

Changing the Narrative about Rural Education

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For the past century, rural educational research has noted the "deficit" narrative among policy makers, journalists, and the urban, and metro centered populations. This paper examines some of the unique and innovative programs rural educators in the United States are implementing in their classrooms. These examples include examining the water quality of rivers and fresh water lakes. A second example includes Cemetery research for local history and national historical alignment. Implementing student oral historians to tell the story of residents who served their nation during World War II, the Korean War, and Vietnam. This paper is geographically wide ranging, examining programs in a multitude of states. The paper builds on the works of Avery, Fulkerson, Thomas, Biddle, Azano and Parton who have demonstrated the narrative is part of a neoliberal model (Cervone, 2017) designed to deflate rural education efforts as a way to ensure a subaltern workforce. The work also demonstrates the dissonance which rural residents experience from their lived realities and these narratives (Catte, Cramer, Wurthnow).