

Place Based Education In The Global Age Local Diversity

In this book, David Sobel explains how mapmaking has relevance across the curriculum.

While an increasing number of universities have or are committed to engaging their campuses in their surrounding communities, many recognize they lack the strategic focus and resources to maximize and sustain their impact on those communities. Place-based community engagement provides a powerful way to creatively connect campus and community

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to foster positive social transformation. In developing community engagement strategies, most universities and community organizations face significant challenges in deciding who to partner with and why. Frequently this leads universities and community organizations to say "yes" to too many opportunities which significantly limit their ability to pursue long-term impact. Focusing on an established geographic area can make it much easier to decide where to deploy resources and which partnerships to prioritize and thus increase their ability to form strong and sustainable partnerships that are of greater

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value to all stakeholders. This book presents the emerging model of place-based community engagement as a powerful process for attaining more positive and enduring results in their local communities as well as stimulating wider engagement by campus constituencies. Drawing upon the concept of collective impact and using data-driven decision making, place-based initiatives build long-term partnerships based upon a shared vision. Done thoughtfully, these place-based initiatives have attained impressive results. Drawing upon the case studies of five institutions that have implemented place-based

community engagement initiatives, the authors provide guidance on the opportunities, challenges, and considerations involved in putting a place-based approach into effect. By sharing the experiences of these five institutions, they describe in detail the routes each took to turn their place-based initiatives from concept to reality, and the results they achieved.

Perspectives and identity are typically reinforced at a young age, giving teachers the responsibility of selecting reading material that could potentially change how the child sees the world. This is the importance of sharing diverse literature with

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today's children and young adults, which introduces them to texts that deal with religion, gender identities, racial identities, socioeconomic conditions, etc. Teachers and librarians play significant roles in placing diverse books in the hands of young readers. However, to achieve the goal of increasing young people's access to diverse books, educators and librarians must receive quality instruction on this topic within their university preparation programs. The Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals is a comprehensive reference source that curates promising practices that teachers

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and librarians are currently applying to prepare aspiring teachers and librarians for sharing and teaching diverse youth literature. Given the importance of sharing diverse books with today's young people, university educators must be aware of engaging and effective methods for teaching diverse literature to pre-service teachers and librarians. Covering topics such as syllabus development, diversity, social justice, and activity planning, this text is essential for university-level teacher educators, library educators who prepare pre-service teachers and librarians, university educators, faculty,

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adjunct instructors, researchers, and students.

This edited volume draws together educators and scholars to engage with the difficulties and benefits of teaching place-based education in a distinctive culture-laden area in North America: the United States South. Despite problematic past visions of cultural homogeneity, the South has always been a culturally diverse region with many historical layers of inhabitation and migration, each with their own set of religious and secular relationships to the land. Through site-specific narratives, this volume offers a blueprint for new approaches to place-based

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pedagogy, with an emphasis on the intersection between religion and the environment. By offering broadly applicable examples of pedagogical methods and practices, this book confronts the need to develop more sustainable local communities to address globally significant challenges.

Culturally Sustaining Pedagogies
Sense-of-place Education for the
Elementary Years

Exceeding Standards through
Local Investigations

Toward Diverse, Democratic, and
Sustainable Communities

Creative Place-Based

Environmental Education

Place-and Community-Based

Education in Schools

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Outdoor and Environmental Education Approaches

Project based learning (PBL) is gaining renewed attention with the current focus on college and career readiness and the performance-based emphases of Common Core State Standards, but only high-quality versions can deliver the beneficial outcomes that schools want for their students. It ' s not enough to just “ do projects. ” Today ' s projects need to be rigorous, engaging, and in-depth, and they need to have student voice and choice built in. Such projects require careful planning and

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pedagogical skill. The authors—leaders at the respected Buck Institute for Education—take readers through the step-by-step process of how to create, implement, and assess PBL using a classroom-tested framework. Also included are chapters for school leaders on implementing PBL systemwide and the use of PBL in informal settings. Examples from all grade levels and content areas provide evidence of the powerful effects that PBL can have, including * increased student motivation and preparation for college, careers,

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and citizenship; * better results on high-stakes tests; * a more satisfying teaching experience; and * new ways for educators to communicate with parents, communities, and the wider world. By successfully implementing PBL, teachers can not only help students meet standards but also greatly improve their instruction and make school a more meaningful place for learning. Both practical and inspirational, this book is an essential guide to creating classrooms and schools where students—and teachers—excel. Presents a collection of essays combining anecdotal and

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theoretical insights into environmental ethics and human ecology to help foster environmentally responsible students.

