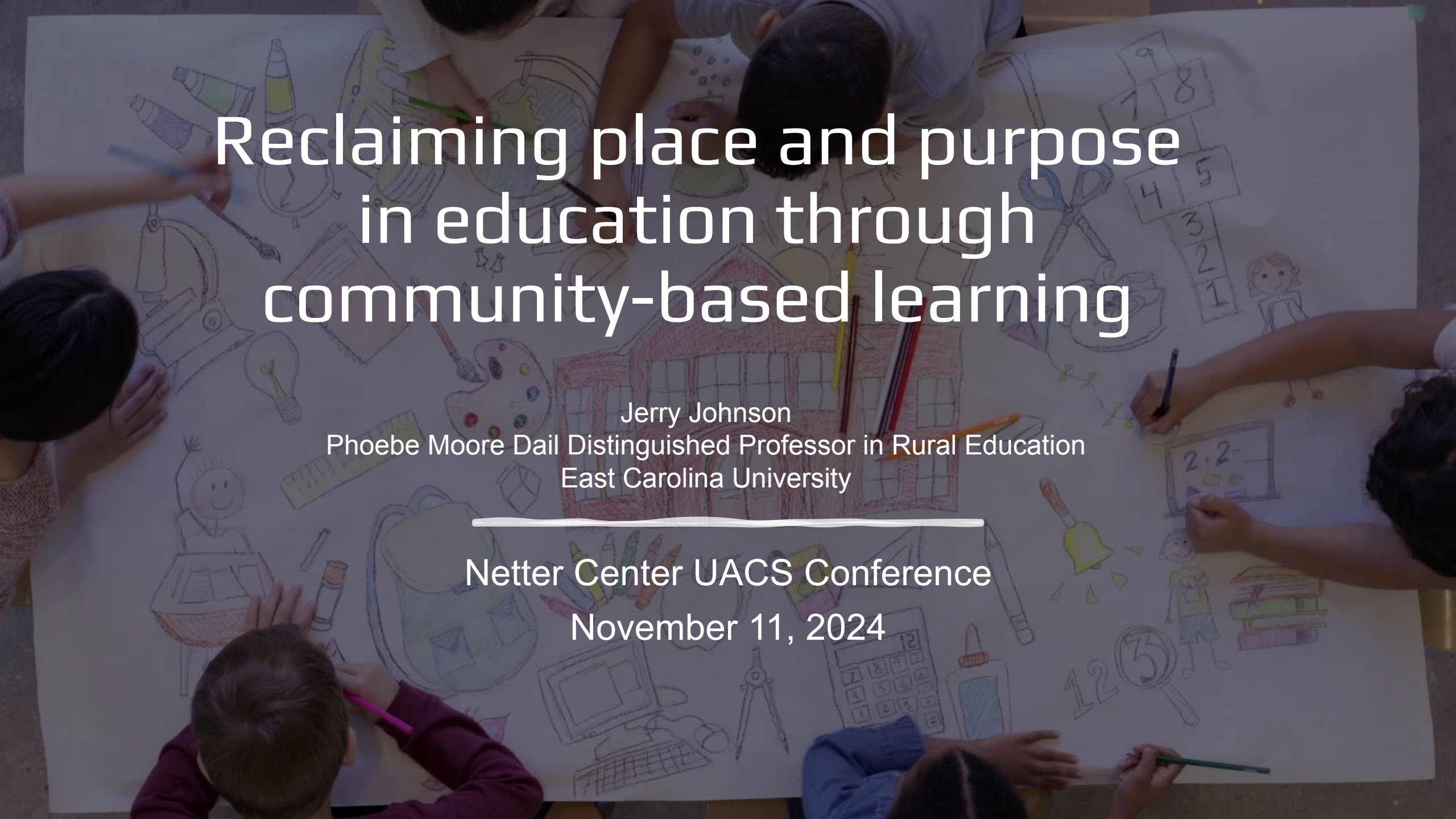


A top-down view of several children sitting around a large white sheet of paper, drawing with markers. The paper is covered with various hand-drawn illustrations related to education and school. On the left, there's a drawing of a microscope and a lightbulb. In the center, a large, multi-story school building is drawn in red and brown. To the right, there's a vertical number line from 1 to 9, a pair of scissors, and a small girl's figure. Below the building, there's a drawing of a person sitting at a desk with books. At the bottom, there's a drawing of a computer monitor and keyboard, a compass, and a calculator. On the far right, there's a drawing of a boy's figure and a stack of books. The children's hands and heads are visible around the edges of the paper, actively engaged in drawing.

