

CELL

CENTER OF EXCELLENCE IN
LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

PLACE-BASED EDUCATION POSSIBILITIES IN RURAL SCHOOLS & DUAL CREDIT CLASSES

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Vincennes Lincoln High School

**INDIANA EARLY
COLLEGE SUMMIT**

Welcome!

- You are here because you recognize that education extends beyond textbooks and classrooms
- Place-based education transforms your community into a living curriculum
- In early college settings, PBE creates authentic pathways for dual credit students to earn credentials while serving their communities
- Today we will explore how to implement PBE in your dual credit courses



Megga and Kaedy visit local art for a poetry project

Hi! I am Haley Lancaster!

2021 RSC Signature Project Grant Winner for a PBE project



Oldest city in
Indiana: 1723



NPS Volunteer



History nerd



Alum who has
been teaching for
20+ years



What is Place-Based Education?





- Place-based education immerses students in local heritage, cultures, landscapes, and opportunities
- You use your community as the foundation for studying language arts, mathematics, social studies, science, and other subjects
- PBE emphasizes learning through participation in service projects for your school and community
- The result: students develop deeper understanding while contributing meaningfully to their surroundings

I'd been thinking about PBE since my undergrad days!

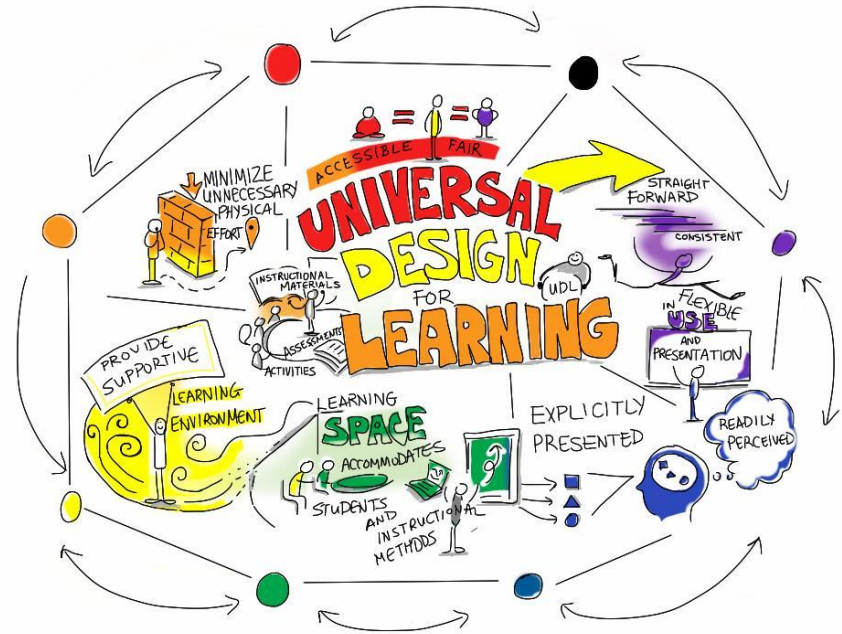


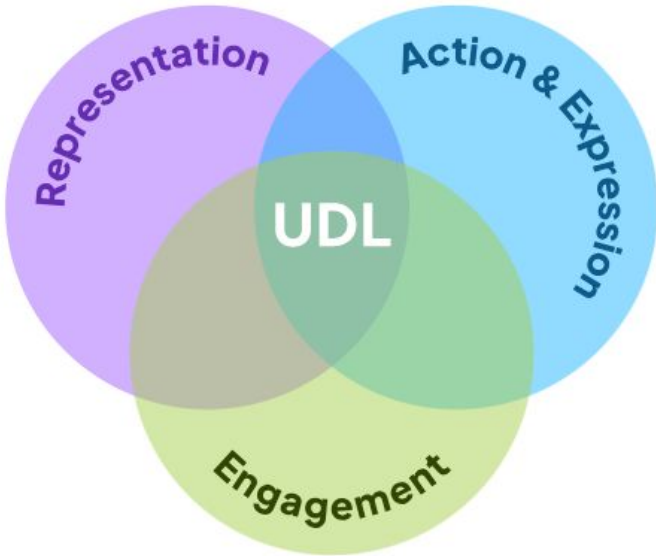
Why PBE Matters in Early College

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- Your dual credit students are balancing high school and college expectations, but you have to also meet where their abilities and interests are.
 - PBE creates relevance that motivates students to persist through challenging coursework.
 - Students earn college credit while developing civic engagement skills employers value
 - You address course outcomes while simultaneously meeting real community needs
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Understanding Universal Design for Learning