Place- and community-based education – an approach to teaching and learning that starts with the local – addresses two critical gaps in the experience of many children now growing up in the United States: contact with the natural world and contact with community. It offers a way to extend young people ' s attention beyond the classroom to the world as it actually is, and to engage them in the process of devising

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solutions to the social and environmental problems they will confront as adults. This approach can increase students' engagement with learning and enhance their academic achievement. Envisioned as a primer and guide for educators and members of the public interested in incorporating the local into schools in their own communities, this book explains the purpose and nature of place- and community-based education and provides multiple examples of its practice. The detailed descriptions of learning experiences set both within and

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beyond the classroom will help readers begin the process of advocating for or incorporating local content and experiences into their schools.

What does it take to prepare students, teachers, and school staff to shape a just and sustainable future? In *Trailblazers for Whole School Sustainability*, you will meet educators and school leaders who are on the front lines of re-imagining school through the lens of sustainability. This book features inspiring stories from around the country, from urban and rural schools and districts, that highlight best practices and

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lessons learned from teachers, administrators, and students as they transformed their school communities for a just and sustainable future. These stories are structured around a practical framework that demonstrates how this work allows schools and districts to work smarter, not harder, by integrating sustainability and systems thinking into leadership; curriculum and instruction; culture and climate; and facilities and operations. While each school and district ' s story in this book is different, the passion that drives each one to embrace

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sustainability in everything they do, from operations to curriculum, remains the same.

Trailblazers for Whole School Sustainability shows what is possible when educators resolve to blaze a trail to re-imagine K-12 education for a just and sustainable future.

Exploring Place-Based Pedagogies in the South

Place-Based Education

Difference Making at the Heart of Learning

How Learning Works

Handbook of Research on

Teaching Diverse Youth

Literature to Pre-Service

Professionals

Setting the Standard for Project Based Learning

EcoJustice Education

"The author details and celebrates an approach to teaching that emphasizes connections among school, community, and environment".

--Source : inconnue.

Routledge Handbook of the Tourist Experience offers a comprehensive synthesis of contemporary research on the tourist experience. It draws together multidisciplinary perspectives from leading tourism scholars to explore emergent tourist behaviours and motivations. This handbook provides up-to-date,

critical discussions of established and emergent themes and issues related to the tourist experience from a primarily socio-cultural perspective. It opens with a detailed introduction which lays down the framework used to examine the dynamic parameters of the tourist experience. Organised into five thematic sections, chapters seek to build and enhance knowledge and understanding of the significance and meaning of diverse elements of the tourist experience. Section 1 conceptualises and understands the tourist experience through an

exploration of conventional themes such as tourism as authentic and spiritual experience, as well as emerging themes such as tourism as an embodied experience. Section 2 investigates the new, developing tourist demands and motivations, and a growing interest in the travel career. Section 3 considers the significance, motives, practices and experiences of different types of tourists and their roles such as the tourist as photographer. Section 4 discusses the relevance of 'place' to the tourist experience by exploring the

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relationship between tourism and place. The last section, Section 5, scrutinises the role of the tourist in creating their experiences through themes such as 'transformations in the tourist role' from passive receiver of experiences to co-creator of experiences, and 'external mediators in creating tourist experiences'. This handbook is the first to fill a notable gap in the tourism literature and collate within a single volume critical insights into the diverse elements of the tourist experience today. It will be of key interest to academics and students across the fields of tourism,

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hospitality management, geography, marketing and consumer behaviour.

The ability to effectively communicate in a globalized world shapes the economic, social, and democratic implications for the future of P-12 students. Digitally mediated communication in an inclusive classroom increases a student's familiarity and comfortability with multiple types of media used in a wider technological culture. However, there is a need for research that explores the larger context and methodologies of participatory literacy in a digital educational space.

