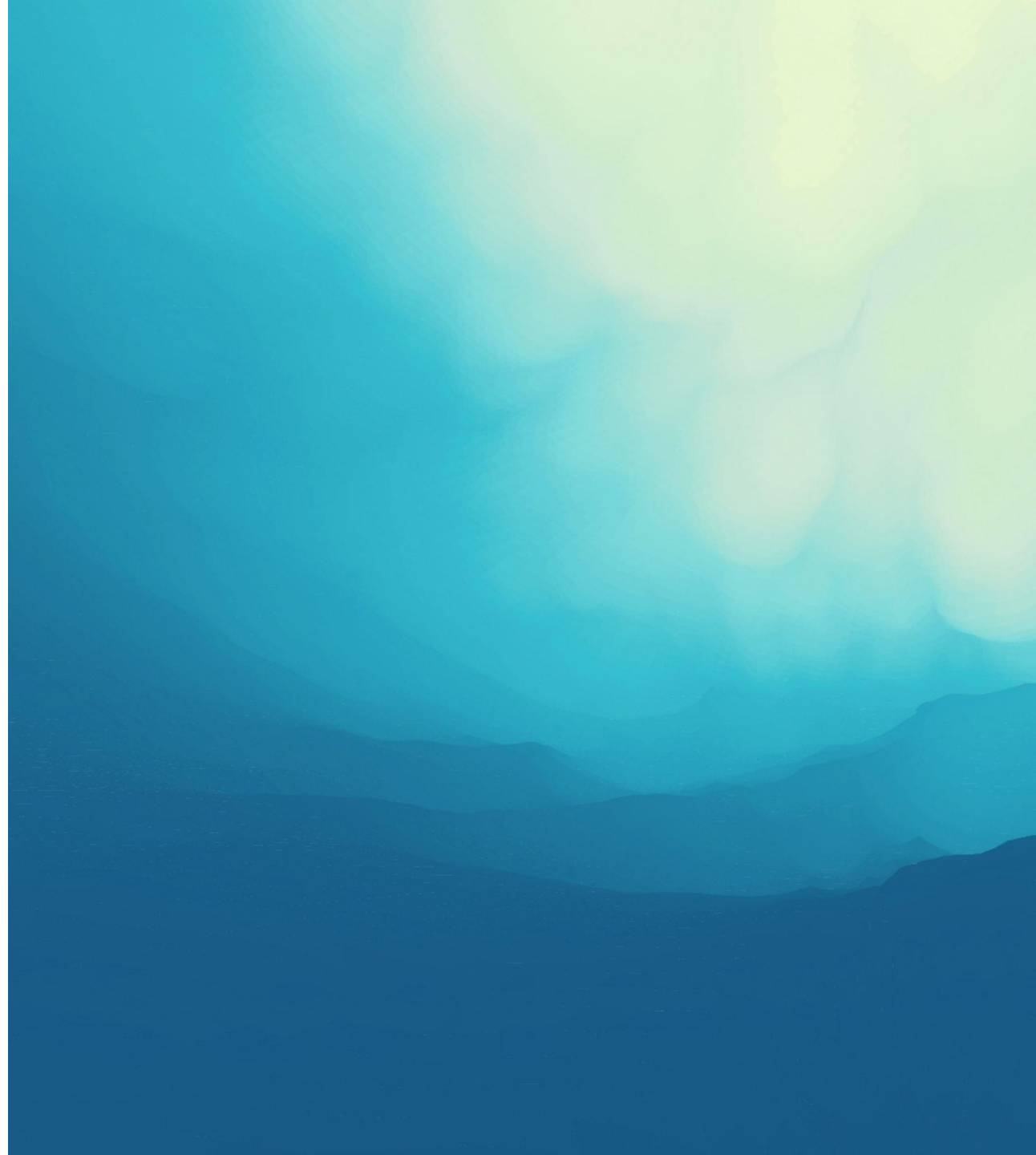


Pedagogies of Place:
a faculty
development
workshop about
teaching in Queens

June 15-17, 2026





Pedagogies of Place: a faculty development workshop about teaching in Queens

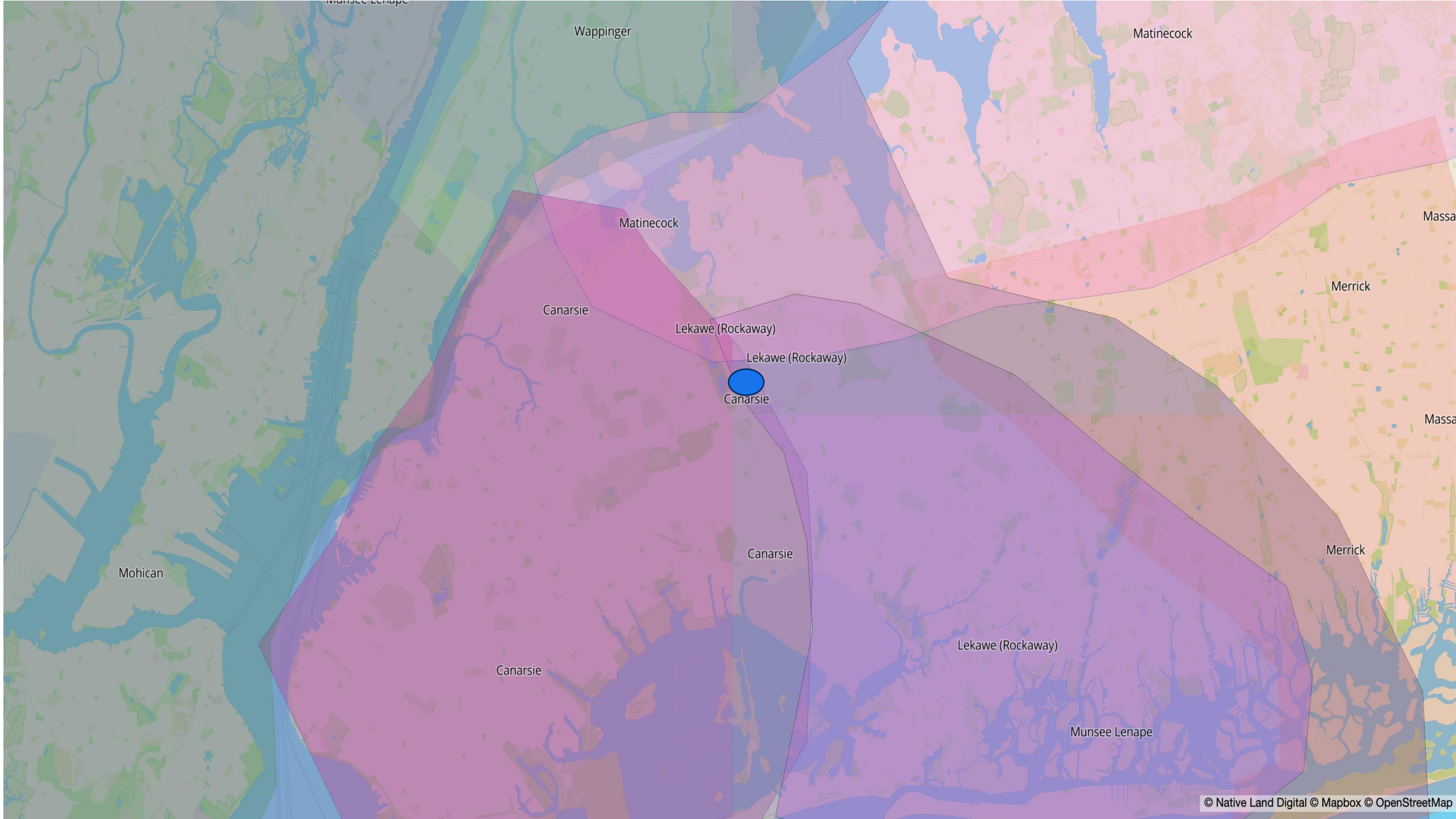
Hosted by Writing at Queens and
the [Center for Excellence in Teaching, Learning, and Leadership](#), Queens College

