

Please turn off your microphone.

Raise hand if you want to say something!



Write your questions in the chat!



Duration of the presentation: 40 minutes



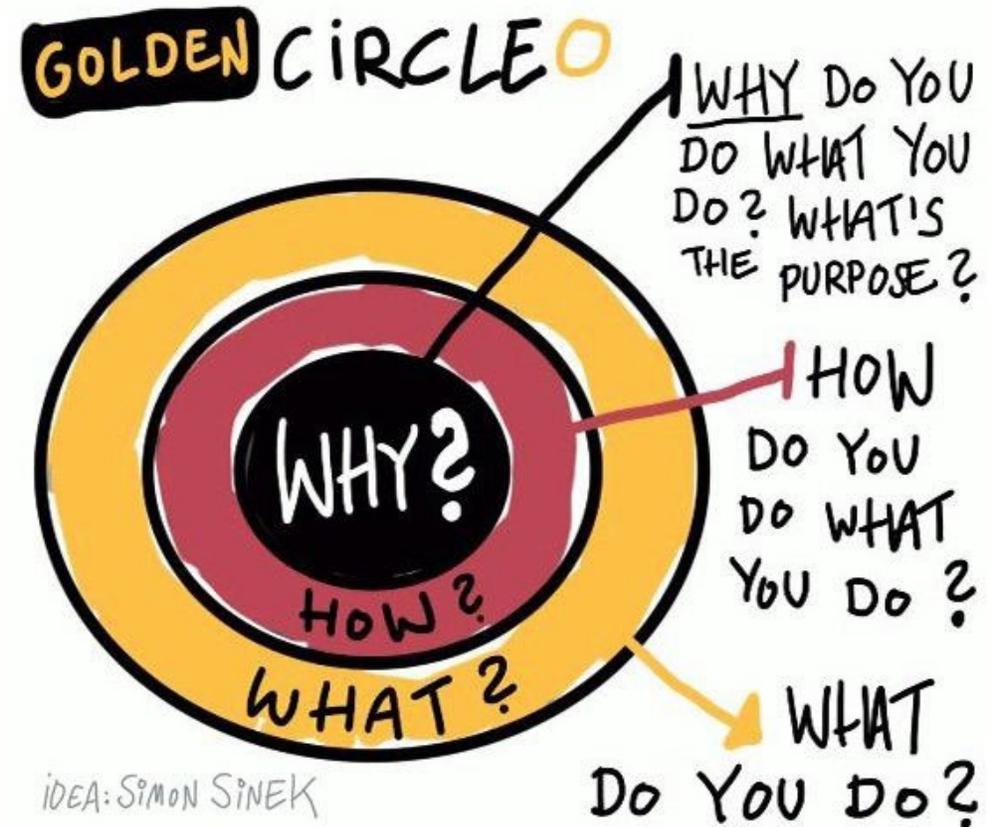
# Place- & Community-based learning

**Connecting learning to communities  
and the world around us!**



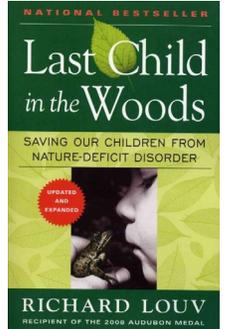
## At the end of this workshop participants will ...

- ✓ be able to define community-based and place-based learning and understand how it works;
- ✓ be able to think of ways that these approaches to learning can be used in their schools;
- ✓ Understand why and how their schools can benefit from community-based and/or place-based learning;

