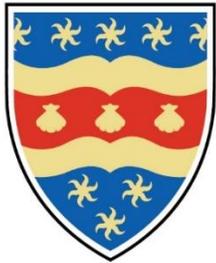


# Place-Based Learning for Sustainability



**UNIVERSITY OF  
PLYMOUTH**

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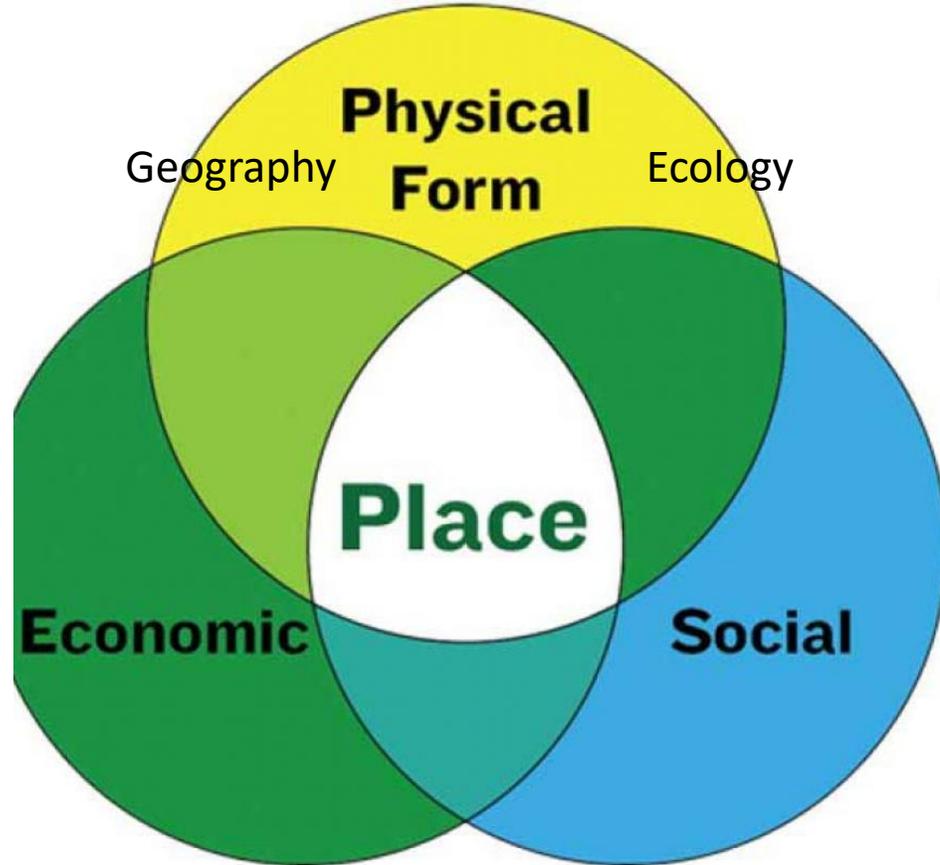


**S Y K E**

Finnish Environment Institute

11<sup>th</sup> September, 2020

# The Science of “Place”



## Simple Formula

Good Physical Form

+

Good Social Activity

---

= A Positive Psychological or  
Emotional Response =  
*“Sense of Place”*

And Economic Prosperity after  
follows

*Good Form* → *Good Activity*

Unsustainable practices –  
'messing your own nest'