Co-sponsored by QC Library's OER Initiative,
funded by N.Y.S Open Educational Resources Grant

Designed and facilitated by **Lindsey Albracht** (English), **Eric Goldfischer** (Urban Studies),
Soniya Munshi (CETLL/Urban Studies), **Leila Walker** (Library), and **Amy Wan** (English),

Session 1: June 15, 2026

Location: Muyskens Conference Room, in the Summit (see [map](#))



Wappinger

Matinecock

Matinecock

Canarsie

Lekawe (Rockaway)

Lekawe (Rockaway)

Canarsie

Canarsie

Lekawe (Rockaway)

Canarsie

Munsee Lenape

Merrick

Mohican

Massa

Massa

Land Acknowledgement

"Queens College rests on the ancestral lands of the Munsee Lenape and Canarsie People. We acknowledge that academic institutions were founded upon and continue to enact dispossession, exclusions and erasures of Indigenous Peoples, including those on whose land this institution is located. This acknowledgment of the Munsee Lenape and Canarsie communities, their elders both past and present, as well as future generations, demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism."

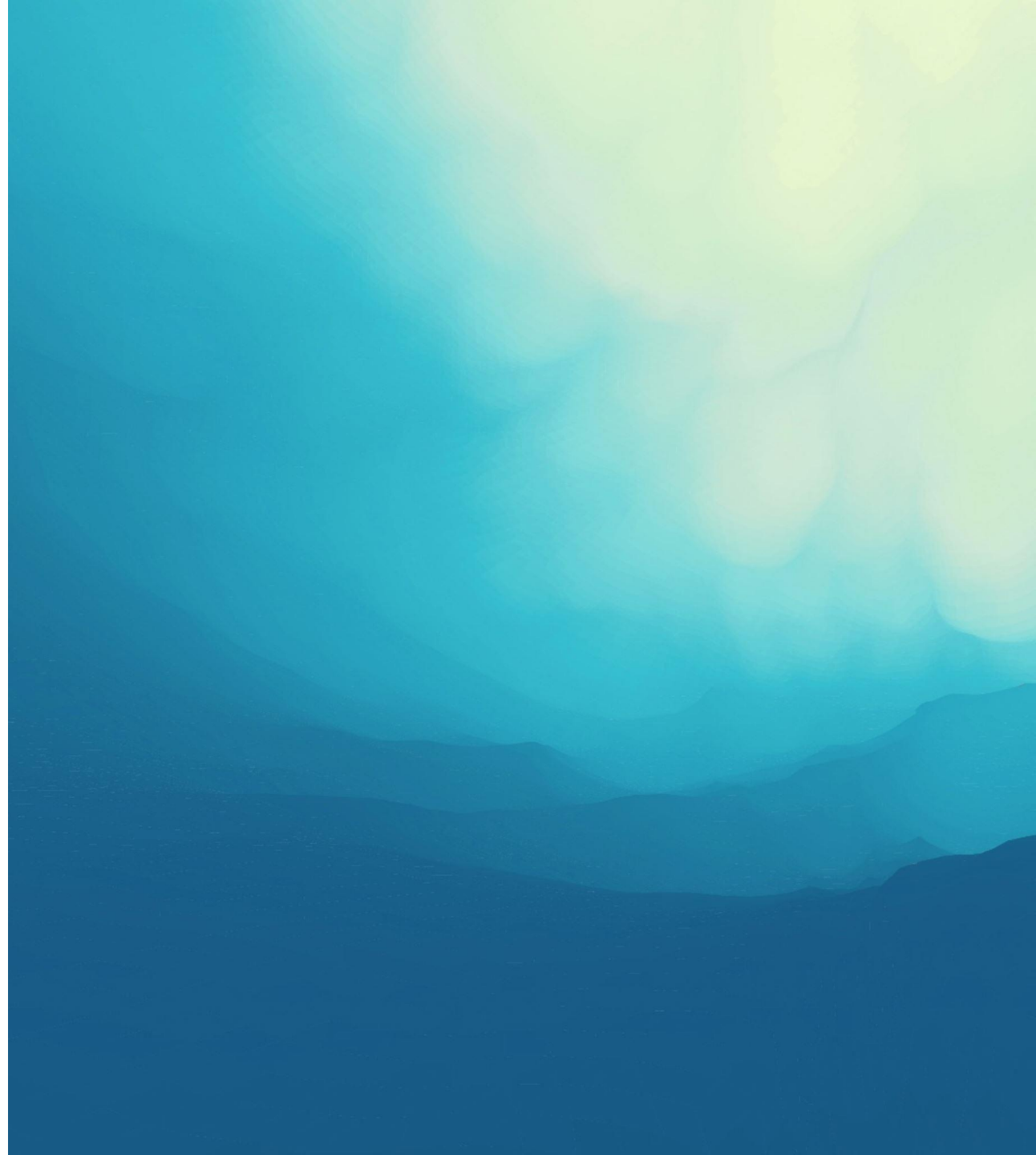
(adapted from QC History's statement)

