

# THE POTENTIAL OF

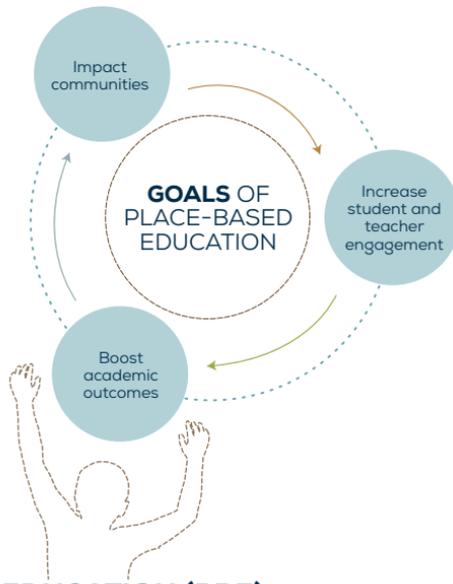


# PLACE-BASED EDUCATION

With next-gen tools and learner-centered approaches, Place-Based Education can sit at the heart of 360° educational ecosystems where learning is seamlessly integrated within community functions, serving as a rich foundation for an informed, participatory and democratic society.

Place-based learning can truly happen anytime, anywhere — in cities, in parks, in your hometown, on a field trip, in a rural village, in your backyard, in your school.

“*Learning & The Power of Place*” is a Place-Based Education project—with a blog series, social media campaign, podcasts and publications to support implementation—that is designed to explore and share more about the potential of Place-Based Education.



## PLACE-BASED EDUCATION (PBE)

connects learning to communities and the world around us.



Place-Based Education is *anytime, anywhere learning that leverages the power of place*, and not just the power of technology, to personalize learning.

Place-Based Education enables personalized learning by:

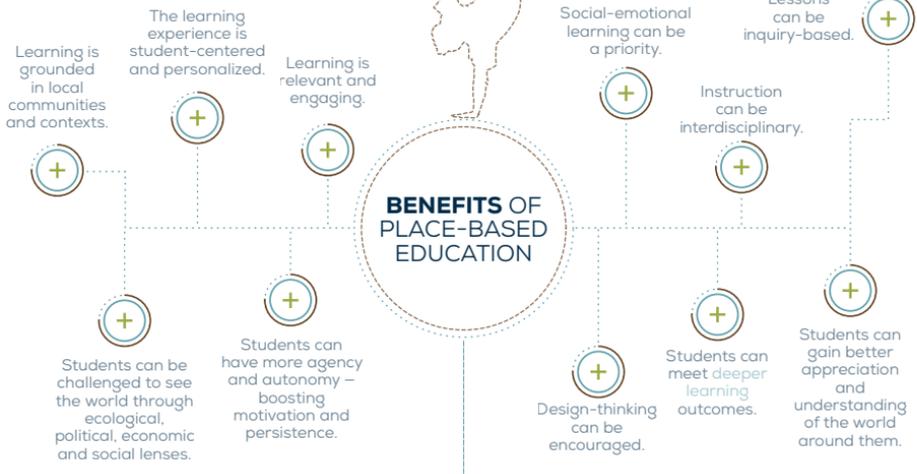
- + Giving students “voice and choice” in determining what, how, when and where they learn
- + Tailoring learning to each student’s strengths, needs and interests
- + Ensuring mastery of high academic standards
- + Promoting student agency

For more information and to access all the materials in the “Learning and the Power of Place” campaign, visit: <http://gettingsmart.com/placebasededucation/>. For all of the blogs in the series see <http://gettingsmart.com/categories/place-based-education/>



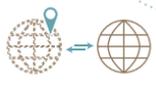


## BENEFITS OF PLACE-BASED EDUCATION

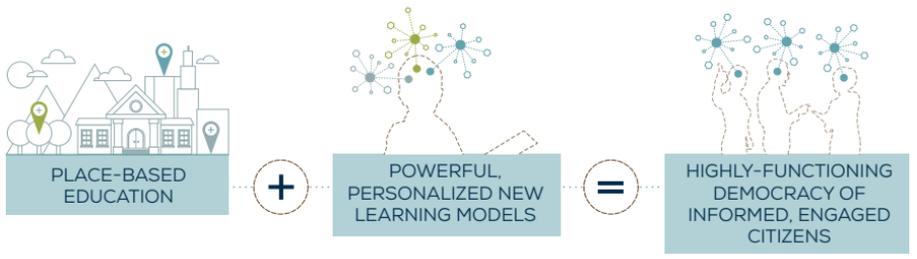


## PLACE-BASED EDUCATION DESIGN PRINCIPLES

*This working set of place-based learning design principles from Teton Science Schools can inform the development of place-based learning in any setting.*

 <p><b>LOCAL TO GLOBAL CONTEXT</b></p> <p>Local learning serves as a model for understanding global challenges, opportunities and connections.</p>	 <p><b>LEARNER-CENTERED</b></p> <p>Learning is personally relevant to students and enables student agency.</p>	 <p><b>INQUIRY-BASED</b></p> <p>Learning is grounded in observing, asking relevant questions, making predictions, and collecting data to understand the economic, ecological, and socio-political world.</p>
 <p><b>DESIGN THINKING</b></p> <p>Design thinking provides a systematic approach for students to make meaningful impact in communities through the curriculum.</p>	 <p><b>COMMUNITY AS CLASSROOM</b></p> <p>Communities serve as learning ecosystems for schools where local and regional experts, experiences and places are part of the expanded definition of a classroom.</p>	 <p><b>INTERDISCIPLINARY APPROACH</b></p> <p>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 where all learners are accountable and challenged.</p>

With the emergence of project-based and personalized learning as the next step in school transformation, the time is right to take these approaches one step further by focusing the project and personalized learning on locally, regionally and globally relevant projects. With the increase in student agency, the students gain experience in the application of knowledge, and the community gains a massive resource in the human capital of willing and eager students wanting to improve the long-term health and well-being of the community.



Our exploration into Place-Based Education revealed that teachers and communities are creating place-based opportunities for students in many different settings. Place-based learning is truly possible anywhere — from the most rural schools to the most urban ones and everywhere in between. We are just beginning to understand the possibilities for implementing and scaling place-based learning with the deliberate intention to boost equity, access and outcomes.