**Disconnections from place?**

Solution? Nurturing

# Place Attachment

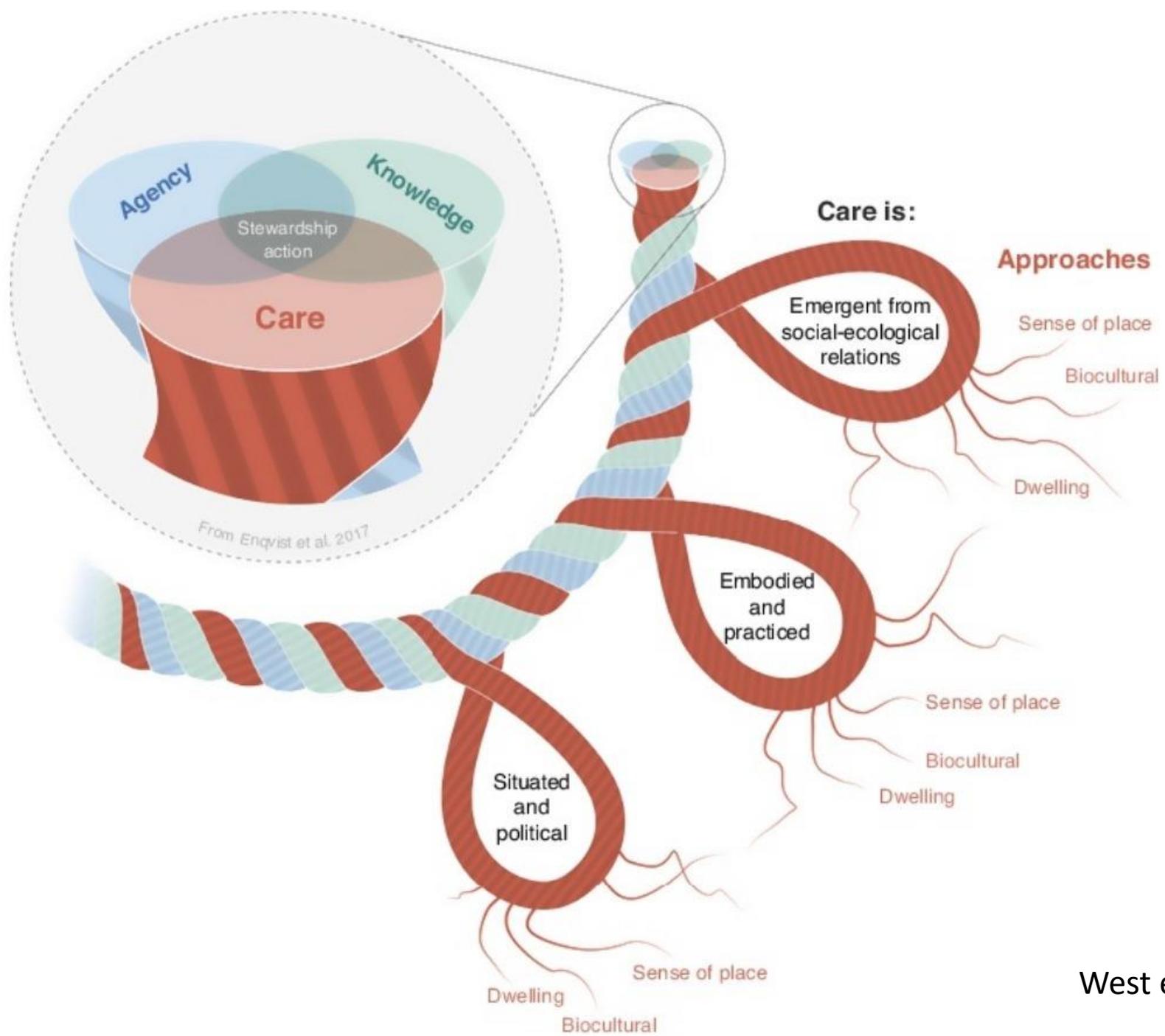
A positive 'Sense of place' resulting in a close bond with, or love of, a particular place – likely to result in positive action to preserve or enhance that place

# Topophilia

Love of place

# Geopiety

Deep (spiritual) care for place/the World - Stewardship



# (re)turn to Localism

- Prioritizing the local and small-/human- scale, intimate (as opposed to 'industrial-scale/mega-tech', impersonal)
- self-sufficiency & resilience
- participatory democracy
- Promoting community through fun and celebration
- Social and ecological – ecoculture

BUT ... Dangers associated with an exclusive focus on 'Our' place?

- Parochialism – *this* locality is all that matters
- False nostalgia – it was better in the 'good old days'
- Xenophobia – 'fear of strangers' - narrow sense of 'who belongs'