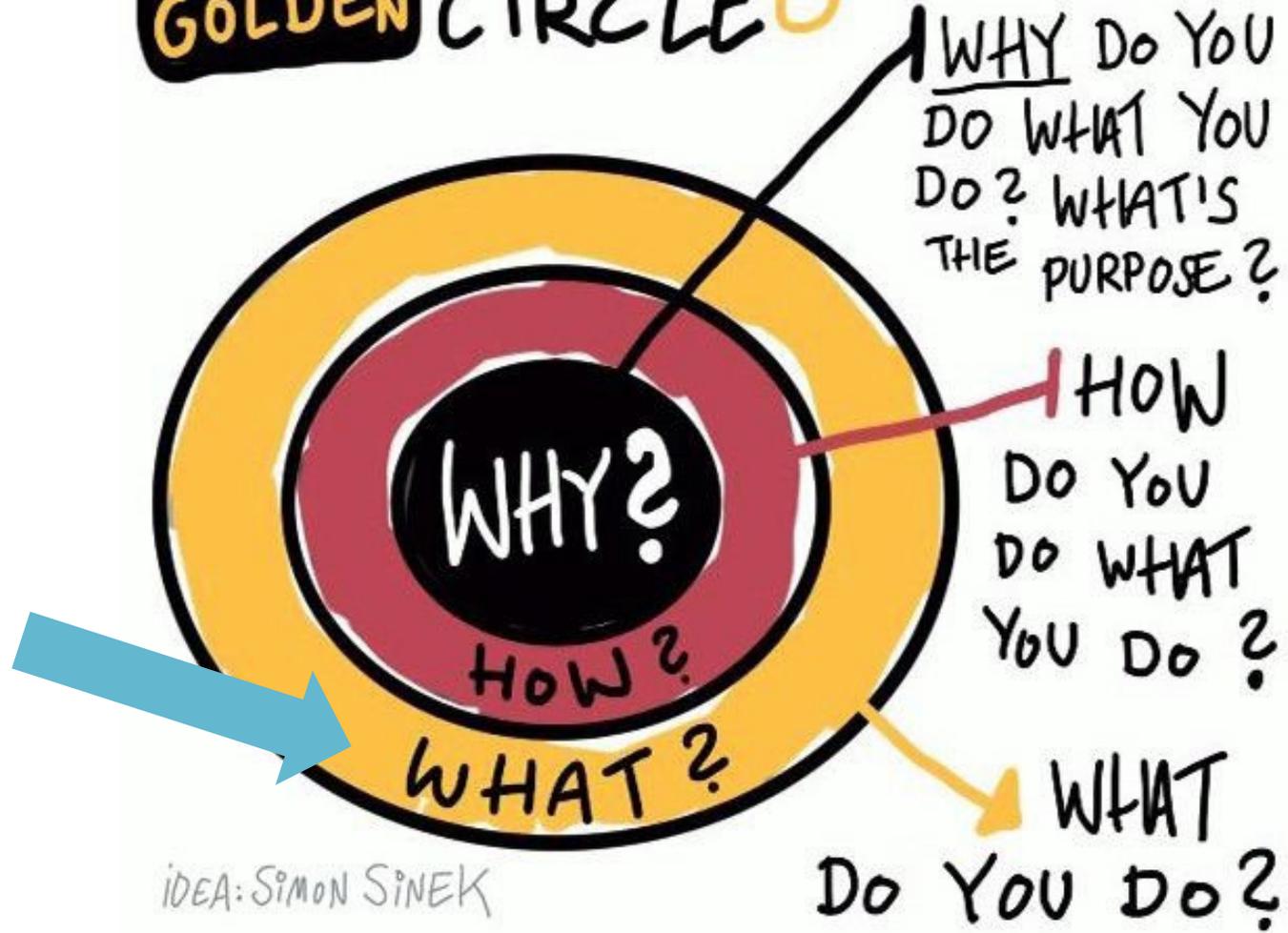


## Why?

- A lot of children today are nature- and community-deprived. (Last child in the woods – Richard Louv (2016))
- Children become more engaged in learning when learning is connected to authentic, real-world experiences.
- To develop and practice 21<sup>st</sup> C. skills
- To develop a sense of voice.
- To nurture a sense of pride about the community
- ...



# GOLDEN CIRCLE



IDEA: SIMON SINEK

## Closely allied with other (new and old) approaches such as:

- Place-based education
- Service learning
- Environmental education
- Inquiry-based learning
- Project-based learning
- Authentic learning
- Experiential learning
- ...





## Definition

# Utopia Framework

“

Community-based learning is a strategy that builds **reciprocal and mutually beneficial** connections between communities and the wider world in order to help children gain real world experiences and look at the world from multiple perspectives.



## Community-based / Place-based learning ...

1

is an approach to learning that takes advantage of geography to create authentic, meaningful and engaging personalised learning for pupils. It is an immersive learning experience that “places pupils in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language, arts, mathematics, social studies, science and other subjects across the curriculum”.

4

Anytime, anywhere learning that leverages the power of place to personalise learning

2

at its root is a humanizing practice that puts youth and community at the centre. It is an immersive approach to learning that empowers students to act as environmental stewards, caring for themselves, their peers, and the land and community where they live.

5

is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps pupils develop stronger ties to their community, enhances pupils’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens.

3

helps pupils acquire, practice, and apply subject matter knowledge and skills. At the same time, pupils develop the knowledge, skills, and attributes of effective citizenship by identifying and acting on issues and concerns that affect their own community. When implemented thoughtfully, these strategies create a pedagogy of engagement. Pupils invest time and attention and expend real effort because their learning has meaning and purpose.

6

Community-based learning is a strategy that builds reciprocal and mutually beneficial connections between communities and the wider world in order to help children gain real world experiences and look at the world from multiple perspectives.

