

DIGITAL FUTURES INSTITUTE

Building the future of learning

What's Going on at DFI

Stream *Pop & Play's* Full Season



Thank you for joining us on another season of Pop & Play! You can now stream the full season wherever you listen. This season your brave hosts dove into topics surrounding intergenerational play. They explored everything from comic books to skateboarding and how they create space for people to connection across generations. You can stream all 8 episodes, or binge them we won't judge, on your preferred podcast platform.

And if you haven't yet, subscribe on [Apple Podcasts](#), [Spotify](#) or wherever you listen.

Unfolding

"The self is only a threshold, a door, a becoming between two multiplicities."

- Gilles Deleuze

Unfolding is an exhibit about becoming between multiplicities: becoming without an essence, always in flux, and co-determined with our conditions. The works here—created by first-year doctoral students in Curriculum & Teaching—speak to the impossibility of “simply being”. The pieces sit alongside renditions of five completed multimodal dissertations curated by Lucius Von Joo and Chris Moffett of the Digital Futures Institute. Rather than perceiving the works as “beginnings” and “ends”, what if we sense them as always unfolding?

Caverns Corners and Connections



Starting out as a simple conversation about an abandoned pool at Teachers College, Caverns Corners and Connections soon bloomed into an expansive research project! DFI researchers Ayse Unal and Lucius Von Joo set out to explore the physical spaces of Teachers College and how its fragmentation creates meaning for those within.

This project weaves together the past, present, and future of TC, highlighting archival histories and dreams of what could come. Through personal narratives, VR, photogrammetry, and animation, CCC examines the places of community within TC and envisions their possibilities.

Check out the [full project here!](#)

Multimodal Dissertations Exhibition (Coming Soon!)

What can multimodal research look like and how might that shape the form a dissertation takes? As part of an ongoing effort to archive, showcase, and discuss multimodal dissertations, DFI will be highlighting five dissertations that explore research that goes beyond the written page. From comic books, to dance, to podcasts, and more; stay tuned to see how other scholars are bridging the gap between research and practice with their creative dissertations.

DFI Affiliated Research

Reflecting, Representing, and Expanding the Narrative(s) in Early Childhood Curriculum

DFI Affiliated Researcher Haeny Yoon recently published this manuscript about her findings with pre-service teachers and the dismantling of white supremacy in early childhood curricula.

"In this manuscript, we recognize that young children learn stories that propagate white supremacist narratives through selective traditions of early childhood curriculum. The role of early childhood teachers, therefore, is to critically examine curriculum for biases, omissions, and distortions, as well as to rewrite curriculum to tell accurate stories and disrupt what Viet Thanh Nguyen refers to as "narrative scarcity". Through a qualitative study of pre-service teachers' (PSTs) re-imaginings and revisions of early childhood structures, processes, and texts, we highlight the moves that teachers made to rectify, represent and expand narratives related to communities of Color."

[Full Article](#)

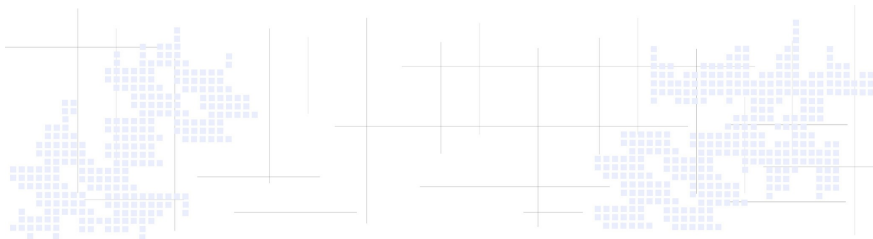
TIKTOK IN TROUBLE: WHAT A BAN WOULD MEAN FOR THE APP'S RELATIONSHIP TO CYBERSECURITY AND YOUTH CONNECTIVITY

DFI Affiliated Researcher Cheng Stahl was recently interviewed for her research around TikTok and youth culture as it relates to the proposed banning of the app by Congress.

"Cheng Stahl, who co-authored a research article titled "#GenZ on TikTok: The collective online self-portrait of the social media generation" published in 2022, said Generation Z is directly fueling TikTok's cultural significance.

Gen Z, or those born between 1997 and 2012, tend to treat TikTok as a time capsule, Cheng Stahl said. After studying nearly 2,000 TikTok videos bearing the #GenZ hashtag, she realized a majority of Gen Z'ers feel a loss of childhood they attribute in part to COVID-19."

[Full Article](#)



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