Hence need for a

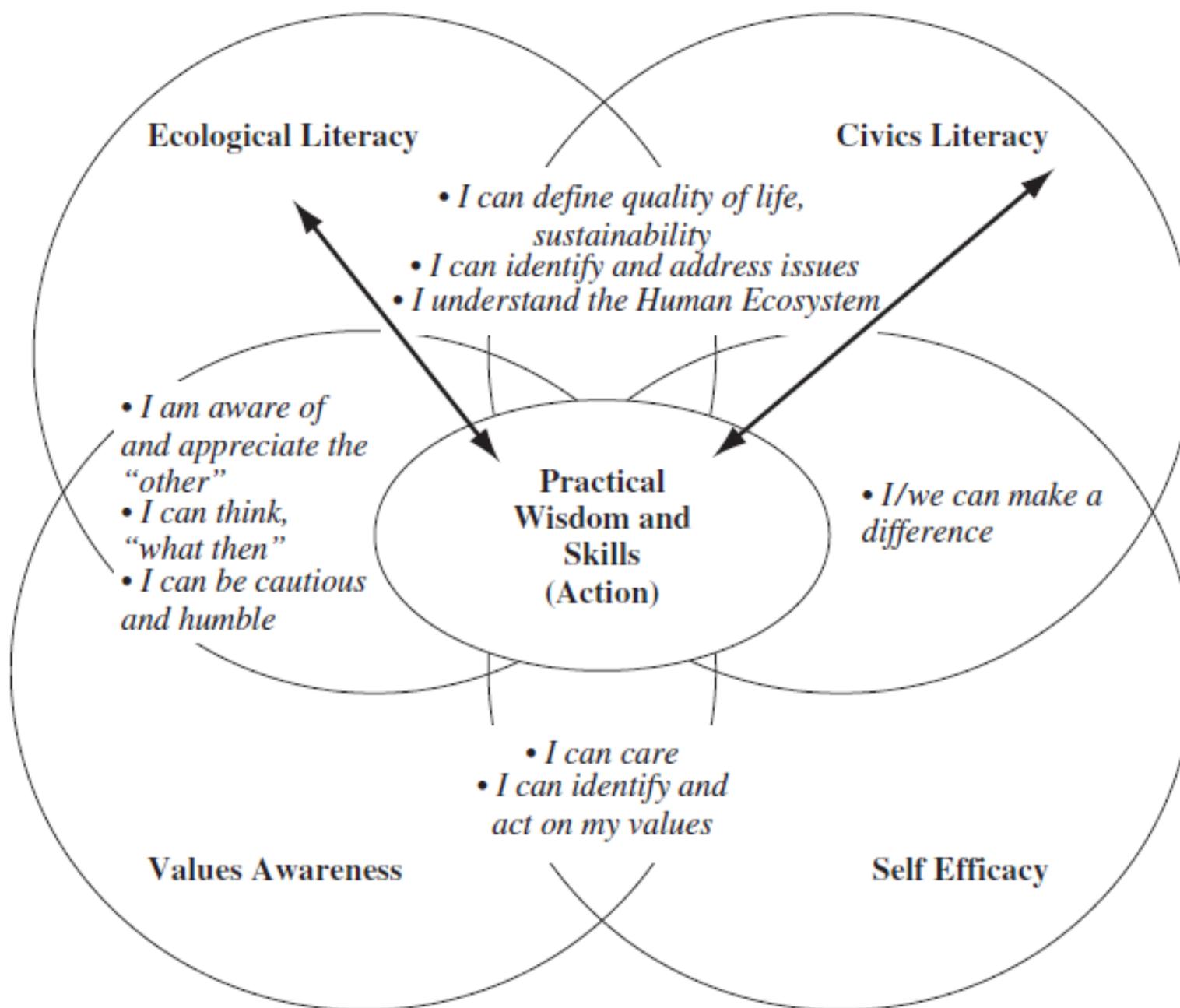
## Global Sense of Place

(Doreen Massey)



European Network for Environmental Citizenship

<http://enec-cost.eu/wp-content/uploads/2018/11/ECC-model.jpg>



Source: Berkowitz, A. R., Ford, M. E., & Brewer, C. A. (2005). A framework for integrating ecological literacy, civics literacy, and environmental citizenship in environmental education. In E. A. Johnson & M. J. Mappin (Eds.), *Environmental Education and Advocacy: Changing Perspectives of Ecology and Education* (pp. 227-266). Cambridge: Cambridge University Press. (p230 )

## Traditional Mass Education (factory approach)

‘one size fits all ... people, contexts, places’

Pupils often do not see the

**RELEVANCE?**

And are too easily

**DISENGAGED!**

# Place Based Education

Alternative/Complementary approach?

“not simply a way to integrate the curriculum around a study of place, but a means of inspiring stewardship and an authentic renewal and revitalization of civic life”

(Lane-Jucker 2005 piii)

# Place Based Education



(Sobel 2005)