Monday, June 15: Place-Based Pedagogies

8:45-9:15	Breakfast
9:15-10:30	Welcome, introductions, our approach to this workshop
10:30-10:45	Break
10:45-12:00	Learning in/about Queens: who are our students?
12:00-12:45	Lunch
12:45-2:00	Experiential learning and place-based pedagogies
2:00-2:15	Break
2:15-2:45	Open Educational Resources (OER) and place-based pedagogies
2:45-2:55	Independent worktime
2:55-3:00	Closing Activity, Wrap-up, and Reminders



Module 1
Introductions +
our approach to
place-based
pedagogy



(Brief) introductions

Please share:

- your name and pronouns
- department
- one-word mood/vibe check

Our approach to "pedagogies of place"

- Interdisciplinary collaboration between faculty in English, Urban Studies, and the Library
- What is place? We understand place as a geographic understanding formed on a physical space.
- We work from a critical engagement with "place" through which place, land, and our everyday lives and relationships are shaped by political and economic structures & decisions at global and local scales, including (settler) colonialism, as well as the actions we take to sustain and transform our conditions.

Our approach

- Place-based pedagogy is a way to meet our students in a place that most of them experience deep familiarity with—the borough of Queens—and help add new layers of information and tools for analysis.
- Place-based pedagogy challenges the idea that learning is an individualized process by supporting engagement with local contexts, including through relationship-building between individuals and communities
- The classroom is also a place for our own learning and growth, along with our students

Goals for this workshop

- Learn more about place-based pedagogical practices and the specificity of utilizing place-based pedagogy in Queens
- Work on a teaching project that actively engages with local context
 - creating course assignments, developing course materials, (re-)designing syllabi, developing relationships with community-based organizations and/or off-campus institutions, e.g.
- Consider the teaching of writing and communication within context (whether disciplinary, institutional, personal or political) to students through meaningful assignment design, feedback, assignment sequencing, and cultivating voice
- Build community with colleagues across the college



Workshop expectations

- Attend the workshop in-person on June 15, 16, 17
- Review workshop materials as assigned
- Develop an [open educational teaching resource](#) to be shared through CETLL and [CUNY Academic Works](#) by June 30, 2026. Revisions will be due by August 1, 2026.
- Participants that fulfill the above commitments will receive a \$2000 stipend and a certificate of completion.

Community Agreements

Community agreements are guidelines and intentions that are created collectively and collaboratively by a group, a consensus of what each of us needs and commits to in order for us all to be able to fully participate and to make our workshops as safe, accessible, inclusive, and generative as possible for everyone (from [QCAP](#)'s faculty development workshops)

Think about groups or discussions that have felt good for you.

What did the members and facilitators do to make the space work well?

What agreements do we need to make for our time together?



Community Agreements

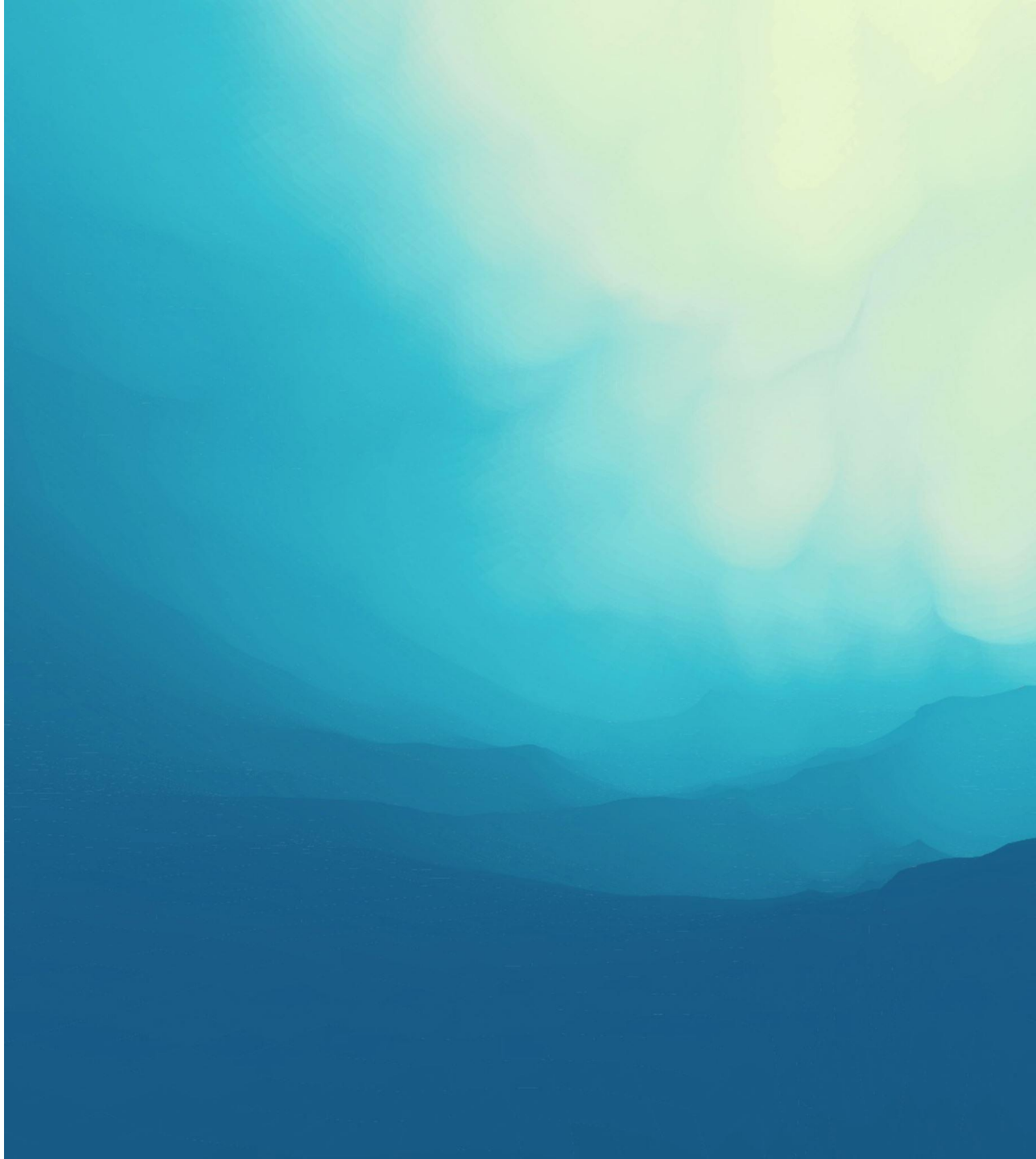
- Be open to learning and receiving feedback from colleagues in this multidisciplinary space, including recognizing and respecting that we may have different perspectives and orientations
- Approach conversations with openness and honesty, including making space to share what has not worked
- Commit to active listening and participating (e.g. move up, move back)
- Build from each other's contributions, make connections across comments
- Make time and space for reflection