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Participatory Literacy Practices for P-12 Classrooms in the Digital Age is an essential collection of innovative research on the methods and applications of integrating digital content into a learning environment to support inclusive classroom designs. While highlighting topics such as game-based learning, coding education, and multimodal narratives, this book is ideally designed for practicing instructors, pre-service teachers, professional development coordinators, instructional facilitators, curriculum designers, academicians, and researchers

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seeking interdisciplinary coverage on how participatory literacies enhance a student's ability to both contribute to the class and engage in opportunities beyond the classroom.

Drawing on examples from K - 5 classrooms, the authors make clear what LGBTQ-inclusive literacy teaching can look like in practice, including what teachers might say and how students might respond. The text also provides readers with opportunities to consider these new approaches with respect to traditional literacy instruction.

Place-Based Education in

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Philadelphia

How Digital Learning is

Changing the World

How to Create Rigorous and

Engaging Learning Experiences

A Strategy to Transform

Universities and Communities

Getting Smart

Inclusive Early Childhood

Education

Thijo - Saga of a Norseman

**Suited for students of
educational research and
researchers and**

practitioners involved in

teaching and learning,

teacher education, and

policy. Readers experience

potentially transformative

research that is applicable to today's challenges.

The Black Panther Party and Transformative Pedagogy: Place-Based Education in Philadelphia, by Omari L. Dyson, draws attention to the social dynamics that spawned a Philadelphia Branch of the Black Panther Party.

This edited volume explores 21st century stories of hunting, foraging, and fishing for food as unique forms of place-based learning. Through the authors' narratives, it reveals complex social and

ecological relationships while readers sample the flavors of foraging in Portland, Oregon; feel some of what it's like to grow up hunting and gathering as a person of Oglala Lakota and Shoshone-Bannock descent; track the immersive process of learning to communicate with rocky mountain elk; encounter a road-killed deer as a spontaneous source of local meat, and more. Other topics in the collection connect place, food, and learning to issues of identity, activism, spirituality, food

movements, conservation, traditional and elder knowledge, and the ethics related to eating the more-than-human world. This volume will bring lively discussion to courses on place-based learning, food studies, environmental education, outdoor recreation, experiential education, holistic learning, human dimensions of natural resource management, sustainability, food systems, environmental ethics, and others.

Your students will change

the world! Today's learners face a complex future, where multilayered technological and societal issues will require new ways of problem-solving. This inspirational yet practical guide helps educators, counselors, and youth-development leaders build on students' talents and interests to develop their desire for a better world, entrepreneurial mindset and personal leadership skills—so they can make a difference to their families, their communities, and society. Features include: ?

**New learning priorities
centered around difference
making ? A framework based
on the 25 most important
issues of our time ?**

**Examples and case studies
from a diverse range of
projects, people, and places
Routledge Handbook of the
Tourist Experience
Design Principles for
Educators**

**Models-based Practice in
Physical Education**

Place-Based Science

Teaching and Learning

Open Pedagogy Approaches

Participatory Literacy

Practices for P-12

Classrooms in the Digital Age Place-based Curriculum Design

Global Perspectives on Education Research echoes the breadth and scope of education research worldwide. It features the work of established and emerging scholars from a range of universities and research institutions in Africa, Europe, and North America. The book's ten chapters are organized around four themes: Education Policy, Teaching and Learning, School Context and Student

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Outcomes, and Assessment and Measurement. Each chapter offers cross-cultural, transnational, or comparative insights on some of the most pressing challenges and promising opportunities for improving education around the world. Across thematic areas, these perspectives shape new ways of understanding context as an influence on, and a framework for, conceptual insights into education policy and practice at the international, national, and local levels. With chapters on topics

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including the cultural complexities of literacy, the effect of socioeconomic inequality on student learning, and the tension between education for global competitiveness and education for global citizenship as national policy strategies, *Global Perspectives on Education Research* addresses issues and questions that will interest education researchers, educators, policy makers, and societal leaders worldwide. This volume is a publication of the World

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Education Research Association (WERA). WERA is an association of major national, regional, and international specialty research associations dedicated to advancing education research as a scientific and scholarly field. WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialization.

David Sobel's follow-up to Nature Preschools and Forest Kindergartens walks

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readers through the nitty-gritty facts of running a nature-based program. Organized around nine themes, each chapter begins with an overview from the author, followed by case studies from diverse early childhood programs, ranging from those that serve at-risk children to public preschools to university farm programs to Waldorf schools. Sample newsletters in each chapter show how real programs have tackled tough questions and sticky situations. The programs

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featured in these newsletters are from across the United States: Maryland, New York, Massachusetts, Wisconsin, Alabama, Connecticut, Illinois, Vermont, California, Michigan, Rhode Island, Louisiana, and Indiana.

