

***Heritage
Education at Risk:
Why We Must
Engage Formal
Education
Systems***

Participant Guide

July 16, 2008

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Welcome

Welcome to today's TELNPS course titled, *Heritage Education at Risk: Why We Must Engage Formal Education Systems*. This class will last from 1:00PM to 2:00 PM EST on July 16, 2008 and will consist of live instruction via Technology Enhanced Learning (TEL) from the US Fish and Wildlife Service National Conservation Training Center in Shepherdstown, West Virginia. Thank you for joining us today. We look forward to your participation.

Supplemental Reading Assignments

The **three supplemental reading assignments** are suggested but not required. They are designed to give you additional knowledge to use when you return to your unit and begin developing your heritage education programs.

The **readings** are:

Community Action Rooted in History: The Civic Connection Model of Service-Learning. Edited by Rahima C. Wade, 2007, \$18.00, new. ISBN: 9780879861001.

Serving the Community: Guidelines for setting up a Service-Learning Program. By Phyllis Tashlik, 2006, \$29.95, new. ISBN: 9780807746882.

The Social Studies Wars: What Should We Teach the Children? By Ronald W. Evans, 2004, \$25.95, new. ISBN: 0807744190.

Audience

This course is for the following NPS staff: interpreters, educators, collections supervisors, museum curators, cultural resource staff and any personnel in contact with school groups.

How to Interact with the Instructors

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TELNPS courses, there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press and hold down the push to talk button, maintaining a distance of at least 12-18 inches and say, “Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).”

Then release the push to talk button. This is important. Until you release the button, you will not be able to hear the instructor. The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

Instructors

Your first instructor is Christine Faith, Heritage Education Coordinator with the National Center for Preservation Technology and Training. Faith is a certified formal educator with additional experience in non-formal education. Faith is interested in continuing to bridge the gap between two distinct education professions to the benefit of the learner. She has a strong reliance on the Geographic method to analyze landscapes for opportunities to educate and interpret.

Your second instructor is Leska Foster. Foster is a 25-year veteran elementary teacher in Kanawha County, West Virginia. Her master's project focused on incorporating historic preservation into the elementary classroom, which developed from the first Teaching American History project in West Virginia. Foster has served both at the county and state level on Social Studies textbook adoption committees. Foster is acquainted with the Teaching with Historic Places lesson plans and uses them in her classroom in various ways.



Coarse Goal and Learning Objectives

Coarse Goal:

The main course goal is to identify methods for the National Park Service to gain greater interaction between K-12 learners and cultural resources. The course will address the three most critical issues to develop – relationships with local teachers, adherence to state standards and monitoring of national trends.

Objectives:

After this workshop, learners should be familiar with

- ❑ Importance of relationships with local teachers and schools
- ❑ What role state education standards play in non-formal education
- ❑ How national education trends impact local heritage sites

Additionally, learners will be able to

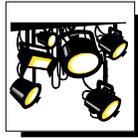
- ❑ Connect state standards to NPS resource
- ❑ Identify key legislation in education impacting local heritage sites



Agenda

Heritage Education at Risk: Why We Must Engage Formal Education Systems

- Developing Relationships with Local Schools and Teachers
- Accessing Education Standards and Their Meanings
- The Impact of National Education Policies
- Questions?
- Course Conclusion



The Impact of National Education Policies

National education policies serve to set the tone for educational policies at the state and local levels. Understanding some of these overarching pieces of legislation will help interpreters to better interact with local schools and teachers.

Capture your notes here





Closing Remarks and Class Credit

To Receive Credit for this Course:

Take the on-line evaluation at

www.nps.gov/training/tel

Click on the DOI Learn tab

Go to the link under Class Evaluations for *Heritage Education at Risk: Why We Must Engage Formal Education Systems*.

Please complete the evaluation within 2 weeks of the course, by
July 30, 2008.

If you have further questions, you may reach the instructor via email
or telephone:

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