Group Introductions

1. What's your first memory or awareness of Queens?
2. How does your relationship to Queens shape you as a learner? How does it shape you as a teacher?
 - Free Write
 - Pair Share
 - Large group: share one takeaway about how being in/at Queens has shaped you as a teacher and/or learner?

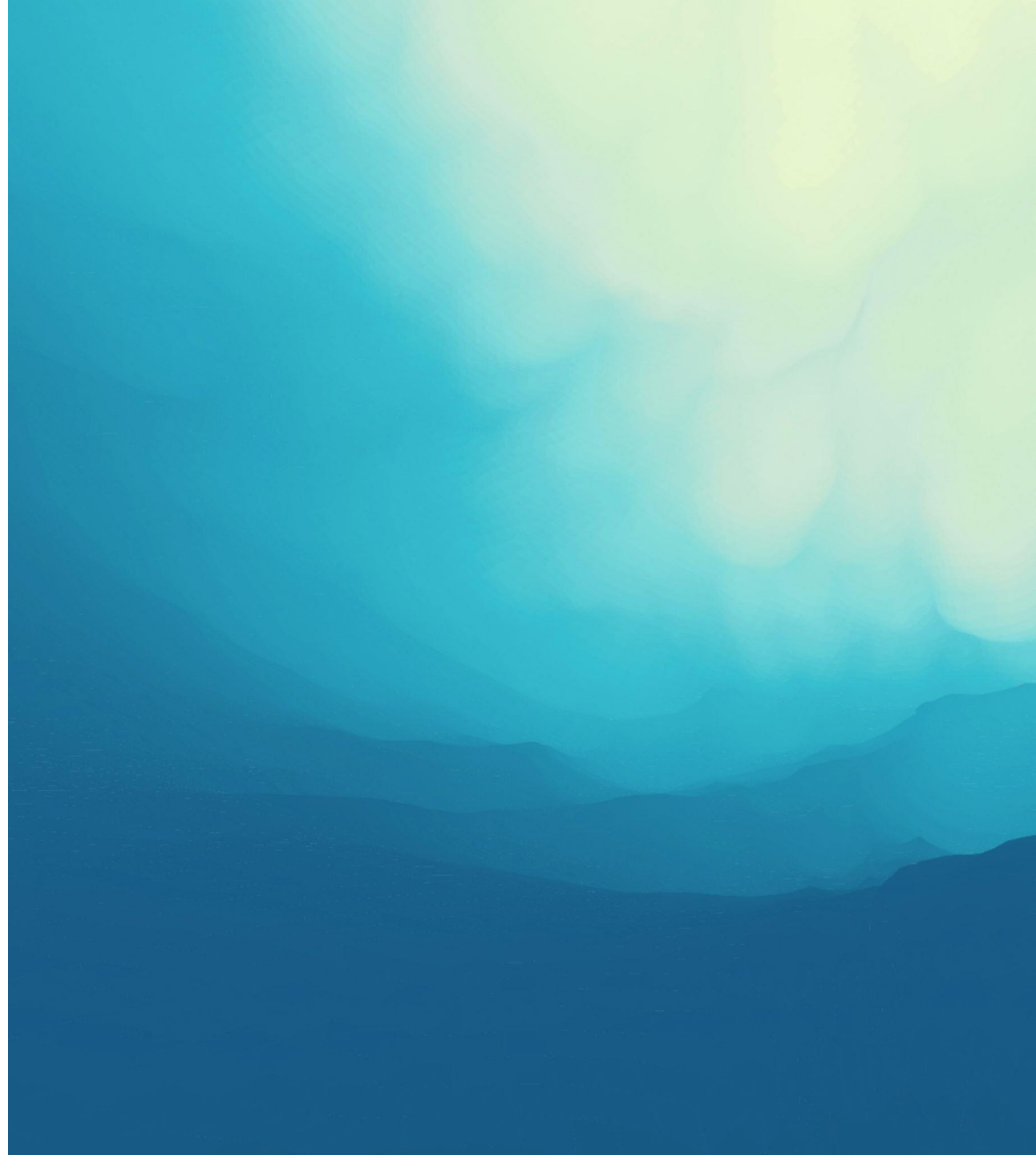


BREAK



Module 2

Learning in/about Queens: who are our students?





Learning in/about Queens: who are our students?

Guest Presenter: Lizandra Friedland, Associate Director for Survey Research, Office of Institutional Effectiveness

Round 1:

- Review data in sections A-D and respond to the questions/prompts (10 min)
- Share one takeaway in large group (5 min)

Round 2:

