

UCET TEACHING FELLOWS PROGRAM

APPLICATION: TERRI HEBERT

NOVEMBER 8, 2016

Project Summary

The IUSB School of Education (SOE) continues to maintain its historical feature of community partnerships throughout all units. One traditional example is found in its field-based teaching and learning experience offered to all elementary and secondary majors.

As a member of the SOE faculty, and as facilitator/instructor of the science education courses, I extend to my students an invitation to better understand the locale while assisting them in considering how it fits within the classroom. Termed *place-based education*, it offers everyone a chance to better know the space affectionately labeled as *home*. However, for educators, it does so much more. Zwinger (1996) illustrated this perfectly: "Once a teacher makes the connection between the classroom world and the world outside, enormous possibilities open like a morning glory bud untwisting at dawn, a beautiful unfurling of inspiration and wonderment . . . To give that power of observation [and engagement] to students is to give them something of infinite value and importance – something to do with the rest of their lives (p. vi-vii).

This theme of community engagement and making relevant connections between our students, the content, and our neighborhood (consisting of the local, the regional, and the global) is now IUSB's focus as we seek recognition through the Carnegie Engaged Campus distinction award. Over the course of the next three years, faculty, staff, and students will be learning more about our place and how we can better connect for greater impact. It is my belief that as we strive to reach for this honor, place-based education and its research-based, viable strategies will be seen as a critical component.

Applicant Qualifications

Since arriving at IUSB in 2012, I have worked in systematically transforming my courses to include student-focused opportunities to get to know our home. In addition, and directly stemming out of my practice of place-based education, I have secured in partnership with the South Bend Community School Corporation two grants offering summer professional development opportunities to area teachers, including both in-service and pre-service teachers. Most recently, Amy Demarest, author of *Place-Based Curriculum Design: Exceeding Standards through Local Investigations*, served as facilitator to grant attendees in an effort to deepen the participants' knowledge regarding the design of place-based lessons. Also, due to the expanding interest in our place, I have been invited to serve as collaborator in the development of the Coastal Training Program offered to area businesses through the Indiana Lake Michigan Coastal Program.

The components of place-based education have relevance for all content and across all units, not just science education. As a community of faculty, staff, and students, we can equip ourselves to actively engage politically, culturally, historically, and ecologically in South Bend and beyond. In so doing, we deepen our involvement as engaged citizens.

If selected as a UCET Teaching Fellow, I propose to take an active role in educating, facilitating, and supporting my colleagues' work as they seek to better understand place-based education and find their own unique ways to incorporate place-based strategies into their own courses. I will offer workshops during the fall semester for those interested in learning more about it, as well as work one-on-one with faculty interested in shifting their courses to better reflect community connections.

If needed, my CV can be provided for further evidence of my qualifications.

Estimated Timeline and Budget

If I am awarded this opportunity, I would begin to work with UCET to (1) develop place-based education workshops for faculty and (2) determine dates for them occurring in the fall of 2017. The workshops would offer the basics of place-based education, including what it is and how to best integrate community into the content being taught. Brainstorming opportunities and feasibility of networking would occur in each workshop, including the sharing of connections already made. In addition, I would offer to meet individually with faculty in the development of specific plans.

These plans would continue throughout the fall semester as community connections are identified, including potential resources and key individuals, with the expected course changes occurring in the spring of 2018. Knowing this, there may be opportunities during the fall for small teaching changes. These would be encouraged, as valuable feedback from students and peers would be useful.

The \$2,500 would be used to support a course release during the fall of 2017. If any funds are left over from the adjunct replacement, I would ask that they go toward the expense of workshop preparation materials (e.g., books, copying).

Statements of Support

Solicited letters of support are from:

- Dean Marvin Lynn, School of Education
- Chair, Hope Davis, School of Education

They are found on separate pages.