


Chapter 13

Local to Global: Place-Based Learning in Sustainability Education

Asma Khaleel Abdallah

 <https://orcid.org/0000-0003-1028-7618>

Sharjah Education Academy, UAE

ABSTRACT

With the development of place-based and personalized learning as the subsequent step in the transformation of the school, it is the correct time to take these mechanisms one step further by emphasizing the project and personalized learning on locally, country-wide, and internationally relevant objects. With the enhancement in student agency, the student can achieve experience regarding the implementation of knowledge, and the society achieves a significant resource in the people of willing and excited students desiring to better the long-term health and well-being of the society. Through a place-based perspective and individualized learning, we can develop an effective educational foundation. In order, to progress into more than merely learners, students must gain the knowledge, skills, abilities, and independence essential for contributing positively to the globe's and their communities' development in the years ahead which is possible only through place-based learning.

INTRODUCTION

Objectives of the Project

The main purpose of this project is to provide a detailed framework of Project Based Learning considering its sustainability and global implications. This is further classified into the following aspects:

DOI: 10.4018/979-8-3693-2987-0.ch013

- To overview sustainability education and its significance in global aspects.
- To describe the historical context of place-based learning considering its origins, evolution, and current trends.
- To determine the effectiveness of PBL in enhancing sustainability education (Ardoin, Bowers & Gaillard, 2020).

BACKGROUND

Overview of Sustainability Education

Sustainability education is one of the new aspects in the current environment, which mixes several pedagogical tools to enhance knowledge of the relationship between society, economy, and the environment. A still-evolving arena, the main goal of sustainability education is connecting the power of education to develop environmental education and people participation, which makes students for employment that facilitates towards more equitable and sustainable future (Ardoin & Bowers, 2020).

History and Current Trends of Place-Based Learning

Place-based education is a pedagogical framework that is also known by various other names, including pedagogy of place, hands-on learning, community-based education and sustainability education. Dr. John Elder of Middlebury College and Laurie Lane-Zucker of The Orion Society developed this concept at the beginning of the 1990s. The Geraldine R. Dodge Foundation contributed financial support for Orion's initial initiatives in the realm of place-based education. While educators had been using its principles for several years, The Orion Society, a nonprofit organization with offices in Massachusetts, and Professor David Sobel, Project Director at Antioch University New England, originally developed this approach. Local concerns and Environmental stewardship are the current trends of PBL. It integrates historical, social, ecological, and geographical knowledge into the school's curriculum. Developing an attachment with environment and an awareness of responsibility for its well-being is a major focus in many PBL curricula (Nurtanto, Fawaid & Sofyan, 2020).

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/local-to-global/356538

Related Content

Comparison of Garbage Classification Frameworks Using Transfer Learning and CNN

Mahendra Kumar Gourisaria, Rakshit Agrawal, Vinayak Singh, Manoj Sahni and Linesh Raja (2022). *International Journal of Social Ecology and Sustainable Development* (pp. 1-23).

www.irma-international.org/article/comparison-of-garbage-classification-frameworks-using-transfer-learning-and-cnn/313973

Causal Relationships Among Multiple Criteria of Sustainable Development

Lazim Abdullah (2020). *International Journal of Social Ecology and Sustainable Development* (pp. 37-55).

www.irma-international.org/article/causal-relationships-among-multiple-criteria-of-sustainable-development/251866

The Role of Sustainability Reporting in Corporate Tax Transparency

Sónia Monteiro, Beatriz Aibar Guzmán and Isabel-María García Sánchez (2023). *Taking on Climate Change Through Green Taxation* (pp. 318-334).

www.irma-international.org/chapter/the-role-of-sustainability-reporting-in-corporate-tax-transparency/328650

Regression-Based Recovery Time Predictions in Business Continuity Management: A Public College Case Study

Athanasios Podaras, Konstantia Moirogiorgou and Michalis Zervakis (2022). *Research Anthology on Business Continuity and Navigating Times of Crisis* (pp. 240-267).

www.irma-international.org/chapter/regression-based-recovery-time-predictions-in-business-continuity-management/297307

The Social Impact of the Financial Crises in the Recent Past and Evidence Thereof — With Special Reference to India

Asim Kumar Karmakar and Sebak Kumar Jana (2017). *International Journal of Sustainable Economies Management* (pp. 1-12).

www.irma-international.org/article/the-social-impact-of-the-financial-crises-in-the-recent-past-and-evidence-thereof--with-special-reference-to-india/181249