

Appalachian Teaching Project
2016 Projects & Participants
(In Order of Presentation)
Crystal City Marriott at Reagan National Airport
Friday, December 2, 2016

9:00 am – Appalachian State University

Description: *Linking Natural and Cultural Assets in the Upper New River Valley* is a partnership between the Center for Appalachian Studies at Appalachian State University and the New River Conservancy (NRC). The goal was to create strategic projects that build NRC's capacity to improve the entire New River watershed. The vision of NRC is "that clean water, healthy land, and empowered people benefit our (Appalachian) communities by creating a watershed where people want to live, work, and play." This project focused on the headwaters of the New River in Ashe and Watauga Counties of North Carolina.

During the Fall semester of 2016 students researched the theories behind asset-based development and participatory planning, then engaged in several projects that challenged them to apply their knowledge in real world settings with community partners. This work strengthened NRC's capacity by providing new tools to share their work with a broad public and connecting the NRC to new community, private, and public sector partners

Q&A Leaders – University of Pittsburgh at Bradford

9:15 am – Radford University

Description: Radford University students worked with Clinch River Valley Initiative (CRVI), a multi-member grassroots organization comprised of several Southwest Virginia counties, to collect river stories from individuals who have grown up along the Clinch River. This project supported two of the CRVI's goals, which are 1) to offer environmental education to people of all ages and 2) to revitalize and market downtowns along the river, as well as boost entrepreneurial opportunities.

The stories collected by Radford University students resulted in a book that will be sold at Clinch River venues and online to locals and tourists alike. Select audio clips from the interviews will be used in kiosks along the Clinch River, and can also be used on Clinch community and business websites and in paddling itineraries

Q&A Leaders – Zane State College

9:45 am – Morehead State University

Description: Students in Morehead State University's Seminar on Regional Issues worked with the Rowan County (KY) Chamber of Commerce, the Downtown Development Agency (Rowan County, KY), and the Kentucky League of Cities to analyze major factors in economic distress and related social development in Appalachian Kentucky. Students conducted surveys to determine perceived obstacles to economic development, including negative perceptions of the region, carried out statistical research to better understand how reality compares to these perceived obstacles, and developed plans for improving the local economy and perceptions of the area.

Specifically, students focused their efforts on understanding the perceptions of their area with regards to tourism. These findings helped Rowan County address chronic unemployment, economic stagnation, and demographic decline as well as the negative public perceptions that are both the result of and contributors to these economic and social problems. Students then used the data to develop plans to enhance local economic growth.

Student-led efforts focused on uniting public policy, business practices, and public relations campaigns that will serve to improve the area and the region, especially in regards to tourism.

Q&A Leaders – University of Tennessee

10:00 am – Auburn University

Description: Auburn University ATP students lead a deliberative forum offering young people in Macon County Schools the chance to weigh the pros and cons of three approaches to the issue of Macon County's future; the first approach was to build a youth-friendly community, the second was to improve the schools, and the third to provide youth leadership development opportunities.

The forum was more than a focus group, since participants were asked what they think their role is in community development. Students were asked what they might have to give up or change to receive the outcomes they desire. We sought thoughtful judgements, not just opinions. The forums were intended to spur innovative thinking and the moderator lead the group to identify the challenges and opportunities for their community.

Post forum questionnaires included questions to solicit information community leaders desired to know as they created and planned for new opportunities for young people.

Q&A Leaders – Indiana University of Pennsylvania

11:00 am – East Tennessee State University

Description: Students in the East Tennessee State University Documenting Community Traditions course continued an oral history and heritage tourism project in partnership with the Unicoi County Economic Development Board and the Unicoi County Heritage Museum/Clinchfield Railroad Museum in Erwin, Tennessee. Students studied the principles of ethnographic fieldwork and heritage tourism, conducted archival research, went into the field to collect oral histories, and met with community partners to develop and implement strategies for using the collected materials to promote heritage tourism.

