



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 3:40-4:00 PM ET

Reimagining Civic Education Through Museum and Community-Based Learning

PRESENTERS:

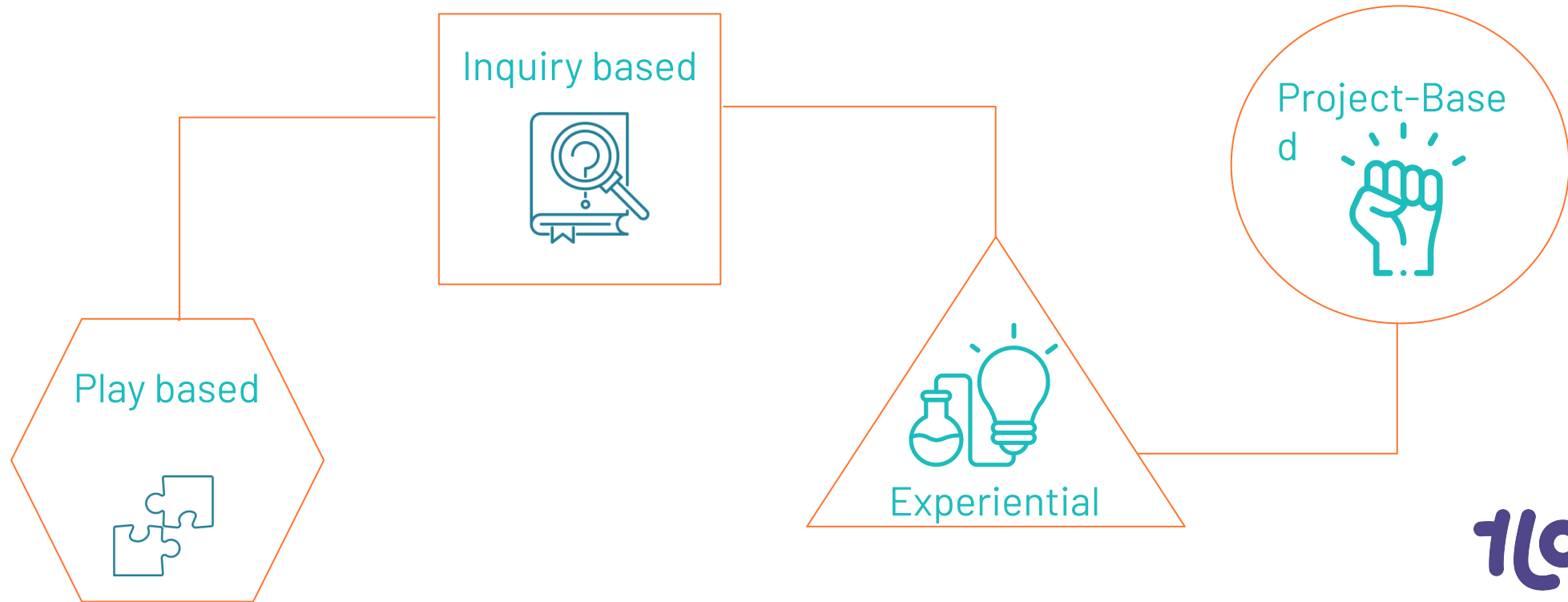
- Fernande Raine, The History Co:Lab/The Learning Collaborative
- Rashawn “Shawnee” Caruthers, Getting Smart
- Mallek Dyer, ‘21 Graduate, Lee’s Summit North, Kansas City





Collaborate to improve the **experience** of history learning

Make history/civic learning effective by increasing access to learning-science based approaches, leveraging expert resources in a community (museums, parks, libraries etc.) and youth ingenuity



Museums and community institutions are ideal partners to help teachers deliver learning of the future



Play and simulation games engage and connect youth with core concepts in a deep and memorable way.



Museums, libraries and archives provide opportunities to explore topics of **personal interest** and current relevance and offer insights into how narratives are woven from facts.



