What is Place-Based Education?

1. It emerges out of particular attributes of place
   a. How (where) is learning situated?
   b. What can an engagement with place(s) teach us?
   c. What are our ethical responsibilities in our place(s)?
   d. What resources are available to us?
2. It is inherently multidisciplinary
   a. Integrated thematic curriculum (water, corn, maps, insiders/outsiders, etc.)
   b. Multiple perspective orientation
   c. Combines ecological, cultural, historical lenses
   d. Utilizes micro, meso, and macro scales of analysis
3. It is inherently experiential
   a. Experiential learning attributes (framing, direct experience, reflection, synthesis or application)
   b. Fluid roles: Teacher-learner/student-teacher
   c. Emphasizes social aspects of learning
4. It aims to connect self to community
   a. Deliberate breaking down of “school world” and “real world”
   b. Private vs public acts of learning and assessment
   c. Often involves some degree of “service” in/with communities of interest
5. It is often problem-based or project based in orientation
   a. Dewey’s “indeterminate situation”- immersion into ill-defined, complex, open ended questions/problems
   b. Collaborative learning approach

References and Resources:
   Available in our library. This short piece within a larger text offers an accessible introduction to the possibilities and limitations of place-based education from the perspective of the humanities.