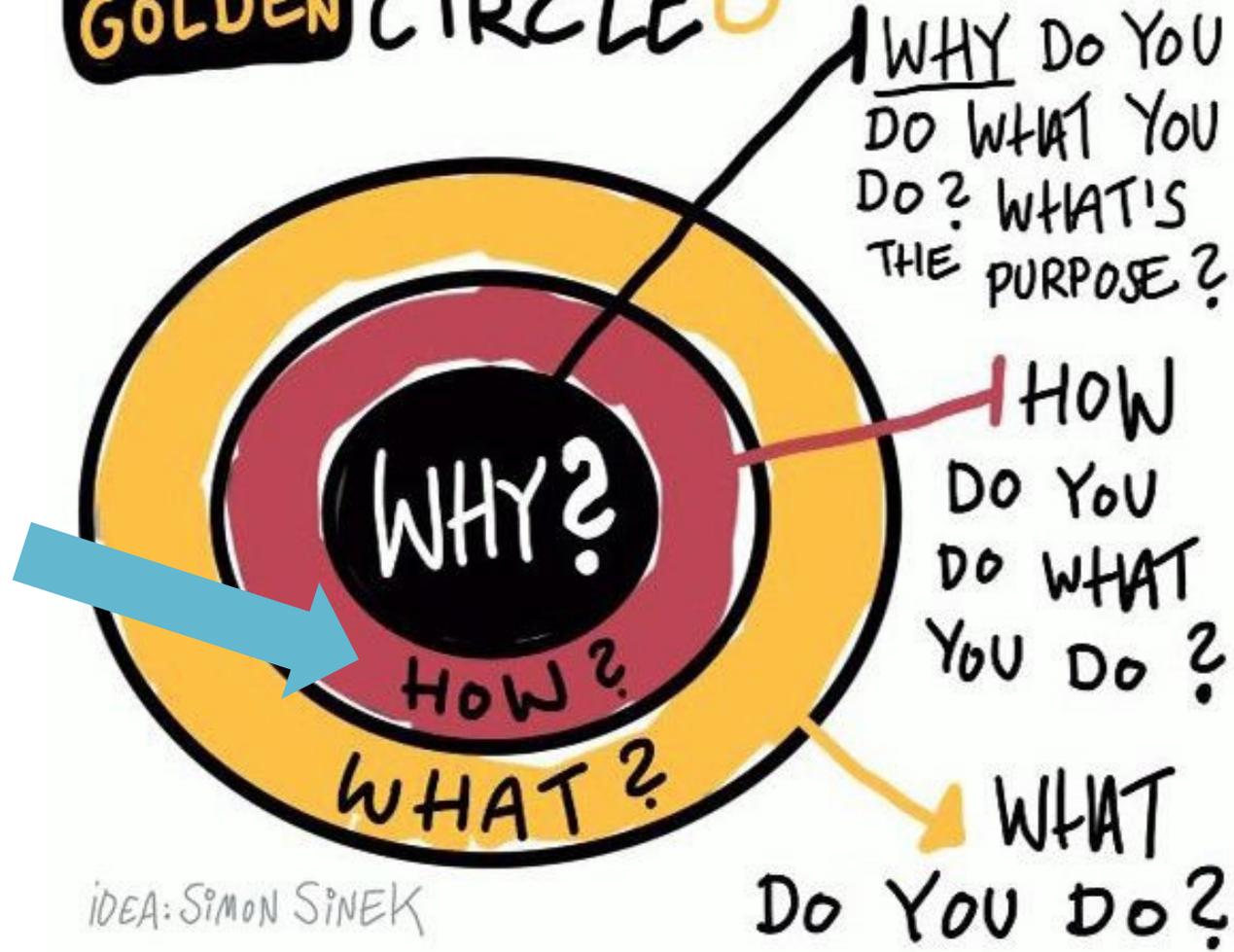




## place-based or community-based learning...

- Is a mindset.
- Is linked to other approaches.
- Communities are the source and focus of learning.
- Community members are resources.
- Is ideal for cross-curricular teaching.
- Promotion of citizenship is a key element.
- No drag and drop approach.

# GOLDEN CIRCLE



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# 6 design principles of Place-Based Education



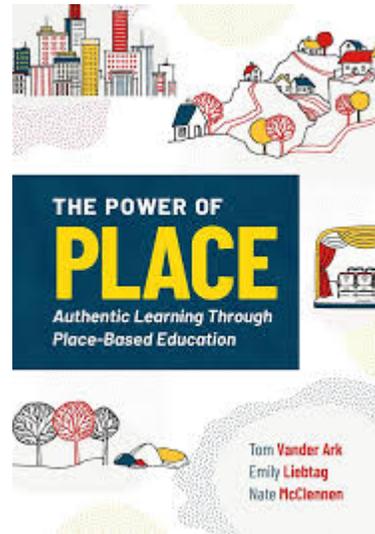
**Community as classroom**



**Learner-centered**



**Inquiry-based**



**Local to global**



**Interdisciplinary**



**Design thinking**



## Principle 1:

### Community as Classroom

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

- Anytime and anywhere learning
- Understanding your community
- Building belonging
- Investing in social capital



## Principle 2: Inquiry-based

Learning is grounded in observing, asking relevant questions, making predictions and collecting data to understand the economic, ecological, and socio-political world.