Museums can deliver **transformative “peak experiences”** with a deep “aha” effect on complex moral issues



Museums can provide students with the **opportunity to actively engage** in their community (create exhibits, lead tours, host discussions)



But this kind of learning is not happening at scale because of barriers



Mindset

- Teachers and museum educators often think of themselves as “sage on the stage” conveying content.
- Little focus on empowering and engaging youth as changemakers



Systems

- Siloed systems; no space to co—create and collaborate
- No shared language on learning outcomes/impact of learning
- Lack of time in curriculum for projects
- No community of practice
- Limited sharing of what works

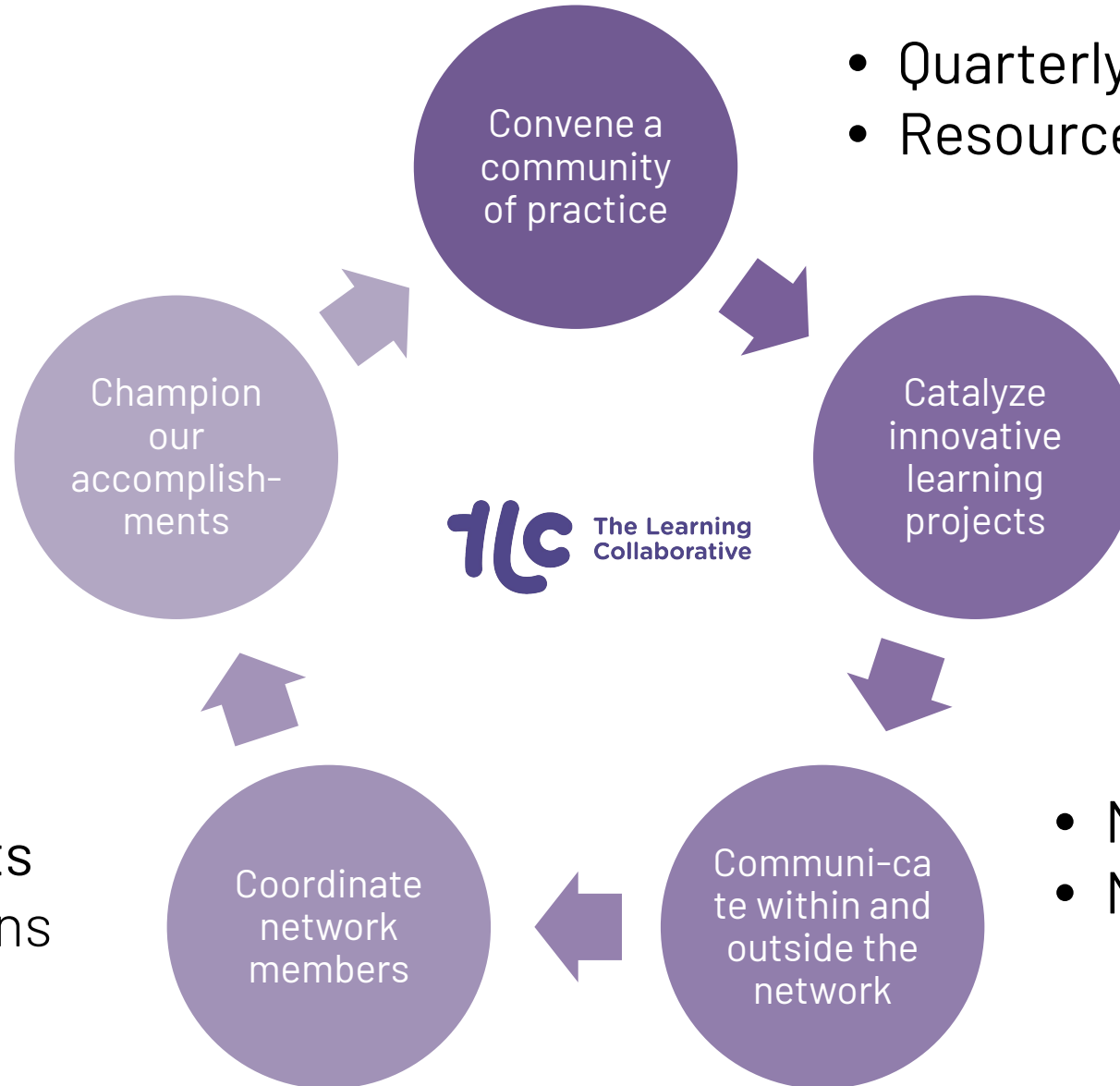


Resources

- Digital learning platforms (where they exist) don’t integrate inspiring and local projects
- No library of templates or playbook for innovation and co-creation of best-in-class experiences and projects

What we do

- Celebrations
 - Data collection/
research
-
- Networking events
 - Broker connections



- Quarterly gatherings
- Resource platform

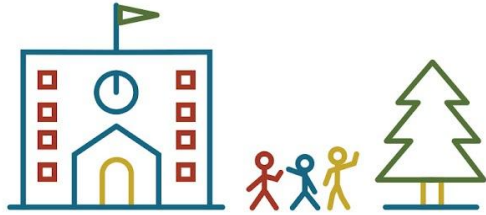
- Co-Creation labs

- Media work
- Network expansion

“To love a place is not enough. We must find ways to heal it
[...] The land knows you, even when you are lost.”