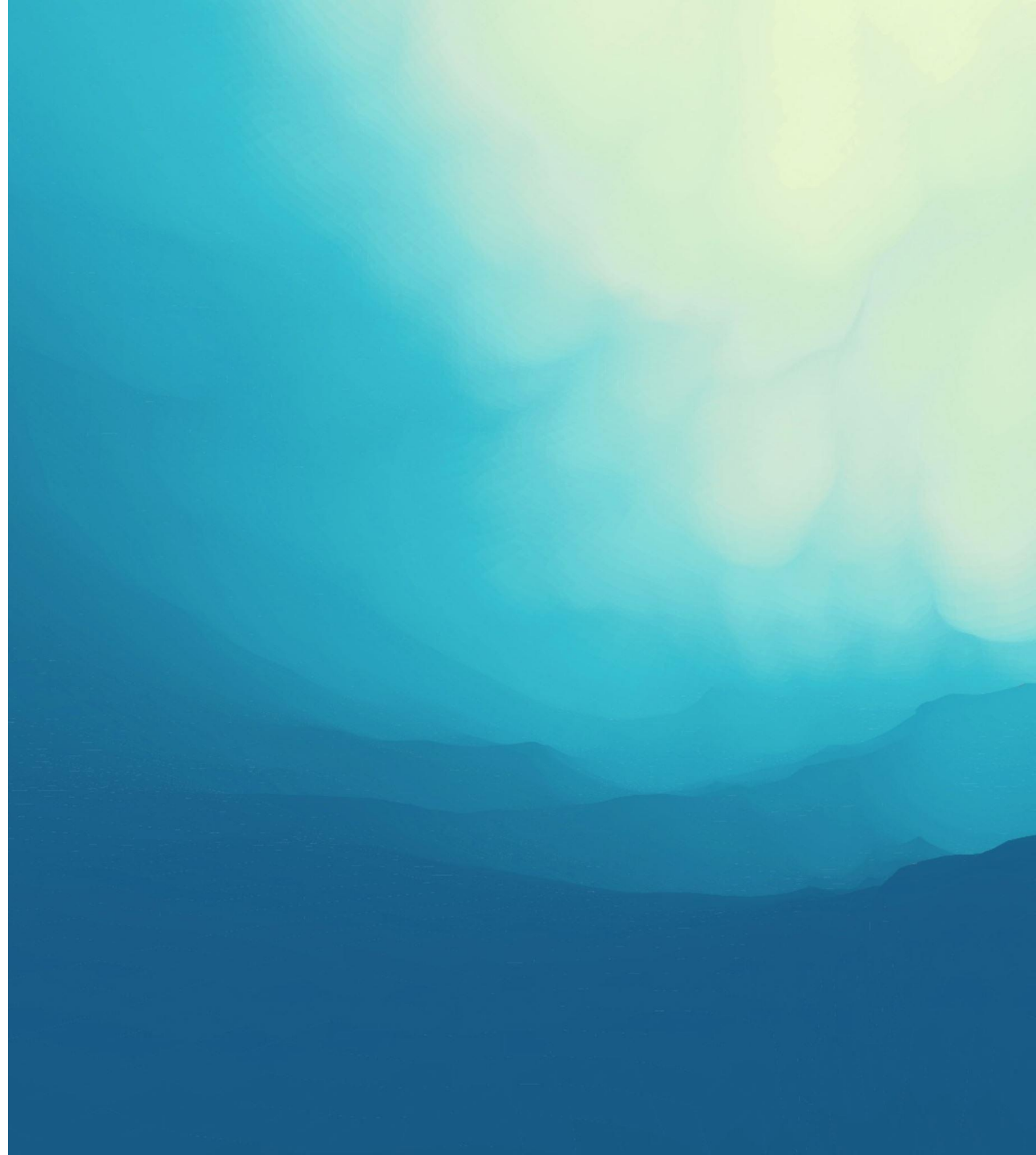
- Review data in sections E-F and respond to the questions/prompts (10 min)
- Share one takeaway in large group (5 min)

Round 3

- Discussion of questions in section G (10 min)
- Large group discussion (20 min)