In this year's project, students focused on assisting the community partners in developing promotional materials that incorporate aspects of the oral histories gathered by previous ATP students and that further encourage tourism connected to the railroad heritage of the community. In particular, students worked with community partners and ETSU Mass Communication students to develop a brochure for the Unicoi County Heritage Museum/Clinchfield Railroad Museum. The project was designed to directly support heritage tourism as an important component of the community's plans for long-term cultural and economic sustainability.

Q&A Leaders – Alfred State College

11:15 am – Mississippi University for Women

Description: Students at Mississippi University for Women worked with the Columbus-Lowndes Convention and Visitors Bureau to develop ways to share the cultural heritage of Columbus with residents and tourists from a child's perspective. The city of Columbus has done an excellent job developing tourism for the city but wants to develop a children's museum to create opportunities for family-friendly tourism.

Pre-service teacher candidates in the ATP course at MUW researched the cultural heritage of Columbus, including architecture, music, food, celebrations, and history. The students also developed lesson plans based on the research, which were presented to K5 students in partner schools. This project allowed MUW students and local school

children to be a part of researching and learning about the cultural heritage of Columbus and to be involved in developing potential exhibits for the children's museum.

Q&A Leaders – Southeast Kentucky Technical and Community College

11:30 am – Fairmont State University

Description: Fairmont State University students worked with the Marion County Historical Society, 4Fairmont, and Marion County Convention and Visitors Bureau to increase cultural and heritage tourism to Fairmont, specifically to the historic downtown area. Students researched, designed, and created heritage trail maps and guides. Prototype trails were produced for use both as a virtual trail on digital devices, and as a physical walking trail with printed and/or live interpretive guides.

Students conducted research, created a scripted guide for each of the stops along the trail, and produced images for use with digital versions. All students carried out research in archives; conducted interviews; worked under the direction of community partners; produced text/script for the trail narrative; located historic photographs; and visited numerous sites and organizations.

The completed prototypes and associated research findings were provided to various community organizations in an attempt to boost tourism and garner new attention to the downtown historic district.

Q&A Leaders – University of North Georgia

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Saturday, December 3, 2016

9:00 am – University of North Georgia

Description: As the central focus of the University of North Georgia ATP project, students researched, created, and digitized a “crankie” performance, or moving panoramic shadow box theater. The crankie featured ethnocultural memories related to Appalachian agriculture, particularly planting by the signs, for The Foxfire Museum. Using arts-based research, students wrote, designed, and filmed a crankie about planting by the signs. To select the material for the crankie, UNG students and community members sifted through archives and located a manageable number of tapes, artifacts, videos, and photographs with the greatest interest.

The crankie will serve as an innovative model that high school students, alumni, and volunteers can use to present many of the other subject headings in the museum’s voluminous collection of oral histories. Students digitally filmed a studio performance and made that available to the museum as well.

Q&A Leaders – Appalachian State University

9:15 am – Southeast Kentucky Community and Technical College

Description: ATP students at Southeast Kentucky Community and Technical College (SKCTC) focused on two community projects. The first was Shewbuddy Radio, which records scenes from Higher Ground theatrical performances for radio broadcasts and then creates original interviews, music, and other recordings on the themes raised by the plays. Shewbuddy staff created podcasts of the on-air broadcasts during the summer of 2016, and piloted a new process for teaching audio and video production, including digital editing and publishing as part of several classes at SKCTC including the 2016-2017 ATP class. The course is part of SKCTC’s response to the POWER initiative, and preparing a workforce with 21st century digital skills.

The second project involved the Hurricane Gap Community Theater Institute, which was hosted by a number of community organizations. As part of the Institute, SKCTC operated an Introduction to Theater course. SKCTC students were also engaged as interns at the conference, taking part in the leadership of the conference design and coordination.

Q&A Leaders – Radford University

9:45 am – Alfred State College

Description: The Alfred State College Architecture and Design Department’s senior Appalachian Teaching Project studio worked with the Village of Wellsville, located in New York’s Southern Tier, as the subject for the semester’s community visualization study. Working individually and in small groups, students researched and documented the subject area and completed a neighborhood development analysis, which included a visual survey of the defined neighborhood pattern and design of the existing community.