- Why inquiry?
- It fits
- Helps to build equity
- Authentic learning

## Principle 3: Learner - Centered

Learning is personally relevant to pupils and enables pupils agency.

- Pupils need to feel connected to what they are learning.
- Pupils voice and interests matter.
- Personalised and authentic learning



## Principle 4: Local to Global

Local learning serves as a model for understanding global challenges, opportunities and connections.

- Real issues that pupils can relate to.
- Use tools to connect globally (eTwinning)



## Principle 5: Design Thinking

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

- Design thinking process
- Actively engaging in problem solving
- On a local level
- Design innovative solutions to challenging opportunities.





## Principle 6: Interdisciplinary

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

- Cross-curricular teaching



## How?

- It requires a different approach to planning and teaching.
- Reciprocal and mutually beneficial
- Make use of all of the environments in which pupils live.
- It requires a change in perspective and the recognition that educational standards and requirements can be met in a variety of ways.
- It must reflect the unique circumstances encountered in specific schools and communities.
- The right change at the right time.



“Place- and community-based education does not always have to be earth-shaking.

It is certainly about local places and the environment, but it’s also about history, the arts, cultural diversity, social justice, and more.

It’s about literacy emerging from reading neighbourhood street signs;

it’s about supermarket math;

it’s about learning history in the cemetery;

it’s about learning to sail as part of the science curriculum;

it can be as simple and uneventful as giving pupils an hour each week to write poetry in the school garden.”

**Can we say that place-based learning is the same as outdoor learning?**

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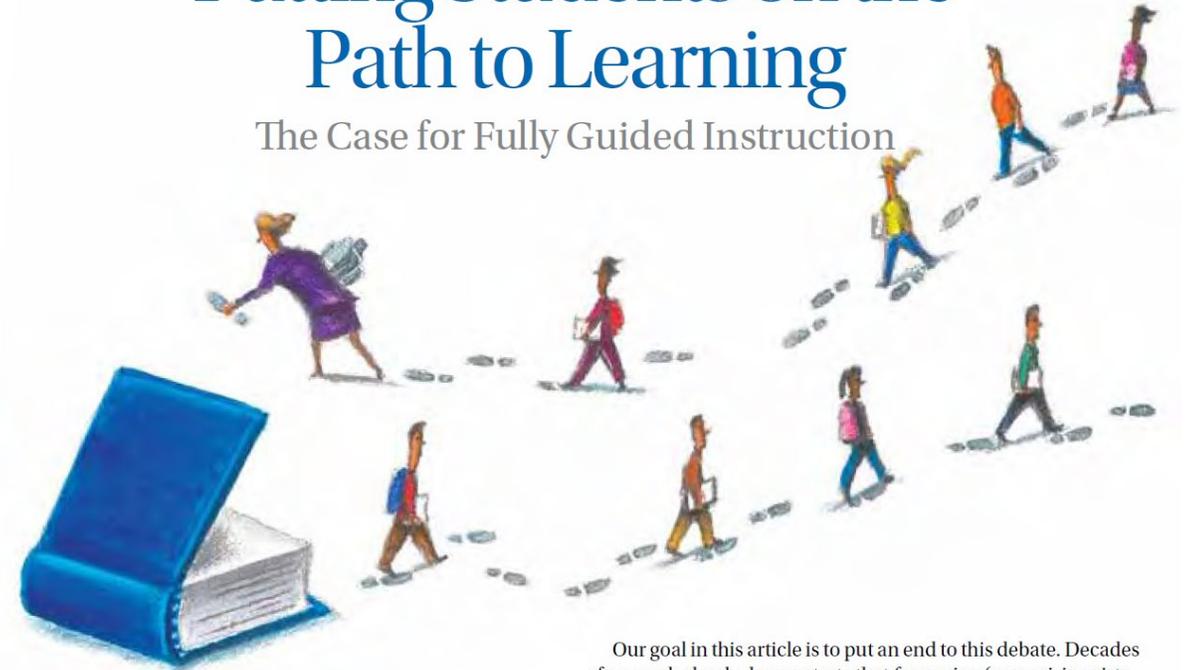


## What does evidence say?

Is community-based learning a partially or minimum guided approach?

# Putting Students on the Path to Learning

The Case for Fully Guided Instruction



BY RICHARD E. CLARK,  
PAUL A. KIRSCHNER, AND JOHN SWELLER

Our goal in this article is to put an end to this debate. Decades of research clearly demonstrate that *for novices* (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance.<sup>4</sup> So, when teaching new content and skills to novices, teachers are more effective when



Thank  
you