*The Benefits of*

# Place-based Education:

A REPORT FROM THE  
PLACE-BASED EDUCATION  
EVALUATION COLLABORATIVE

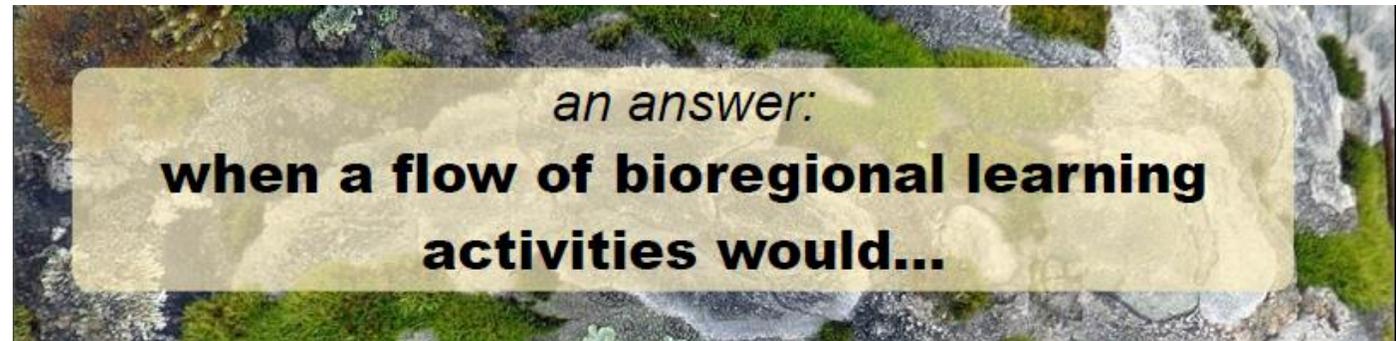
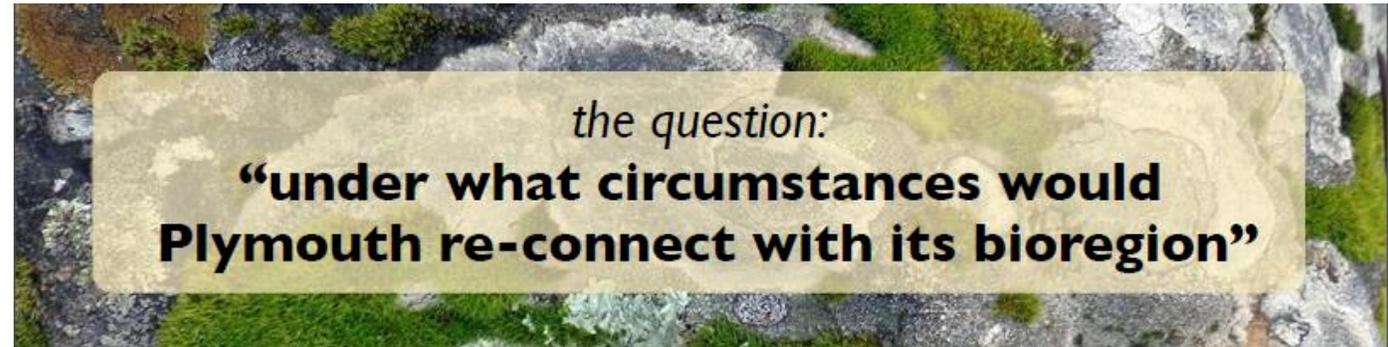
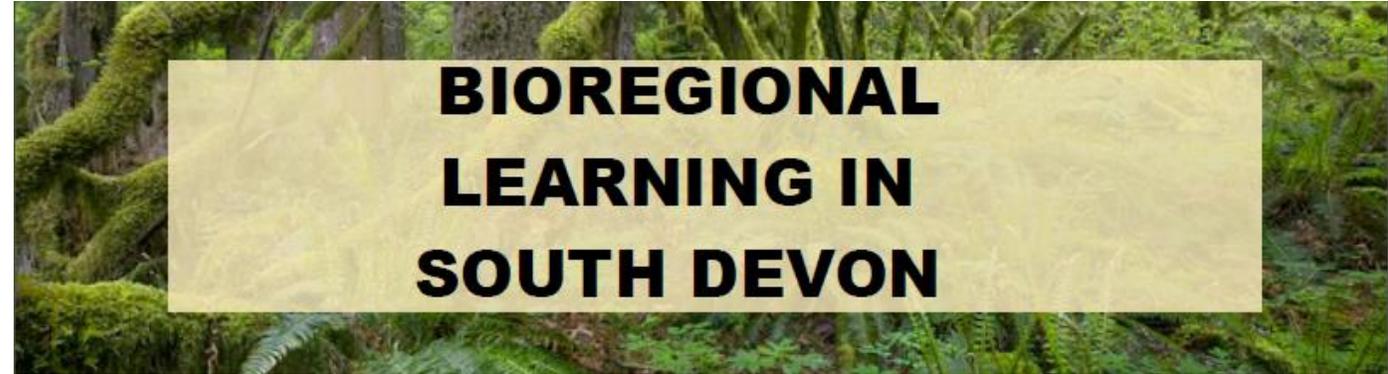
[http://promiseofplace.org/research\\_attachments/PEEC2007BenefitsOfPBWeb.pdf](http://promiseofplace.org/research_attachments/PEEC2007BenefitsOfPBWeb.pdf)