A comprehensive look at the promise and potential of online learning In our digital age, students have dramatically new learning needs and must be prepared for the idea economy of the future. In *Getting Smart*, well-known global education expert Tom

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Vander Ark examines the facets of educational innovation in the United States and abroad. Vander Ark makes a convincing case for a blend of online and onsite learning, shares inspiring stories of schools and programs that effectively offer "personal digital learning" opportunities, and discusses what we need to do to remake our schools into "smart schools." Examines the innovation-driven world, discusses how to combine online and onsite learning, and reviews

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"smart tools" for learning
Investigates the lives of
learning professionals,
outlines the new
employment bargain,
examines online
universities and "smart
schools" Makes the case
for smart capital,
advocates for policies
that create better
learning, studies smart
cultures

A Pedagogy of Place offers
an alternative vision for
outdoor education
practice. This timely book
calls into question some
of the underlying
assumptions and 'truths'

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about outdoor education, putting forward alternatives to current practice that are responsive to local conditions and cultural traditions. In this renewal of outdoor education philosophy and practice, the emphasis is upon responding to, and empathising with, the outdoors as particular places, rich in local meaning and significance. Current outdoor education theory and practice is influenced by cultural ideas about risk and adventure, and by

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psychological theories of personal and social development. However, in recent decades the professional discourse of outdoor education has made a noticeable shift to include education for the 'environment' and 'nature'. This has resulted in a mismatch between theory and practice: traditional notions of proving oneself 'against' the challenges of the outdoors are antithetical to the development of an empathetic relationship with outdoor places, which

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growing concern with today's environment demands. This book is the first of its kind to articulate a renewal of philosophy and practice for outdoor education that is in keeping with the educational needs of today's young people as they grapple with considerable social and ecological changes in a rapidly changing world. The authors draw extensively on international, national and local literature and provide compelling case studies drawn from the

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Australian and New Zealand
contexts.

The Black Panther Party
and Transformative
Pedagogy

The Sky Above and the Mud
Below

Fahrenheit 451

Students, Schools, and
Communities Alive With
Possibility

Outdoor Education for a
Changing World

Childhood and Nature

*How can schools become creative
hubs for enriching the community, for
caring for nature, the landscape and
place? This book presents the why,
what and how of creative place-based
education as action researched
successfully by educators for over 20*

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years in Aurland, Sognafjord Norway, and with the Life Science University nationally. This hands on approach embraces the whole locality as an inspiring educational resource.

Design tools for developing place based educational curricula are made globally relevant, with case studies.

Join Thijo, a young Scandinavian farm boy, on his childhood adventures as he meets new friends and challenges throughout daily Norwegian life.

Through hard days of harvest labor and deadly winter blizzards, Thijo journeys from boyhood pleasures to learning what it means to take his place among the men of the North. Full of child-friendly adventure and excitement, Thijo - Saga of a Norseman is a book that you and your children will want to read again and again!

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Forty classroom-ready science teaching and learning activities for elementary and middle school teachers Grounded in theory and best-practices research, this practical text provides elementary and middle school teachers with 40 place-based activities that will help them to make science learning relevant to their students. This text provides teachers with both a rationale and a set of strategies and activities for teaching science in a local context to help students engage with science learning and come to understand the importance of science in their everyday lives.

Place-based Curriculum Design provides pre-service and practicing teachers both the rationale and tools to create and integrate meaningful, place-based learning experiences for

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students. Practical, classroom-based curricular examples illustrate how teachers can engage the local and still be accountable to the existing demands of federal, state, and district mandates. Coverage includes connecting the curriculum to students' outside-of-school lives; using local phenomena or issues to enhance students' understanding of discipline-based questions; engaging in in-depth explorations of local issues and events to create cross-disciplinary learning experiences, and creating units or sustained learning experiences aimed at engendering social and environmental renewal. An on-line resource (www.routledge.com/9781138013469) provides supplementary materials, including curricular templates, tools for reflective practice, and additional

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materials for instructors and students.