- UDL is based on principles that empower everyone to have agency over their own learning (Center for Applied Special Technology origins in the late 1980s)
- Asks for educators to address diversity in learning through three main categories: Engagement, Representation, and Action and Expression
- Asks that educators anticipate barriers and create meaningful options for all learners





The Three UDL Guidelines

- Engagement (the why of learning): recruiting interest, sustaining effort and persistence, and self-regulation
- Representation (the what of learning): perception, language and symbols, and comprehension
- Action and Expression (the how of learning): physical action, expression and communication, and executive function



Where PBE and UDL Intersect

- When you move learning into the community, you naturally create a high-variability environment
- This environment requires flexible tools and multiple pathways for students to succeed
- PBE provides the authentic context; UDL provides the framework for accessibility
- Together, they create powerful learning experiences that honor student differences



Flexible Engagement: The Why of Learning

- PBE naturally recruits interest by making lessons relevant to your students' own backyard
- UDL strengthens this by ensuring students have different ways to sustain their effort: timelines, benchmarks, goal setting
- Some students thrive working in groups on service projects; others prefer individual reflection
- You provide choice in how students engage with the community-based work



Students pitching promo ideas for the eclipse; each student had their own role

Multi-Modal Representation: The What of Learning



In October of 2021, students fully toured and learned the story of the the local NPS site and surrounding area, and they remained fascinated by the river. (Clark's Landing pictured.)

- In PBE, your textbook becomes the local environment itself
- UDL ensures information is not delivered through lecture alone
- Example: studying a local river through auditory input (guest speaker), visual input (topographical map), and tactile input (water-quality testing)
- Provide multiple ways for students to access and understand community-based content: field trips, virtual trips, speakers

Diverse Action and Expression: The How of Learning

- PBE often involves community service or local problem-solving with no single way to show mastery
- UDL allows students to demonstrate learning through various outlets
- Students might present to city council, create a documentary film, or complete a physical restoration project
- You give students choice in how they communicate what they have learned
- At left, websites for items at IMM





Partner with Your Community

- Libraries and historical societies provide research resources and local expertise
- Art galleries and museums offer cultural and educational programming
 - But what if they don't?
- Extension offices and state or national parks provide environmental and agricultural knowledge
- Civic groups and municipal departments have real projects needing citizen involvement
- Educational outreach arms of local companies offer industry-specific learning opportunities



Students conducted oral histories for the Black history project at the McGrady Brockman building (KCPL)





Framing Projects: Course Outcomes + Community Needs

- Identify your course outcomes (SWBAT...)
- Identify real community needs that align with those outcomes
 - How to identify the needs? ASK AROUND.
- The intersection becomes your PBE project
- This dual alignment ensures students earn college credit while addressing authentic community problems



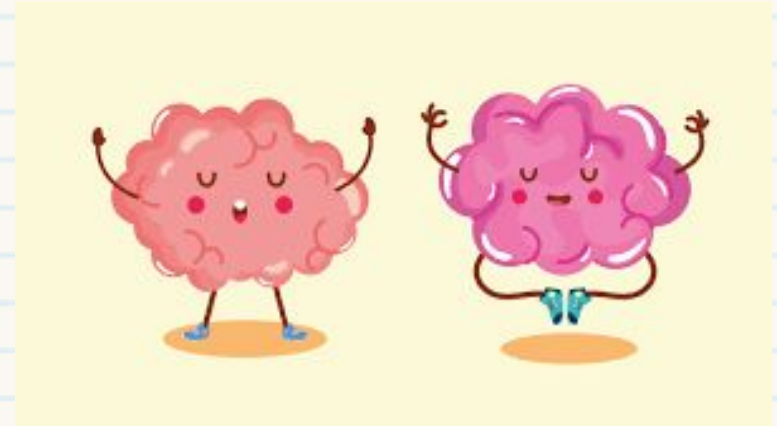


Real Example: VU GEOS 100 Earth Science

- **Course outcome:** understand connectivity between Earth systems and humankind
 - **Community needs:** soil samples before construction, water quality testing, trained weather spotters, monarch butterfly tracking
 - **Potential partners:** engineering firms, water department, emergency management agency, CISMA
 - **Student projects:** collect and analyze soil and water samples, become certified weather spotters, map biodiversity on native prairie
 - **Result:** students earn college credit while providing essential data to your community
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Brain Break: Think, Pair, Share

- Think of a course you teach or could teach in a dual credit setting
- What is a course outcome you must address?
- What is a community need you know about in your area?
- Turn to a partner and discuss where these might intersect



