

Place-Based Education

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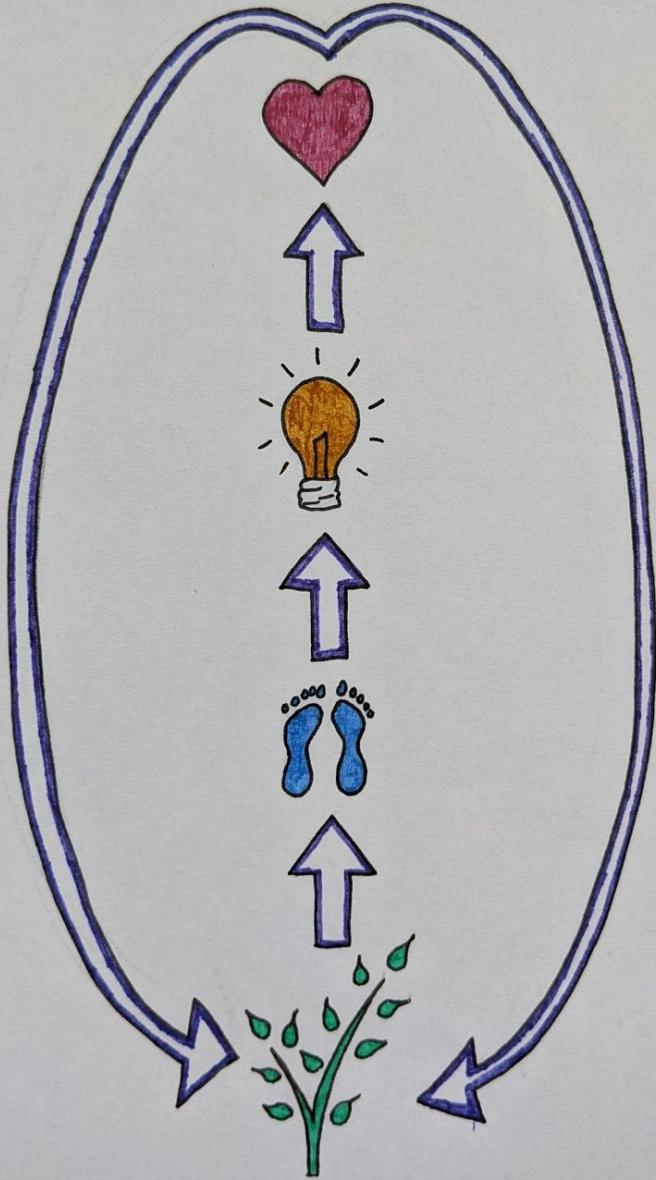
Part 1

This is an overview of the document “What is Place-Based Education and Why Does It Matter?” It is broken down into four sections, the first of which is the introduction which gives an overview wherein the authors introduce the topic along with a definition (“What is place-based education and why is it important?” , p. 2). The authors also discuss the two goals of their inquiry and provide a visual representation and description of what place-based education is to help the reader understand the principle.

In the second section, the authors discuss the benefits of place-based education including that place-based education is able to be delivered in both a formal and informal way. This section highlights the fact that this strategy does not only benefit students. It informs the readers that all can benefit from it including students, teachers, families, communities and even society (“What is place-based education and why is it important?” , p. 5).