Occupational Outlook Handbook

Bringing School to Life

Doing Authentic Inquiry to Improve Learning and Teaching

Place-Based Community Engagement in Higher Education

Mapmaking with Children

The Confluence of Ecojustice, Place-based (Science) Education, and

Indigenous Knowledge Systems

Te Aoturoa Tataki

It's no secret that in today's complex world, students face unparalleled demands as they prepare for college, careers, and active citizenship.

However, those demands won't be met without a fundamental shift from traditional, teacher-centered instruction toward innovative, student-centered

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teaching and learning. For schools ready to make such a shift, project-based learning (PBL) offers a proven framework to help students be better equipped to tackle future challenges. Project Based Teachers encourage active questioning, curiosity, and peer learning; create learning environments in which every student has a voice; and have a mastery of content but are also comfortable responding to students' questions by saying, "I don't know. Let's find out together." In this book, Suzie Boss and John Larmer build on the framework for Gold Standard PBL originally presented in *Setting the Standard for Project Based Learning* and explore the seven practices integral to *Project Based Teaching: Build the Culture Design and Plan Align to*

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Standards Manage Activities Assess
Student Learning Scaffold Student
Learning Engage and Coach For each
practice, the authors present a wide
range of practical strategies and include
teachers' reflections about and
suggestions from their classroom
experiences. This book and a related
series of free videos provide a detailed
look at what's happening in PBL
classrooms from the perspective of the
Project Based Teacher. Let's find out
together. A copublication of ASCD and
Buck Institute for Education (BIE).

"Place: it's where we're from; it's where
we're going. . . . It asks for our attention
and care. If we pay attention, place has
much to teach us." With this belief as a
foundation, *The Power of Place* offers
a comprehensive and compelling case

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for making communities the locus of learning for students of all ages and backgrounds. Dispelling the notion that place-based education is an approach limited to those who can afford it, the authors describe how schools in diverse contexts—urban and rural, public and private—have adopted place-based programs as a way to better engage students and attain three important goals of education: student agency, equity, and community. This book identifies six defining principles of place-based education. Namely, it 1. Embeds learning everywhere and views the community as a classroom. 2. Is centered on individual learners. 3. Is inquiry based to help students develop an understanding of their place in the world. 4. Incorporates local and global

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thinking and investigations. 5. Requires design thinking to find solutions to authentic problems. 6. Is interdisciplinary. For each principle, the authors share stories of students whose lives were transformed by their experiences in place-based programs, elaborate on what the principle means, demonstrate what it looks like in practice by presenting case studies from schools throughout the United States, and offer action steps for implementation. Aimed at educators from preK through high school, *The Power of Place* is a definitive guide to developing programs that will lead to successful outcomes for students, more fulfilling careers for teachers, and lasting benefits for communities. How do early childhood education

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settings become places where everyone involved is able to say they feel they belong? What kinds of questions about inclusion, social justice and equity might it be pertinent and productive to ask of contemporary Aotearoa New Zealand early childhood teachers and their practice? When, how and why might teachers intervene to address issues of injustice and exclusion that arise in the context of early childhood work? These are the kinds of questions explored in this book. Addressing how teachers and policy makers can work for inclusion with diverse children and families, this book focuses on the development of positive attitudes to difference, diversity and inclusion. It suggests possible ways to reduce and eliminate barriers to learning and

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participation in early childhood communities. The authors interrogate notions of difference, inclusion and exclusion from the perspectives of M ori and cultural responsiveness, Te Tiriti o Waitangi and biculturalism, interculturalism, gender, sexualities, economic disadvantage, age, religion and disability.

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who

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wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie

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Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of

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learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*
Project Based Teaching
A Dictionary of Arts, Sciences, Literature and General Information
Local Diversity
Cultural Studies and Environmentalism
Case Studies of Educators in Action
Lessons from Nature Preschools and Forest Kindergartens
Place-Based Education in the Global Age

"Polished, clear, insightful, and

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meaningful.... This volume amounts to nothing less than a complete rethinking of what progressive education can be at its best and how education can be reconceptualized as one of the central practices of a genuinely democratic and sustainable society.... It is the kind of book that has the potential to be transformative." Stephen Preskill, University of New Mexico "The editors and contributors are pioneers in the field of educational theory, policy, and philosophy.... They are opening new areas of inquiry and educational reform in ways that promise to make this book in very short time into a classic.... The practical applications