LUNCH
12:00-12:45

Module 3
Panel:
Experiential learning
and place-based
pedagogies

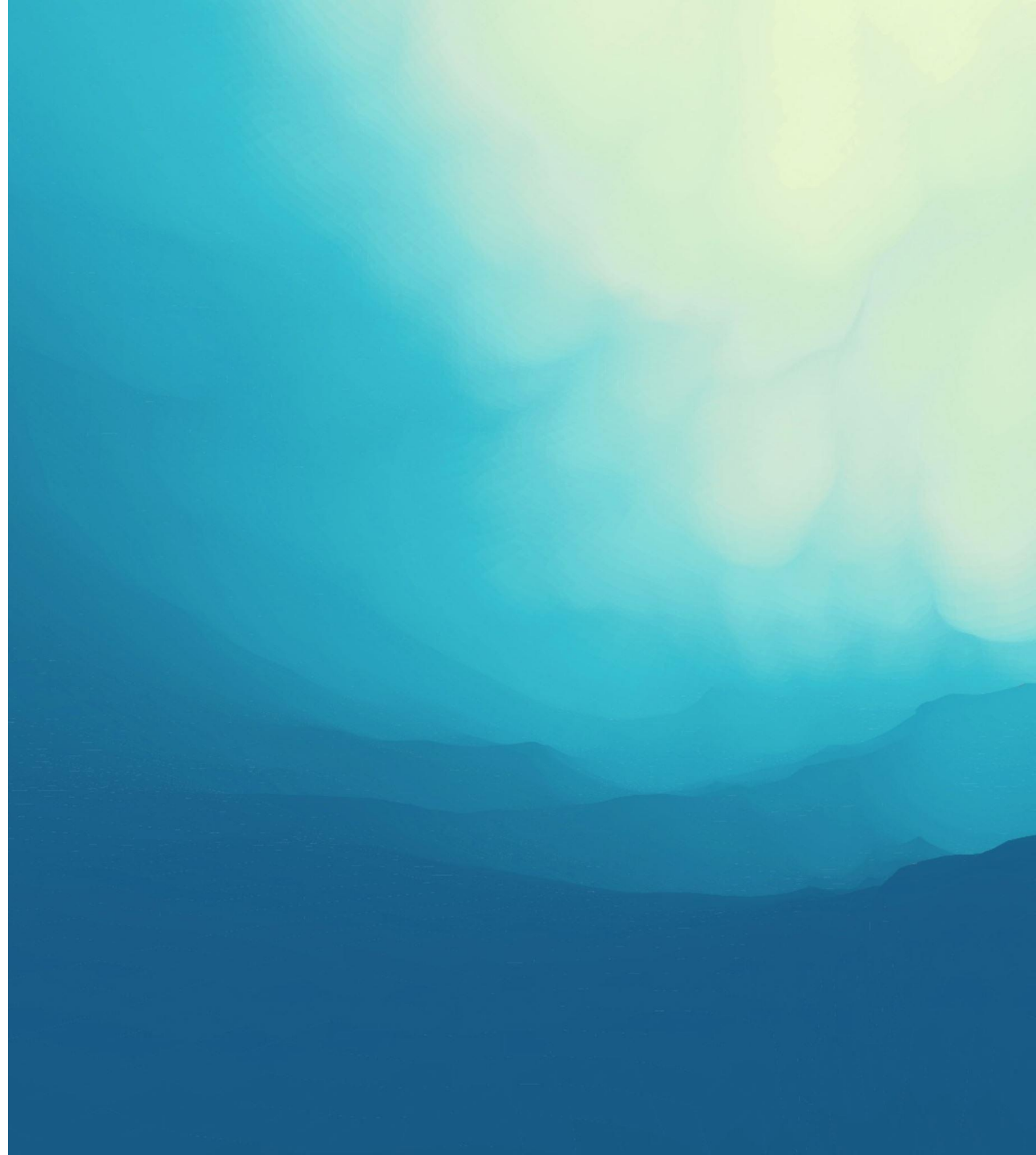


Panel: Experiential learning and place-based pedagogies

- Soniya Munshi (Moderator), Associate Professor of Urban Studies and Director, CETLL
- Mikaela Chang, Queens Elementary Program Manager, Apex for Youth
- Andrea Efthymiou, Associate Professor of English and Writing Center Director
- Eric Goldfischer, Lecturer and Service-Learning Coordinator in Urban Studies
- Vladimir Zhizulko, Former QC Student