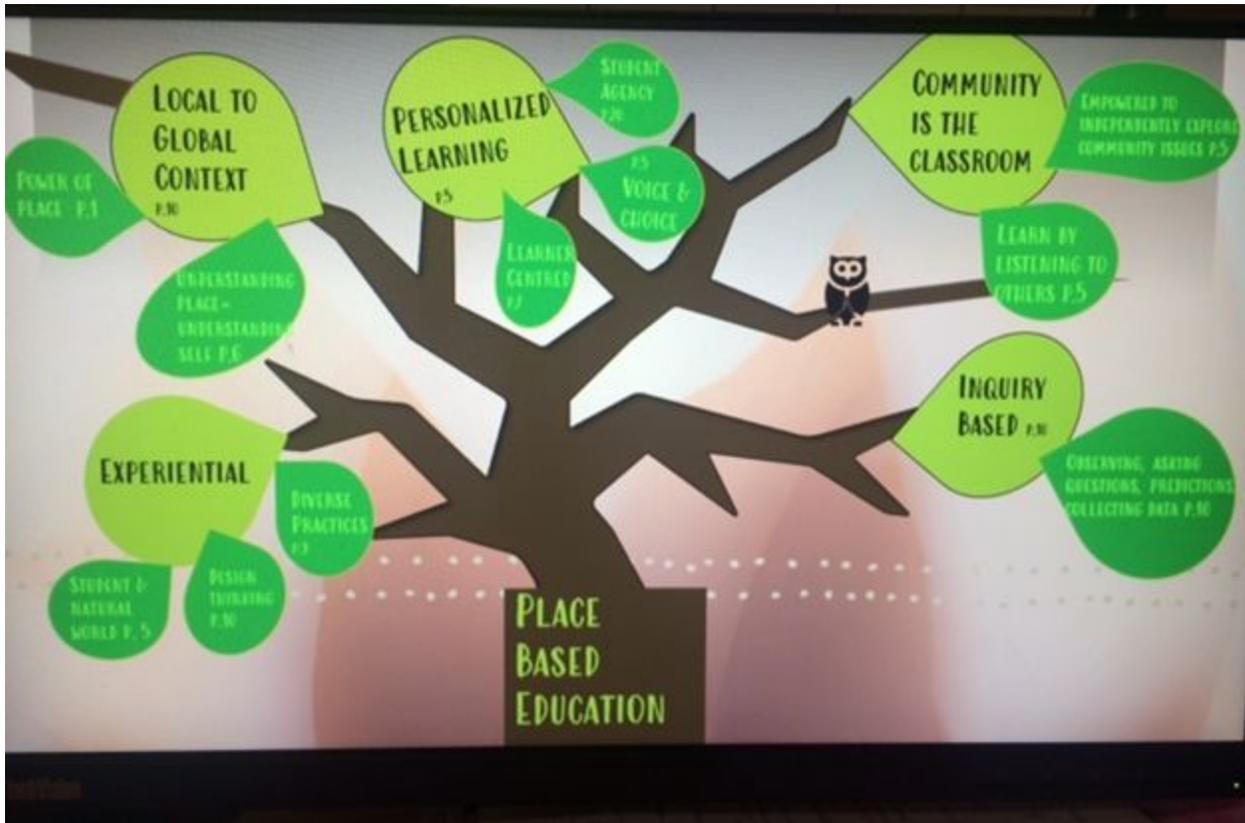
The third section showcases the different ways that place-based education can be utilized. It lays out the trajectory of learning where students must first understand self and their role in the community, which branches to understanding the class, the school, the community, the region, the nation, and the world as a whole (“What is place-based education and why is it important?” , p 6). The section then gives definitions of each practice of place-based education and examples of schools already doing so.

Finally, the paper ends by discussing why place-based education is important by bringing up the point that students will see the benefit and real-world application of education throughout their time in school rather than grinding through it bitterly (“What is place-based education and why is it important?” , p 17).



Part 2

Web Map



Unanswered Question 1 From the Reading

How does Placed Based Education specifically address education on Indigenous land and connecting First People's Principles of Learning?

My Proposed Answer for This Question

I noticed that many of the principles and goals of Place Based Education according to this reading, seem to adhere to First People's Principles of Learning. However, the article does not address educating and learning on traditional land, nor how we would focus on making the connection between culture revitalization and land. In a sense, it assumes the notion of community as the classroom is independent of the community situated on traditional Indigenous land.

In our effort to decolonize and in the Truth and Reconciliation Calls to action, as an educator we must involve forms of education that reconnects Indigenous people to land and the social relations/knowledge that arise from the land (Wildcat et al., 2014).

Land Based Education "typically uses an Indigenized and environmentally-focused approach to education by first recognizing the deep, physical, mental, and spiritual connection to the land that is a part of Indigenous cultures" (Cherpako, 2019).

I feel that in Place Based Education the curriculum must *first* acknowledge our use of traditional land and that it has been used for thousands of years for learning. We also must recognize the stewardship of the land that has taken place and that we will also do our best to take care of the community and the land itself.

Connection to the land is an important part of physical, mental, social, and spiritual wellness. An important component of Land Based Education is that it promotes climate action and environmental stewardship, and this can be closely incorporated into our PBE curriculum.

PBE uses community as the classroom, but we must address the focus of the community being located on traditional lands.

Unanswered Question 2 From The Reading

Although assessment is not the ‘be-all end-all for our students’ learning, it is still necessary to ensure their academic mastery. How will assessment be addressed in a Place Based Education model?

My Proposed Answer

Assessment in place-based education is challenging for several reasons. PB educators are concerned about the emotional and imaginative engagement of students. Further, PB education is concerned with both the curriculum knowledge AND the imaginative and emotional engagement which really cannot be quantified or measured. Given that student agency plays a prominent role in place-based education, one suggestion I have to address assessment is that students should play a prominent role in assessment as well. If these factors that are important in PBE cannot be measured, perhaps self-assessment is a good indicator of their learning.

Some guidelines on assessment from Judson (2016) suggests that:

- Students should reflect on how they came to understand topics.
- Give students opportunities to demonstrate their knowledge in diverse ways of expression.
- Look for indicators that students are more personally engaged in the world; are they acting or talking differently, or more concerned about the world around them?
- Are students joyful? Are they talking about learning outside of class? Are parents noticing a difference?

Part 3

https://kahoot.it/challenge/07259325?challenge-id=13085c1a-35f3-4824-bc88-1b4aa8a9e5a5_1615596202843

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