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and experiments included reveal the richness of grassroots initiatives already underway to bring educational theory and policy down to earth. While spanning the richest and deepest intellectual ideas and concepts, the stories told are the types that practitioners and teachers will be able to relate to in their daily undertakings." Madhu Suri Prakash, The Pennsylvania State University This volume – a landmark contribution to the burgeoning theory and practice of place-based education – enriches the field in three ways: First, it frames place-based pedagogy not just as an alternative teaching methodology or novel approach to environmental education but as part

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of a broader social movement known as the "New localism", which aims toward reclaiming the significance of the local in the global age. Second, it links the development of ecological awareness and stewardship to concerns about equity and cultural diversity. Third, it presents examples of place-based education in action. The relationship between the new localism and place-based education is clarified and the process of making connections between learners and their wider communities is demonstrated. The book is organized around three themes: Reclaiming Broader Meanings of Education; Models for Place-Based Learning; and Global

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Visions of the Local in Higher Education This is a powerfully relevant volume for researchers, teacher educators, and students across the fields of curriculum theory, educational foundations, critical pedagogy, multicultural education, and environmental education.

This book brings together scholars from a wide range of disciplines to creatively engage with place in the context of pedagogy. Beginning with an exploration of traditional place-based forms of education, such as outdoor education, travel courses, and courses on sustainability, the authors go on to expand our popular notions of place, including the classroom, the

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campus, our interior selves, and our digital ecosystems. This reconsideration of place-based education represents not only an engagement of prior literature on pedagogy and place, but also a re-imagining of the role that place might play in education. Authors stretch the notion of place, arguing for a holistic approach to disciplines in the humanities, social sciences, and natural sciences, bringing into focus an array of contentious issues in philosophies and methods of teaching for multiple academic disciplines and their many intersections.

Bringing School to Life: Place-Based Education across the Curriculum offers insights into how

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to build a program across the K-8 grades. Anderson addresses key elements such as mapping, local history, citizen science, and integrated curricula. She suggests strategies for building community partnerships and implementation for primary grades.

EcoJustice Education offers a powerful model for cultural ecological analysis and a pedagogy of responsibility, providing teachers and teacher educators with the information and classroom practices they need to help develop citizens who are prepared to support and achieve diverse, democratic, and sustainable societies in an increasingly globalized world. Readers are

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asked to consider curricular strategies to bring these issues to life in their own classrooms across disciplines. Designed for introductory educational foundations and multicultural education courses, the text is written in a narrative, conversational style grounded in place and experience, but also pushes students to examine the larger ideological, social, historical, and political contexts of the crises humans and the planet we inhabit are facing. Pedagogical features in each chapter include a Conceptual Toolbox, activities accompanying the theoretical content, examples of lessons and teacher reflections, and suggested readings, films, and

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links. The Second Edition features a new chapter on Anthropocentrism; new material on Heterosexism; updated statistics and examples throughout; new and updated Companion Website content.

LGBTQ-Inclusive Literacy
Instruction in the Elementary
Classroom

A Pedagogy of Place
Seven Research-Based Principles
for Smart Teaching

The Encyclopaedia Britannica
Hunting, Foraging and Fishing for
Food

Authentic Learning Through Place-
Based Education

Trailblazers for Whole School
Sustainability

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Culturally Sustaining Pedagogies raises fundamental questions about the purpose of schooling in changing societies. Bringing together an intergenerational group of prominent educators and researchers, this volume engages and extends the concept of culturally sustaining pedagogy (CSP)—teaching that perpetuates and fosters linguistic, literate, and cultural pluralism as part of schooling for positive social transformation. The authors propose that schooling should be a site for sustaining the cultural practices of communities of color, rather than eradicating them. Chapters present theoretically grounded examples of how educators and scholars can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement towards educational justice in a changing world. Book Features: A definitive resource on

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culturally sustaining pedagogies, including what they look like in the classroom and how they differ from deficit-model approaches. Examples of teaching that sustain the languages, literacies, and cultural practices of students and communities of color. Contributions from the founders of such lasting educational frameworks as culturally relevant pedagogy, funds of knowledge, cultural modeling, and third space. Contributors: H. Samy Alim, Mary Bucholtz, Dolores Inés Casillas, Michael Domínguez, Nelson Flores, Norma Gonzalez, Kris D. Gutiérrez, Adam Haupt, Amanda Holmes, Jason G. Irizarry, Patrick Johnson, Valerie Kinloch, Gloria Ladson-Billings, Carol D. Lee, Stacey J. Lee, Tiffany S. Lee, Jin Sook Lee, Teresa L. McCarty, Django Paris, Courtney Peña, Jonathan Rosa, Timothy J. San Pedro, Daniel Walsh, Casey Wong