PBE Projects at Lincoln High School



Students biodiversity mapping in a native plants prairie

- McGrady-Brockman House: students conducted oral histories from Black residents and began mapping a former all-Black neighborhood
- Indiana Military Museum: students researched objects and designed signage that directed to websites
- CISMA Partnership: students mapped biodiversity, tagged monarch butterflies
- Tourism: Students pitched social media content for April 8, 2024 total eclipse
- Modern Poetry and Local Art: students wrote poems about local art and designed graphics for local social media

More PBE Projects at Lincoln High School

- CTE and Homecoming: students designed and screen-printed merchandise to sell at school events
- French Class and Christmas Carols: students learned folk and holiday carols and performed at community venues like Grouseland and DAR meetings
- One-on-one sessions at local business incubator to learn from local business owners and start ups
- Creating an NPS wayside; writing a script for NPS tours; creating audio tracks of waysides



William Henry Harrison's home, Grouseland

No (low) cost and no travel examples:

- KCISMA helped write a grant to plant a native prairie on school property. Partnered with school maintenance to prep and plant.
 - Downside? Took over a year to plan for use.
 - Once grown, students have access to it for projects. KCISMA was able to host second monarch waystation just for students.
 - Bonus: Middle school can walk over.
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- Students learned about the National Statuary Hall collection in D.C., then researched famous dead Hoosiers
- Opportunities to use local / regional resources: library archives, museum and historical society websites, cemeteries
- Wrote to legislators about their preference for Indiana's statues.


Overcoming Barriers: Funding and Travel



- Seek donations or grants through civic groups and educational foundations
- Look for Rural and Low-Income School Program funding through your state Department of Education
- Consider low-cost or no-cost projects where community partners provide materials or services
- Explore whether speakers can come to you or projects can happen on your campus
- Assess public transport options (Vincennes now has a “trolley” system)



Funding Options and CTE Partnerships

- CTE classes often have funding and materials other courses do not
 - If your project has a tangible outcome, ask if CTE has materials to produce it
 - Cross-curricular partnerships multiply resources: English and History with Media Production CTE, Math or Business with Humanities projects, Science with Geography and History
 - You leverage existing resources across your school to make PBE sustainable
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Reflection and Next Steps

- How can you start small?
- What barrier feels most manageable to address first?



Students sorting 140 letters to state reps about the NSH collection



Thank you
for your
interest
and your
time!

- Your students are ready to learn from and contribute to your community
- Place-based education honors their potential and their place in the world
- Together with UDL, you create pathways for every student to succeed
- Let's build early college programs that matter to students and communities alike

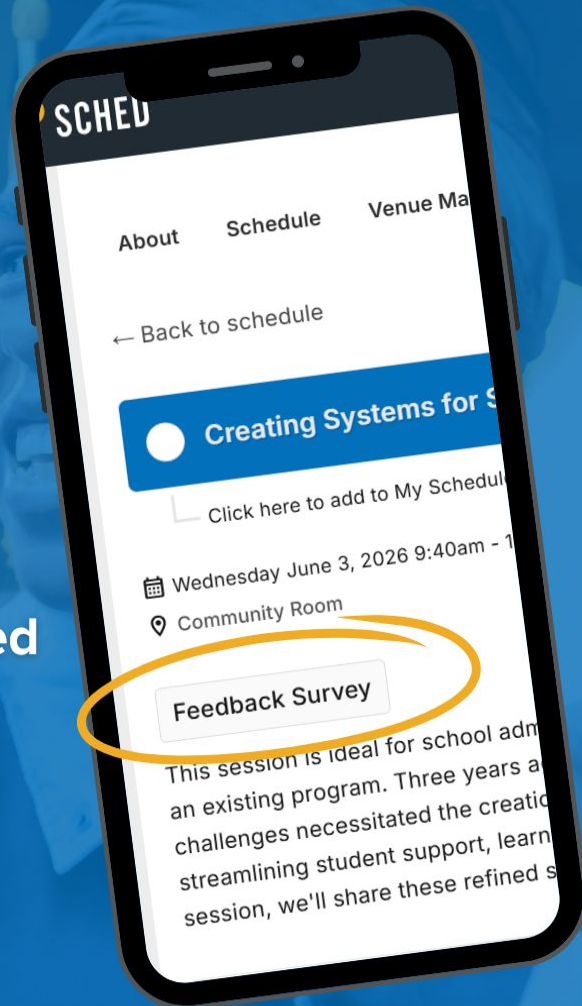
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