# Nature-oriented

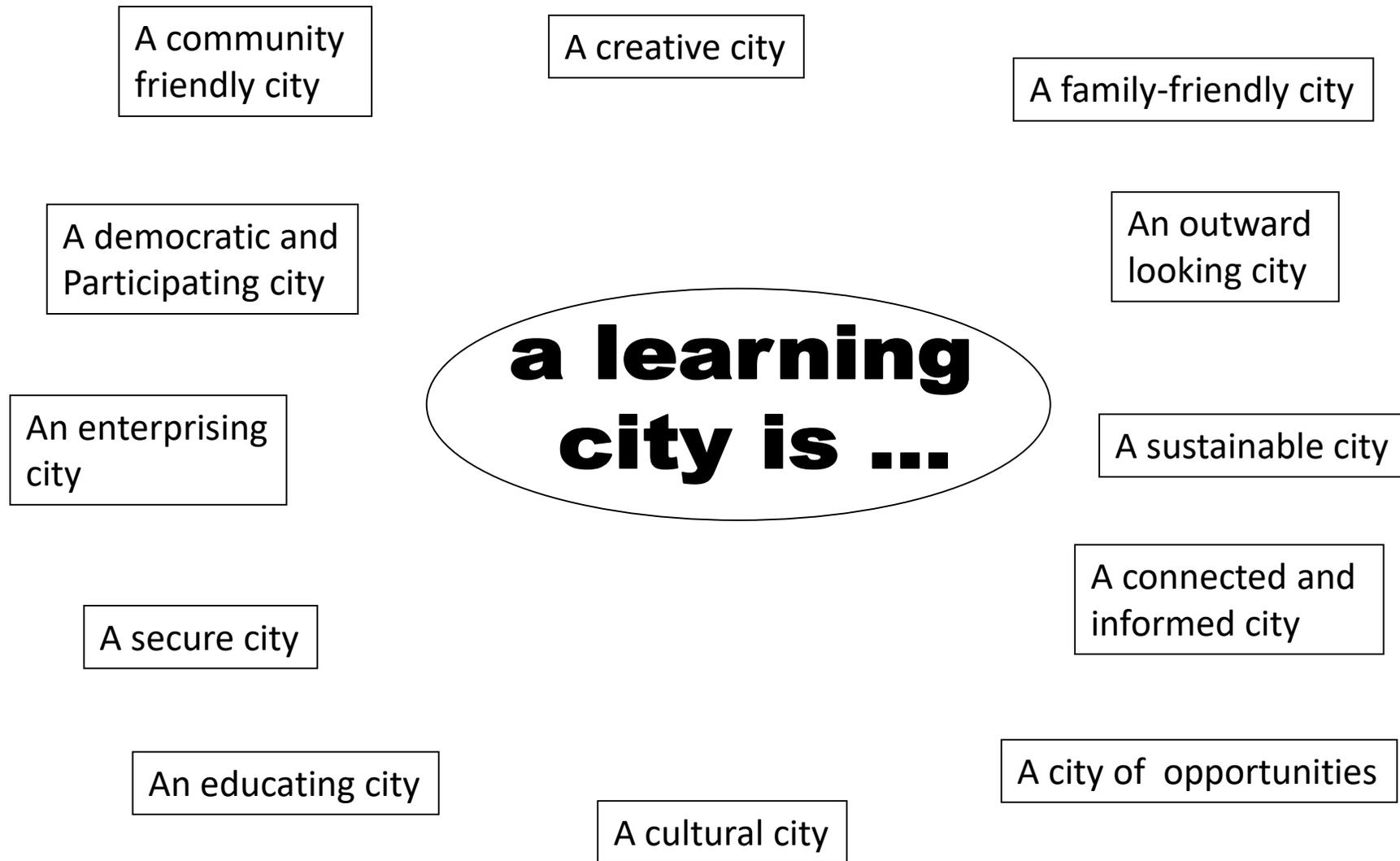


Nurturing Affinity to Nature through  
Outdoor Learning in Special Places

# Region-oriented



# Urban-oriented



# Planners and Educators/Learners



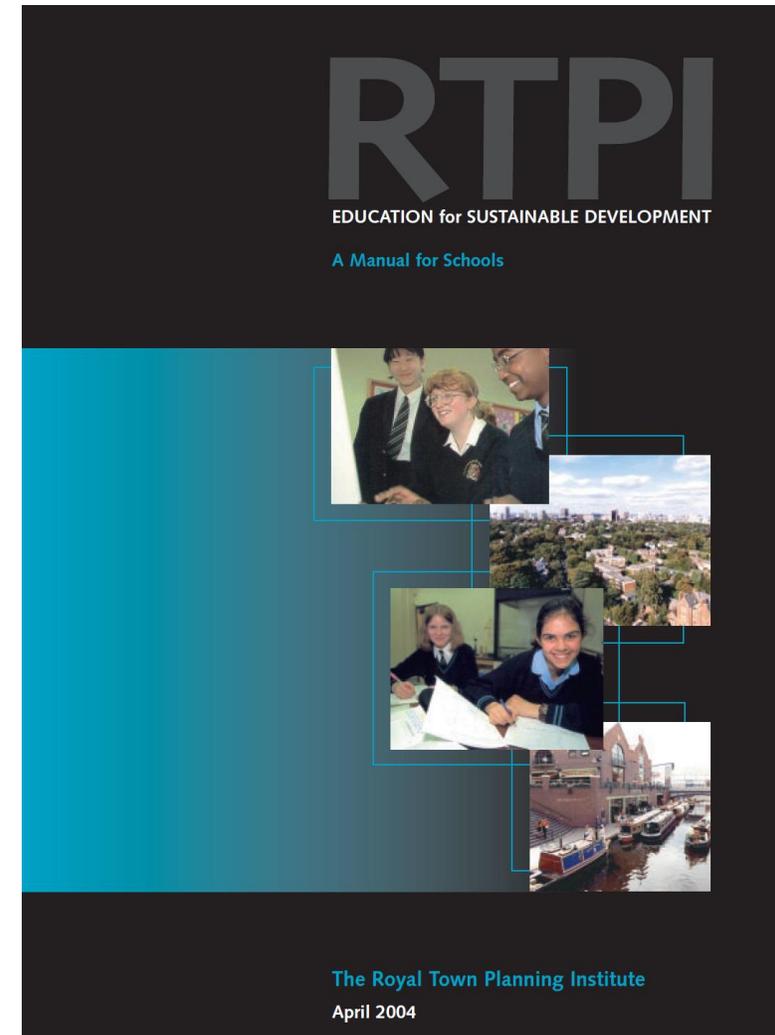
## Working collaboratively

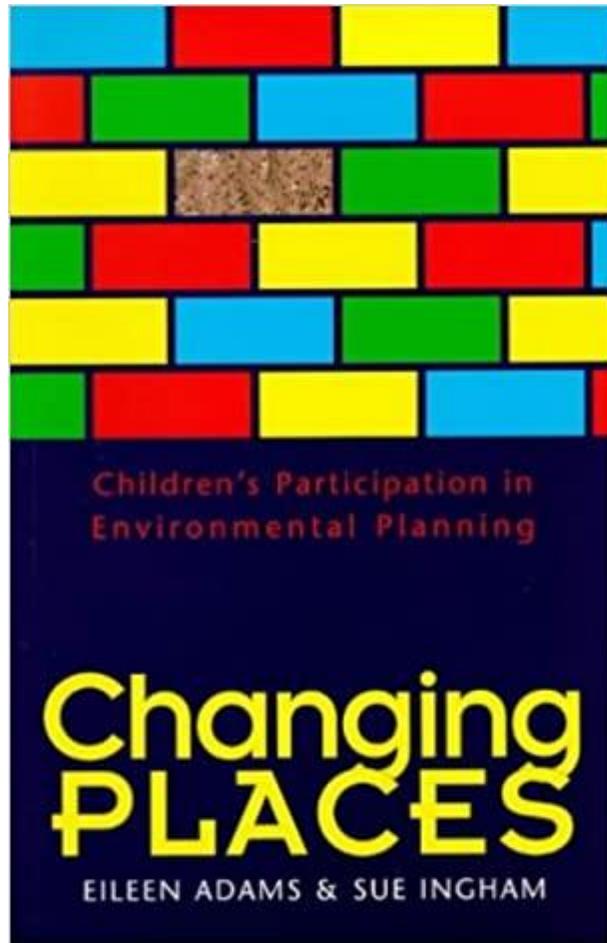