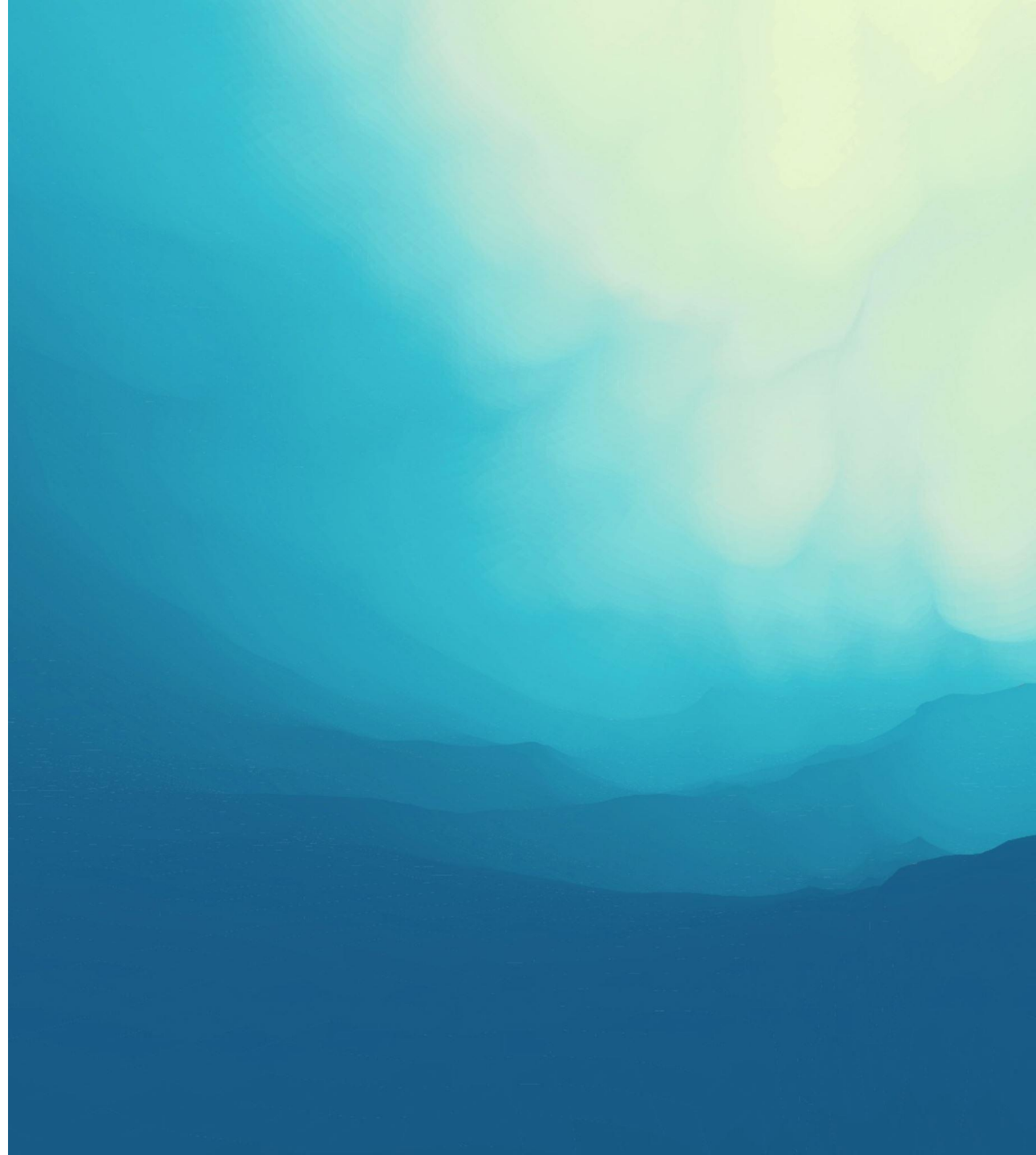


BREAK



Module 4

Open Educational Resources (OER) and place-based pedagogies





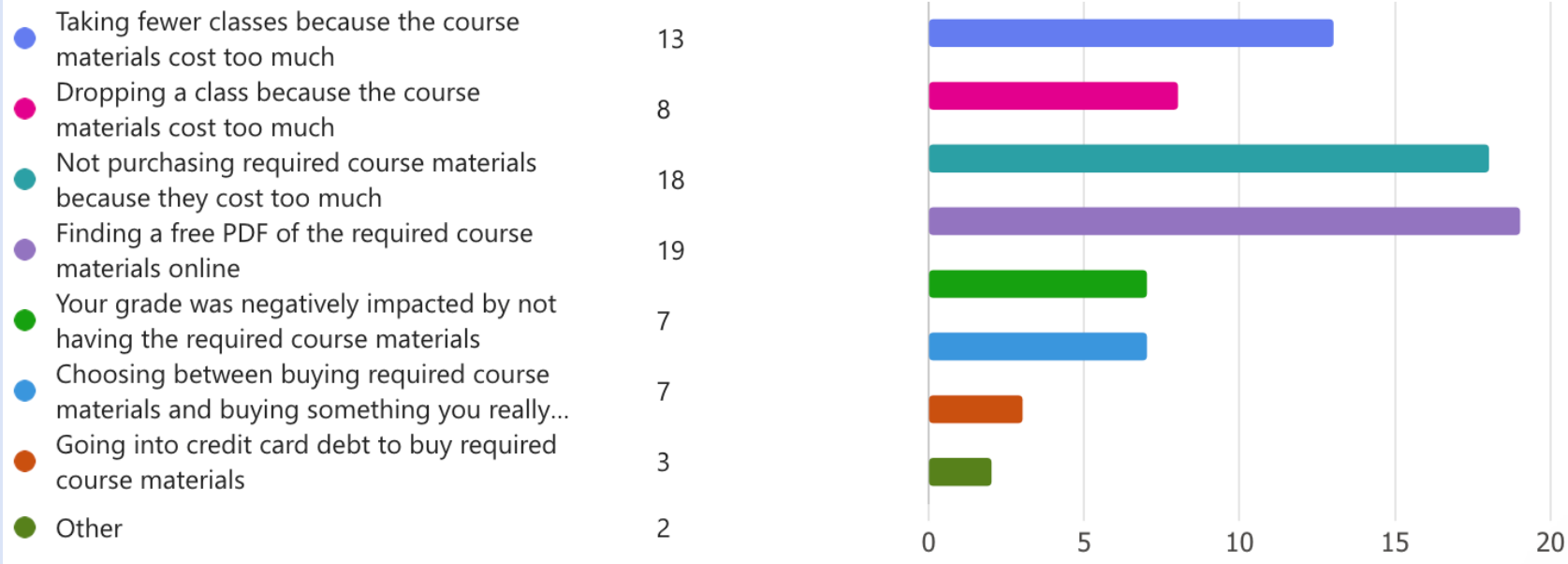
What are open educational resources?

“Open Educational Resources,” or OER, are any teaching, learning, or research materials, in any medium (not just digital!) that are free and openly licensed

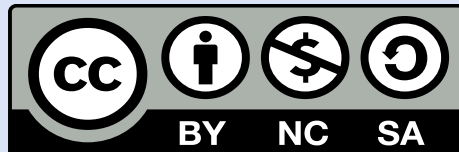
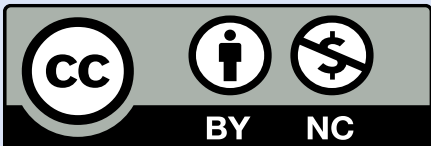
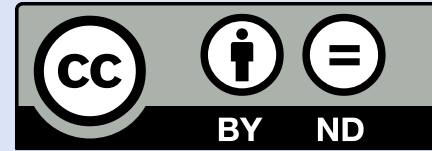
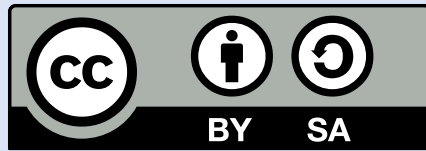
- Free: Available to your students at no cost
- Open: Released by the author or creator under a license (usually Creative Commons) that makes their work available for others to use, share, and adapt.

How textbook costs affect QC students

Has the high cost of course materials ever resulted in:
(choose all that apply to you)



Creative Commons Licenses



The "5Rs" of Open

- Retain: make, own, and control copies of the content
- Revise: adapt, adjust, modify, or alter content
- Remix: mashup content with other material
- Reuse: fully use content for any purpose, in different mediums
- Redistribute: share original and altered versions of the content



Retain

- Students have immediate access to materials
- Students maintain access after the semester ends

"Retain" in action: Caitlin Colban-Waldron's course site

An introduction to archival practice

INFO 7401: Archival Appraisal, Arrangement, and Access is the first course in the core sequence for the Advanced Certificate in Archives at the Queens College Graduate School of Library and Information Studies.

This site is both a **course tool** and an **evergreen hub for resources**. You can return to it at any time as you start your careers in the archives and cultural heritage fields to revisit readings, check resources, and develop your own practice.

The site will be updated at the start of every semester with a new syllabus and course schedule; old syllabi, course materials, and schedules will be archived as posts. New resources are updated regularly as needed.



Revise

- Materials can be adapted to suit local contexts
- Materials can be kept up-to-date
- Materials can be revised revised to be more culturally relevant, responsive, and sustaining in a different cultural setting than that in which it originated, serving to promote cognitive justice
- Materials can be iteratively co-created with students

"Revise" in action: A QC student's perspective

"I think that, because free materials are created without profit in mind, they are better in quality. The textbook for our class is fantastic and specifically tailored to Queens College (eg examples of QC buildings). And the material was really perfectly pitched. Not too many bells and whistles, which companies seem to feel they need to make a profit."

"Revise" in action: Heather Horton disrupts the Art History canon


Engaging students to produce their own OER material is a great form of assessment.

REMUX
EXHIBITION
BELOW

↓

Exhibition


Votive Statues from Tell Amarna Temple



18th Dynasty, 1370-1350 BCE, Egypt, Amarna, Ancient Near East

The 18th Dynasty statue of Amenhotep III and his family is a masterpiece of Egyptian art. It is a relief from the palace at Tell Amarna, Egypt. The figures are shown in a more naturalistic style, with the king and queen shown in a more relaxed pose, and the children shown in a more playful manner. The figures are shown in a more naturalistic style, with the king and queen shown in a more relaxed pose, and the children shown in a more playful manner.


Knolling Figure of Hathor



18th Dynasty, 1370-1350 BCE, Egypt, Amarna, Ancient Near East

The Knolling Figure of Hathor represents the goddess Hathor, who was the patron deity of the city of Dendera. She is depicted as a woman with a cow's head, wearing a headdress with a lotus flower. The figure is shown in a more naturalistic style, with the goddess shown in a more relaxed pose, and the children shown in a more playful manner.


Aphrodite of Knidos



4th Century BCE, Greece, Asia Minor, Ancient Greece

The Aphrodite of Knidos is a marble statue of the goddess Aphrodite, created by the Greek sculptor Praxiteles. She is shown in a more naturalistic style, with the goddess shown in a more relaxed pose, and the children shown in a more playful manner.


Portrait of a Woman From Fayum



1st-2nd Century CE, Egypt, Fayum, Roman Egypt

The Portrait of a Woman From Fayum is a mummy portrait, a type of portrait painting used to depict the deceased. It is shown in a more naturalistic style, with the woman shown in a more relaxed pose, and the children shown in a more playful manner.