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committed to justice and equity in our schools and society will cherish this book.” —Sonia Nieto, professor emerita, University of Massachusetts, Amherst

“This book is for educators who are unafraid of using education to make a difference in the lives of the most vulnerable.” —Pedro Noguera, University of California, Los Angeles *“This book calls for deep, effective practices and understanding that centers on our youths’ assets.”* —Prudence L. Carter, dean, Graduate School of Education, UC Berkeley

As the first book to explore the confluence of three emerging yet critical fields of study, this work sets an exacting standard. The editors’ aim was to produce the most authoritative guide for ecojustice, place-based education, and indigenous knowledge in education. Aimed at a wide audience that includes, but is not

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restricted to, science educators and policymakers, Cultural Studies and Environmentalism starts from the premise that schooling is a small part of the larger educational domain in which we live and learn. Informed by this overarching notion, the book opens up ways in which home-grown talents, narratives, and knowledge can be developed, and eco-region awareness and global relationships can be facilitated. Incorporating a diversity of perspectives that include photography, poetry and visual art, the work provides a nuanced lens for evaluating educational problems and community conditions while protecting and conserving the most threatened and vulnerable narratives. Editors and contributors share the view that the impending loss of these narratives should be discussed much more widely than is currently the case, and that both teachers

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and children can take on some of the responsibility for their preservation. The relevance of ecojustice to this process is clear. Ecojustice philosophy is a way of learning about how we frame, or perceive, the world around us—and why that matters. Although it is not synonymous with social or environmental justice, the priorities of ecojustice span the globe in the same way. It incorporates a deep recognition of the appropriateness and significance of learning from place-based experiences and indigenous knowledge systems rather than depending on some urgent “ecological crises” to advocate for school and societal change. With a multiplicity of diverse voices coming together to explore its key themes, this book is an important starting point for educators in many arenas. It brings into better focus a vital role for the Earth’s ecosystems in the context of

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ecosociocultural theory and participatory democracy alike. “Encompassing theoretical, empirical, and experiential standpoints concerning place-based knowledge systems, this unique book argues for a transformation of (science) education’s intellectual tradition of thinking that emphasizes individual cognition. In its place, the book offers a wisdom tradition of thinking, living, and being that emphasizes community survival in harmony within itself and with Mother Earth.” Glen Aikenhead

This book offers a comprehensive synthesis of over 40 years of research on models in physical education to suggest Models-based Practice (MbP) as an innovative future approach to physical education. It lays out the ideal conditions for MbP to flourish by situating pedagogical models at the core of physical education programs and allowing space

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for local agency and the co-construction of practice. Starting from the premise that true MbP does not yet exist, the book makes a case for the term "pedagogical model" over alternatives such as curriculum model and instructional model, and explains how learners' cognitive, social, affective and psychomotor needs should be organised in ways that are distinctive and unique to each model. It examines the core principles underpinning the pedagogical models that make up MbP, including pedagogical models as organising centres for program design and as design specifications for developing local programs. The book also explores how a common structure can be applied to analyse pedagogical models at macro, meso and micro levels of discourse. Having created a language through which to talk about pedagogical models and MbP, the book concludes by

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identifying the conditions - some existing and some aspirational - under which MbP can prosper in reforming physical education. An essential read for academics, doctoral and post-graduate students, and pre-service and in-service teachers, Models-based Practice in Physical Education is a vital point of reference for anyone who is interested in pedagogical models and wants to embrace this potential future of physical education. A fireman in charge of burning books meets a revolutionary school teacher who dares to read. Depicts a future world in which all printed reading material is burned.

*40 Activities for K-8 Classrooms
From Abstract to the Quotidian
Place-based Curriculum and Instruction
Place-based Learning for the Plate
Teaching and Learning for Justice in a
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*Children and Schools as Ecopeneurs for
Change
Place-Based Education Across the
Curriculum*