Education for Sustainable Development

Engaging with Young People

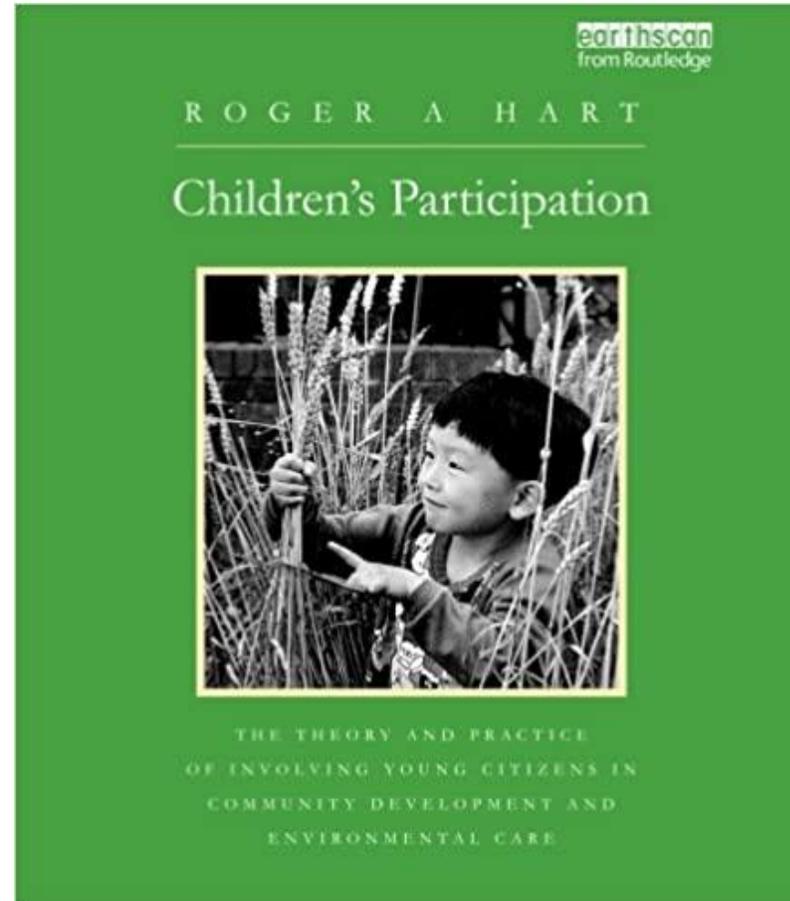
A Manual for Planners

Royal  
Town  
Planning  
Institute

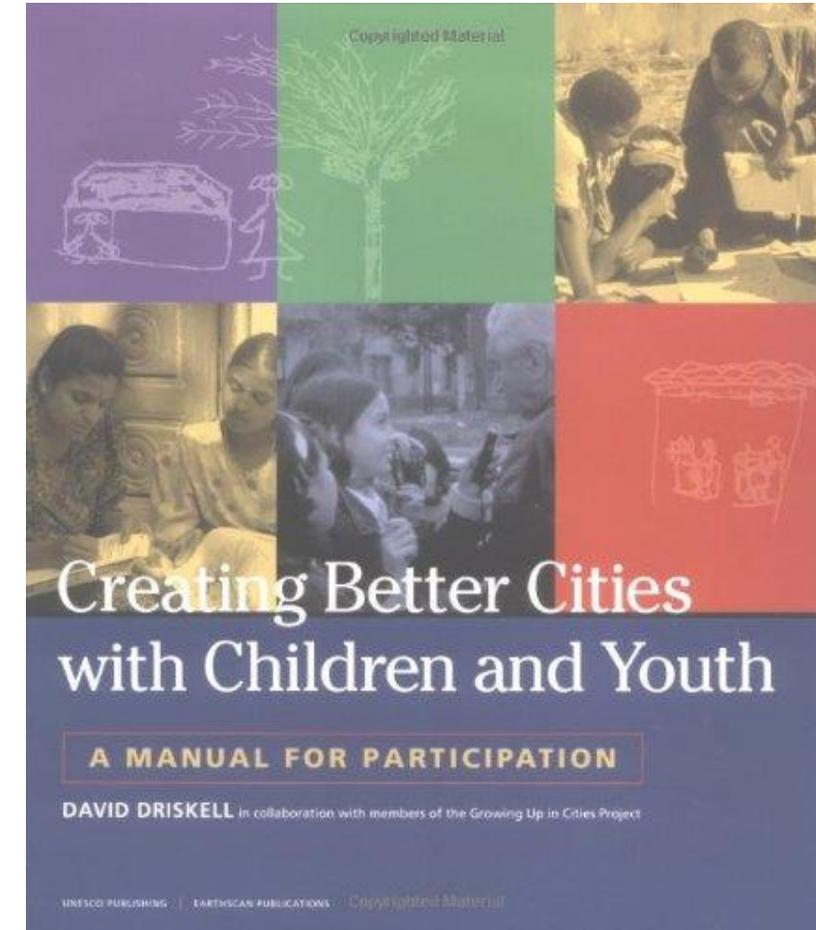




Adams, E., & Ingham, S. (1998). *Changing Places: Children's Participation in Environmental Planning*. London: The Children's Society.



Hart, R. A. (1997). *Children's Participation. The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. London: UNICEF/EarthScan.



Driskell, D. 2002. *Creating Better Cities with Children and Youth: A Manual for Participation*. Paris/London: UNESCO/Earthscan.