Christ Icon from Mt. Sinai



6th-7th Century CE, Egypt, Sinai, Byzantine Empire

The Christ Icon from Mt. Sinai is a fresco depicting Christ Pantocrator, the ruler of the universe. He is shown with a beard and long hair, wearing a red robe and a blue cloak. The icon is shown in a more naturalistic style, with Christ shown in a more relaxed pose, and the children shown in a more playful manner.


Milrah niche



10th-11th Century, Syria, Syria, Islamic Art

The Milrah niche is a stone relief from the Umayyad Mosque in Damascus, Syria. It depicts the prophet Muhammad in a more naturalistic style, with Muhammad shown in a more relaxed pose, and the children shown in a more playful manner.


Seated Ganyu Boishuttva



10th-11th Century, China, China, Buddhist Art

The Seated Ganyu Boishuttva is a Buddhist sculpture of the Bodhisattva Ganyu, shown in a more naturalistic style, with Ganyu shown in a more relaxed pose, and the children shown in a more playful manner.

Franks Casket



9th-10th Century, England, England, Anglo-Saxon Art

The Franks Casket is an Anglo-Saxon ivory casket, decorated with intricate carvings. It is shown in a more naturalistic style, with the casket shown in a more relaxed pose, and the children shown in a more playful manner.

6/17/2020

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Remix

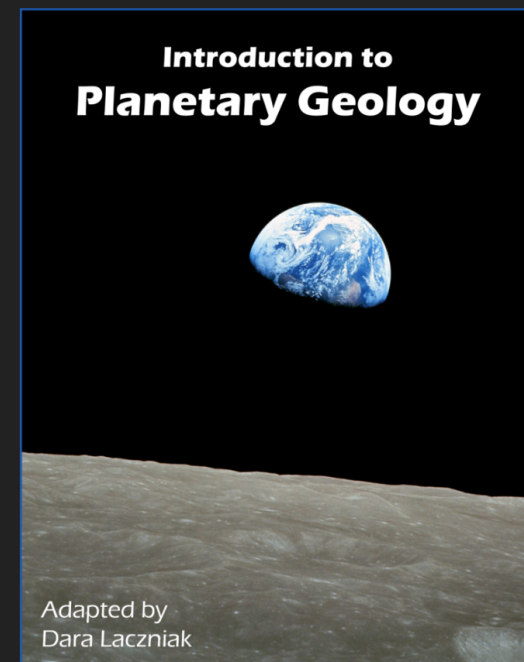
- Materials can be pulled from different sources to present the best content for each unit or topic
- Materials in different formats support the needs of diverse learners
- Materials created for a variety of audiences illustrate the diversity of approaches supported in a discipline


"Remix" in action: Dara Laczniak's open textbook

Introduction to Planetary Geology

by Dara Laczniak

This open "textbook" was designed for GEOL 64: Planetary Geology, an introductory science course at Queens College CUNY that explores our cosmic neighborhood, and its creation was funded in part by the CUNY OER Initiative. While some text in this resource is original, most chapters are adapted from other open-source textbooks including An Introduction to Geology from Salt Lake Community College, Physical Geology - 2nd Edition from BCcampus, Introduction to Earth Science, Second Edition from University Libraries at Virginia Tech, Physical Geology, First University of Saskatchewan Edition from SaskOER, and Astronomy2e by OpenStax. Complete licensing information for these sources is provided on every digital page where their content is used and it appears in the "Licensing Details" section of this textbook's front matter. Other resources frequently used include Teach Astronomy, NASA webpages, and YouTube videos.




















Reuse

- Other instructors and practitioners can reuse the materials you create
- Your work impacts students beyond your individual classroom
- Your work can drive change in your field

"Reuse" in action: CUNY Academic Works report

Country/Region	
Past 90 Days	
Country/Region	Downloads
 United States	7726 
 Canada	249 
 Viet Nam	241 
 China	172 
 Brazil	101 
See more...	

Downloads	
Past 90 Days	
Title	Downloads
Fetal Pig Dissection Manual (BIOL 105) 	4198
Drawing 1 Course Syllabus, Fall 2025 	537
Introduction to Women and Gender Studi... 	284
Introduction to Clinical Psychology Syllab... 	122
Historical, Philosophical, and Social Foun... 	116
See more...	



Redistribute

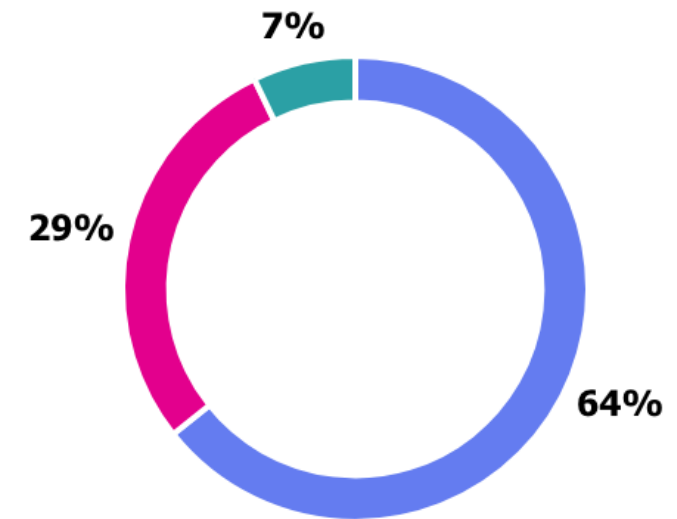
- Open licenses give everyone the right to share original OERs or their own modified versions
- Faculty (and students! and communities!) can amplify projects that make a difference
- Scholarly advances and pedagogical innovations can spread quickly

"Redistribute" in action: Student perceptions of OER

Please choose your level of agreement with this statement:

The free course materials help you understand key concepts and support your learning the same or better than course materials you pay for in other classes:

● Strongly Agree	18
● Agree	8
● Neutral	2
● Disagree	0
● Strongly Disagree	0





Small group discussion/brainstorm

- How have you revised or remixed teaching materials *in the past* to suit a local context?
- How might you incorporate the localizing principles of open pedagogy into your classroom in the *future*?

Independent
Worktime
& Day 1 wrap-up

Independent Worktime

Brainstorm:

- Write down 5 ideas you have for a Queens-based (or place-based) teaching project or activity that you want to explore in your class—no commitment



Day 1: Wrap-up

- Reminders and announcements
- One-word closing mood/vibe check