- *Robin Wall Kimmerer, author of “Braiding Sweetgrass”*

The Case for Place



COMMUNITY AS CLASSROOM:

Communities serve as learning ecosystems for schools where local and regional experts, experiences and places are part of the expanded definition of a classroom.



INQUIRY-BASED:

Learning is grounded in observing, asking relevant questions, making predictions and collecting data to understand the world through economic, ecological and cultural lenses. This approach allows for individual truth seeking based on evidence.



LEARNER-CENTERED:

Learning is personally relevant to students and enables student agency. The teacher serves as a guide or facilitator to learning.



LOCAL TO GLOBAL CONTEXT:

Local learning serves as a model for understanding regional and global challenges, opportunities and connections. An understanding of self is a starting point to understanding place.



DESIGN THINKING:

Design thinking provides a systematic approach for students to make meaningful impact in communities through the curriculum.



INTERDISCIPLINARY APPROACH:

The curriculum matches the real world where the traditional subject area content, skills and dispositions are taught through an integrated and frequently project-based approach where all learners are accountable and challenged.

Agency, Equity and Community

- Place can be powerful but privileged
- Themes in The Power of Place: *agency, equity and community*
- All three require intentionality



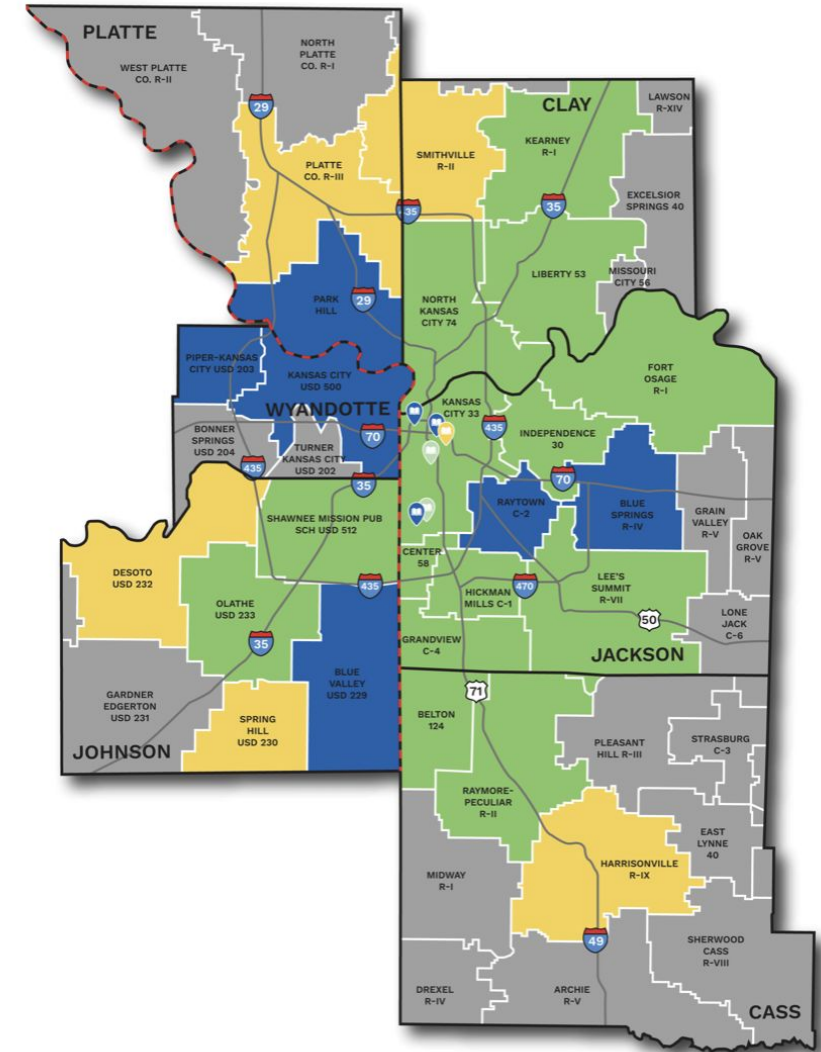
Connected Learning: Common Agreements

Real World Learning in Kansas City

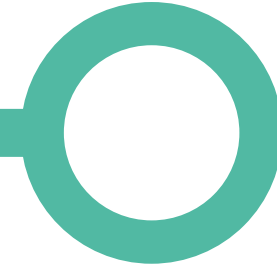
31 Systems, 75 high schools

Community agreements value:

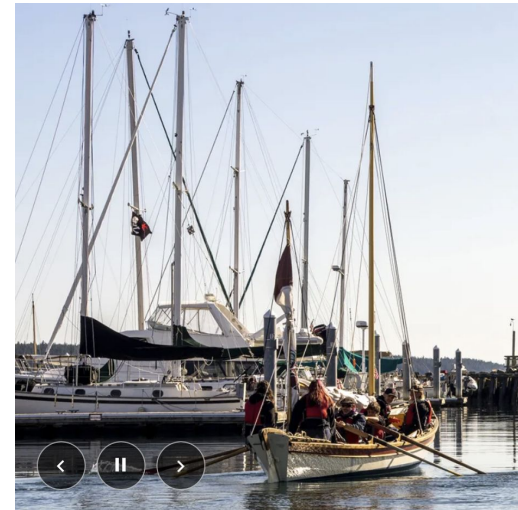
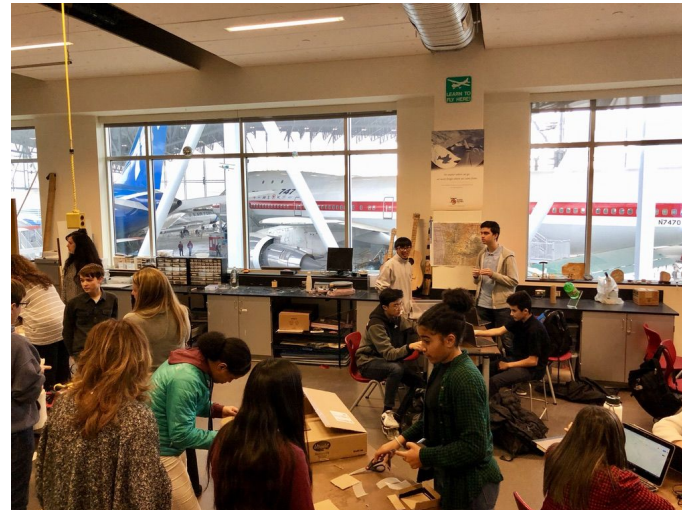
- Client projects
- Internships
- Entrepreneurial experiences
- College credit (9 hours)
- Industry recognized credentials



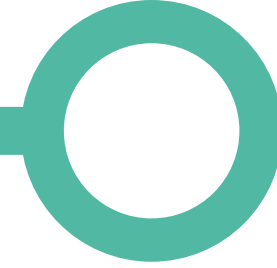
Highline Public Schools, Washington State



Highline Public Schools created innovative career-themed high schools include Big Picture, Environmental, Aviation, and Maritime



East High, Kansas City Public Schools



Robust career pathways including urban agriculture and entrepreneurship



What this looks like as a Client Connect Project

Client:



Need:

Marketing Campaign for
Reopening that Connects
Content to Youth
Identity/Questions

What this looks like

Mallek Dyer

Goldenninjawarriorandsissy@gmail.com



- This piece is inspired by Thomas Hart Benton and statues in the Greek and Roman era.
- The piece is intended to be a freebie sticker as stickers are incredibly popular promotional merchandise.
- This particular subject was chosen to highlight different oppressed groups and note the Library as a welcoming environment to everyone.
- It connects to the mission and vision of the Truman Library by sparking discussion and learning about disparities in communities and highlighting Truman's act of desegregating the military on the basis of sexuality.

Exhibition Text

Title: *Overcome*

Size & Medium: The piece was done on a digital canvas intended for print on 3" or smaller stickers.

Intent: It highlights the Truman Library's welcoming space and educational environment. The person's robe signifies the LGBTQ community, the injured foot symbolizes those wounded in combat or disabled, the safety pin communicates the Truman Library is a safe place and the fist with a bruised arm speaks for the suffering of others and standing together as one.

<https://docs.google.com/document/d/12-IHHHO2b1jczd0fxUx3r89BwPLGubzGq9gBqlehvYI/edit> .

Join us!

www.thelearningcollab.org

The background of the entire image is a collage of various photographs showing people at a symposium, including speakers, audience members, and group photos. Overlaid on this is the Aurora Institute logo, which features a stylized white 'A' with a compass rose inside the 'O', followed by the word 'AURORA' in a large serif font and 'INSTITUTE' in a smaller sans-serif font below it. The word 'Symposium' is written in a large, elegant script font below 'INSTITUTE'.

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).