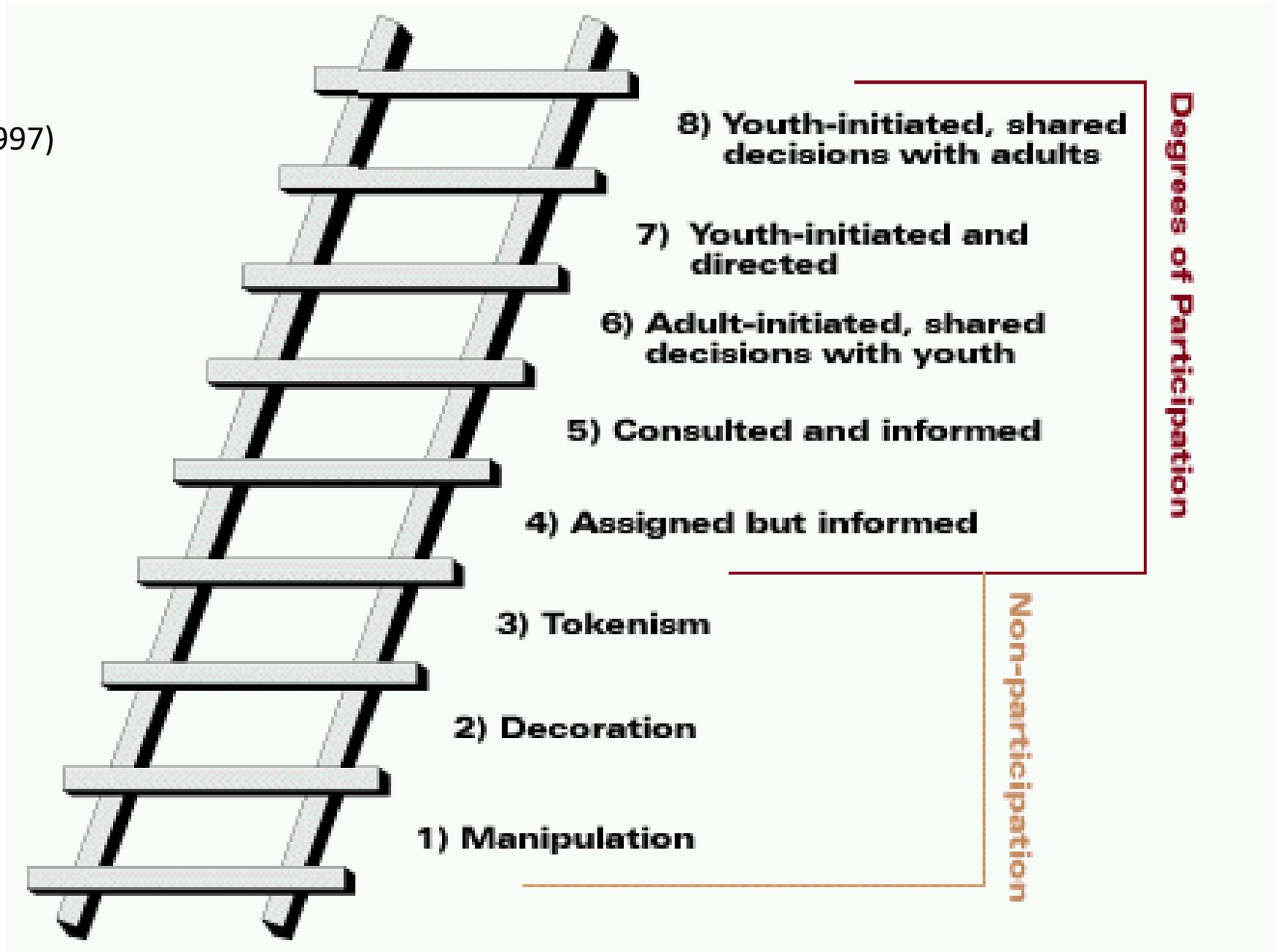
**Geographical  
Association**

<https://www.geography.org.uk/Living-Geography-project>

<https://www.geography.org.uk/Where-Will-I-Live>

<https://www.geography.org.uk/Building-Sustainable-Communities>

# Hart's Ladder (Hart 1997)





# ACE

alternatives for community & environment  
*building power for environmental justice*

## **REEP: Roxbury Environmental Empowerment Program**

Through REEP youth develop leadership in their home neighbourhood through an

- **environmental justice curriculum,**
- **leadership program, and**
- **youth-led organizing projects**

## **TRU: The T Rider's Union**

organizes public transit riders to build a unified voice and movement for better public transportation in Greater Boston

# Plymouth: a civic university

Our socio-economic impact from the City of Plymouth to a global scale



“

**Universities are so much more than degree-awarding seats of learning. They are drivers for economic innovation and advancement, catalysts for social change and champions of cultural development.**

Professor Judith Petts, CBE



Community Interest Company (CiC)  
<http://growingsustainablefutures.com/>

C ommunities  
L earning  
A bout  
S sustainable Development in  
P lymouth  
<http://claspnetwork.net/about>



# Green Works



House Team Beach Clean  
Days



Alice in the Wasteland



STEM and Enterprise  
Day Sustainability  
Workshops



# Project 21



Poetry

Exploration

Community  
Linking

Celebration

Outdoor Learning



# Project 21

3 schools exploring three natural environments in each of their areas in Plymouth:

- Victoria Road Primary School - Estuary Exploration
- Mount Wise Community School - Sea Fore Shore Exploration
- Old Priory Junior Academy - Woodland Exploration

the students - most 'disengaged' and also low literacy achievement – drafted at each site poetry to express their experiences

the inspiration of 'word' in poetry is aiming to inspire them to see language as a means to feel more confident and build self-worth

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