

BUILDING COMMUNITY with PLACE-BASED LEARNING
Teaching the Hudson Valley, July 25-27, 2017
FDR Home & Presidential Library, Hyde Park, NY

CALL for WORKSHOP PROPOSALS

Knowledge -- that is, education in its true sense -- is our best protection against unreasoning prejudice, and panic-making fear, whether engendered by special interests, illiberal minorities or panic-stricken leaders. -- Franklin D. Roosevelt, Boston, Oct. 31, 1932

Schools, historic sites, museums, parks, and community groups are well positioned to promote “education in its true sense”. Many of you are already pursuing this goal by teaching an understanding of democracy, practicing civic discourse, and modeling respect for diversity. We chose **Building Community** as this year’s institute theme so we can share experiences and strategies for this important work.

As a place-based learning project¹ THV believes connecting students with each other, significant places, and communities promotes appreciation for and stewardship of our region’s diverse culture, history, and ecosystems while promoting civic engagement. We look for proposals reflecting place-based principles² and those that (a) bring subject matter to life, (b) encourage conversations about ecological, cultural, and social issues, and (c) “remix” history to engage students and illuminate the future as well as the past.

Workshops may have multiple facilitators/presenters including teams from different disciplines. Please email proposals as Word docs or PDFs to info@teachingthehudsonvalley.org by March 6. Questions? Please email or phone Debi Duke, 845-229-9116, ext. 2035. Possible workshop topics include:

1. The meaning of community in the Hudson Valley and ways to encourage it day-to-day.
2. Detailed strategies for or examples of community building in the Hudson Valley.
3. How community building helps students become citizens of the world. (*Think global, act local.*)
4. Inclusivity – ways to ensure that “hidden”, under-represented/served students, e.g., immigrants, LGBTQs, people of color, and special needs students, are included and accepted for who they are.
5. Community service/service learning projects that promote civic responsibility and/or build community in addition to “doing good”.

A list of information that must be included in your proposal appears on the next page. Past presenters: please note that this more formal process is necessary to maintain THV’s recent CTLE approval.

¹ Studies show that place-based learning: (1) Boosts student achievement and confidence. (2) Improves environmental, social, and economic vitality and long-term sustainability. (3) Passes on knowledge and skills that will help students take part in the democratic process. And (4) Helps students learn to take care of the world by understanding where they live and taking action in their own communities.

² (1) Grounded in the particular attributes of the Hudson Valley. (2) Experiential and/or hands-on. (3) Contributing to the region’s vitality or environmental quality. (4) Rooted in respect for and love of the Valley and its communities. (5) Providing a foundation for understanding and participating in regional and global issues. (6) Creating partnerships between schools and significant places, not-for-profits, businesses, and/or government agencies in the Valley. Adapted from: Duffin, Michael, M. Murphy, and B. Johnson, 2008, *Quantifying a relationship between place-based learning and environmental quality: Final report*. Woodstock, VT: National Park Service Conservation Study Institute in cooperation with the Environmental Protection Agency and Shelburne Farms.

REQUIRED FOR ALL PROPOSALS

1. **Name(s), email address** (es), institutional affiliation(s) if appropriate, and a CV or resume for each presenter. Photos are optional but welcome.
2. **A title** -- vivid and descriptive, but not too long.
3. **Session objectives.** Priority will go to proposals that tackle “big” questions that can be woven into teachers’ scopes and sequences and those that offer specific strategies as well as content.
4. **Learning methods.** In addition to place based learning, THV is especially interested in constructivist, hands-on, inquiry-based, interactive, and/or interdisciplinary approaches.
5. **An outline or description** (up to one page) of what you plan to do. Please include a concise summary (up to 75 words) to be used for promotional purposes.
6. **Intended audience.** Please tell us the grade(s) and/or discipline(s) your workshop is most appropriate for. Also, tell us the minimum and maximum numbers your activities are suited to.
7. **Length.** Tell us how much time would be ideal, and the minimum amount required.
8. **Equipment or supplies.** All rooms will have LCD projectors and large pads or white boards. Please let us know if you need anything else.

OPTIONAL

As you no doubt know, a growing body of evidence argues that professional development must aim to change teachers’ practices in ways that increase student learning. Such change does not result from a single workshop; trying new strategies and being supported in their implementation. THV hopes to experiment with ways to continue learning beyond the institute. This optional item asks about your willingness/ability to participate in such an experiment. We hope you will address it in your proposal.

9. **Extending learning.** Please tell us if you are able and willing to do any of the following and, if so, whether you would require a fee and/or expense reimbursement.
 - a. Join us throughout the institute so that participants may pursue ideas from your workshop.
 - b. Hold a follow up workshop in Hyde Park, at your site, or at a participant’s school.
 - c. Demonstrate techniques from your workshop with students at a participant’s school.
 - d. Be available by phone, email, or in person to support participants experimenting with what they learn in your workshop.
 - e. Provide participants with other resources, e.g., printed or digital materials. (Please describe.)
 - f. Visit participants’ schools to observe and advise them on using strategies from your workshop.