The overall goal through student engagement in the community was to develop an inclusive community visualization study that included a series of design interventions based on the village’s updated comprehensive plan. The study

included a series of before and after thematic images intended to help stakeholders envision possibilities for future development. Implementation will be possible through grant funding that will require the community to have a clearly defined vision to supplement the new comprehensive plan

Q&A Leaders – Morehead State University

10:00 am – Indiana University of Pennsylvania

Description: Indiana University of Pennsylvania project was to assist Downtown Indiana Business Improvement District (BID) and the Historical Genealogical Society of Indiana County (HGSIC) in creating a geocaching expedition featuring several historical points of interest previously identified as significant but not currently included in the town's WalkWorks program. Students, working with the community partners, choose the specific historical topics to be included.

IUP students researched each topic and interviewed residents about them. Priority was given to recording the oral histories of elderly residents to ensure these voices are not lost. In addition to selected stories being embedded in the geocache site, audio files will be housed and maintained by the HGSIC so they may be accessed by the community and preserved for future generations. Students also worked to create promotional materials for this historical expedition.

Q&A Leaders – Auburn University

11:00 am – University of Tennessee

Description: Students at the University of Tennessee (UT) assessed the use of a local planning challenge competition as a tool for leadership and capacity building programs by conducting a challenge competition in Johnson County, Tennessee. UT is currently developing a new concept for leadership education in rural high schools, Leadership Education and Public Service (LEAPS), which adapts a STEM- or STEAM-based learning model to the development of public service careers. Students in this ATP course created a local LEAPS-type competition, the Mountain City Planning Challenge, in Johnson County, Tennessee.

The Challenge partnered UT students with teams from Johnson County High School to develop plans for a common local planning issue. Each team developed and evaluated a different concept for the site, examining case studies and best practices, reviewing local codes and guidelines, estimating costs, and reviewing funding sources. UT students related project tasks to leadership development concepts and possible careers in public service.

Q&A Leaders – Mississippi University for Women

11:15 am – Zane State College

Description: ATP students at Zane State College worked with their community partner, the Appalachian Ohio P-20 Council (AOP-20), to develop a centralized source of quality learning resources that area educators can use in the classroom to enhance career awareness for students in grades Pre-K to 12. In 2014, the State of Ohio passed legislation that focused on career preparation and exploration in all grade levels and AOP-20 has identified the need for career preparation resources that are easily accessible to educators, parents and students.

Zane State students surveyed educators in the community to identify quality resources that educators can use to support career preparation skills and/or awareness; evaluated each resource to ensure that it is a quality resource; identified the age/developmental stage of the student that will most likely benefit from the resource; compiled a list of career preparation learning resources; presented their findings to the community partner; and shared the resources with the community at a local science-fair type event.

Q&A Leaders – East Tennessee State University

11:30 am – University of Pittsburgh at Bradford

Description: Students from the University of Pittsburgh at Bradford worked with the McKean County Collaborative Board to identify and evaluate community factors influencing access to recommended immunizations, assessed the feasibility for the creation of a community resource network for increasing immunization access, and proposed formative pilot strategies to create a Vaccine Access Network (VAN) to improve access and limit perceived barriers to immunization with the Bradford community.

The overall health of a community can typically be linked to the economic health of the area. McKean County, PA has a poverty rate of 16.6% while an estimated 32.7% of Bradford city residents live at or below the poverty level. The potential risks for poor health are much greater for Bradford residents than for residents of McKean County as a whole. Lost work, health impairment, or death due to vaccine preventable illnesses such as flu or pneumonia can have a dramatic impact on impoverished rural communities such as Bradford. Immunizations are therefore a key public health measure to help assure healthier communities. This project was designed to help the Bradford community create a sustainable provider network to strengthen local healthcare capacity and infrastructure.

Q&A Leaders – Fairmont State University