Chapter 13
Local to Global:
Place-Based Learning in Sustainability Education

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ABSTRACT

With the development of placed-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).