Reclaiming place and purpose in education through community-based learning

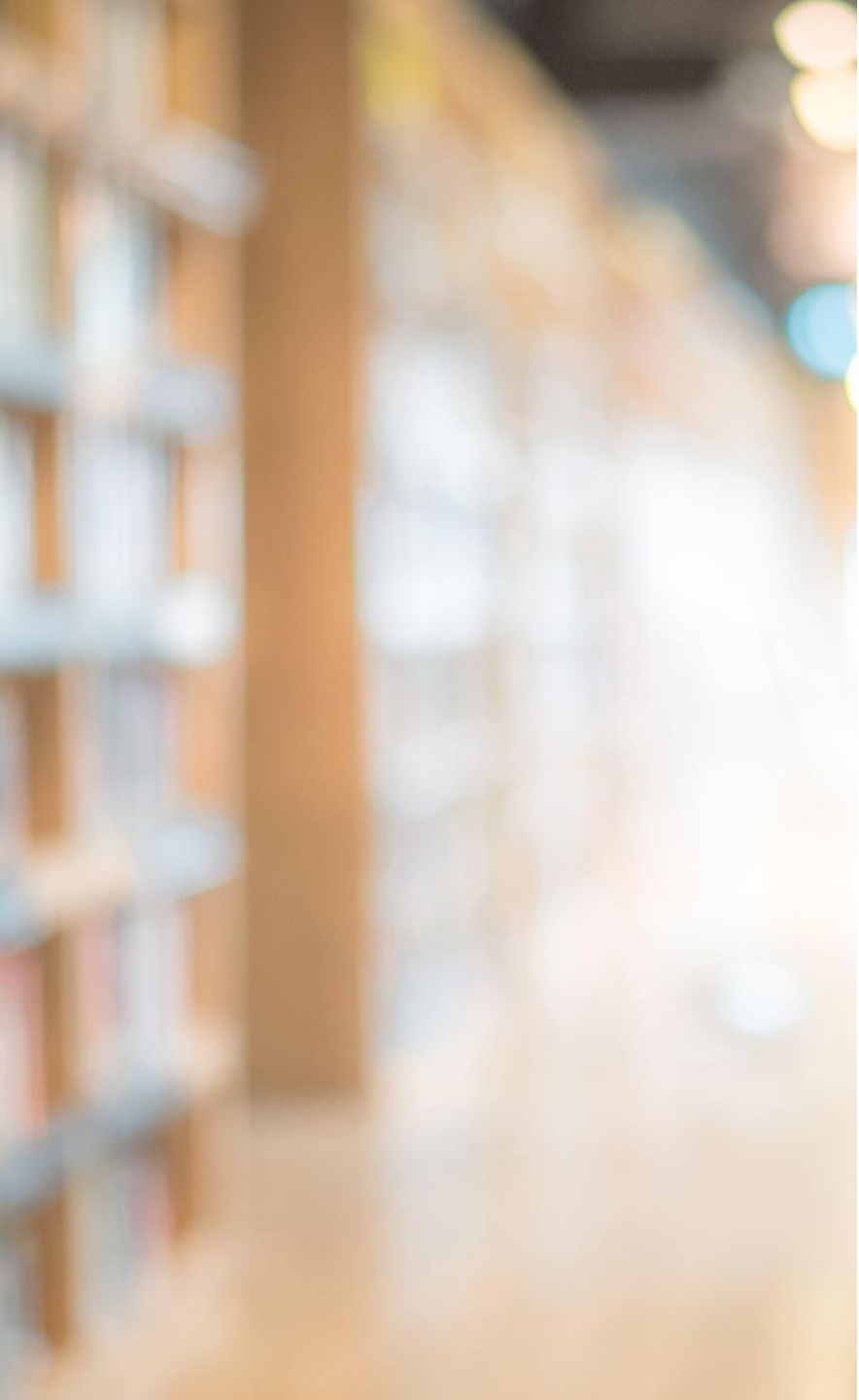
Jerry Johnson
Phoebe Moore Dail Distinguished Professor in Rural Education
East Carolina University

Netter Center UACS Conference
November 11, 2024

Overview

- Conceptual foundations of community-based/place-based learning
- Connections to community school frameworks
- Case briefs: PW Moore, Jasy Porã, Maindee Primary
- Activity and sharing
- Wrap up





Foundations: Dewey on the disconnect between school and lived experience

From the standpoint of the child, the great waste in the school comes from his inability to utilize the experiences he gets outside the school in any complete and free way within the school itself; while, on the other hand, he is unable to apply in daily life what he is learning at school. That is the isolation of the school, its isolation from life. When the child gets into the schoolroom he has to put out of his mind a large part of the ideas, interests, and activities that predominate in his home and neighborhood. So the school, being unable to utilize this everyday experience, sets painfully to work, on another tack and by a variety of means, to arouse in the child an interest in school studies.



Foundations: Smith (2001)

Valuable knowledge for most children is knowledge that is directly related to their own social reality, knowledge that will allow them to engage in activities that are of service to and valued by those they love and respect.

CBL/PBL practice framework

- Map the assets (1st) and needs (2nd) of the community
- Identify opportunities (at the intersection of assets & needs)
- Generate project ideas
- Align project specifics to existing curriculum
- Teach, learn, assess



CBL/PBL – CS Connections

Four Pillars*	PBL Practices
Expanded learning	Emphasizes learning that goes beyond school walls and treats community as curriculum and context for learning and application
Collaborative leadership	Broadens definition of who is a teacher by valuing community wisdom and expertise as part of the teaching and learning process
Family and community engagement	Leverages partnerships to plan and implement out-of-school learning and enrichment activities
Wellness supports	Emphasizes learning that serves the whole child, offers opportunities for meaningful student engagement in community life, and provides supports to enable full participation.

* https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_INFOGRAPHIC.pdf

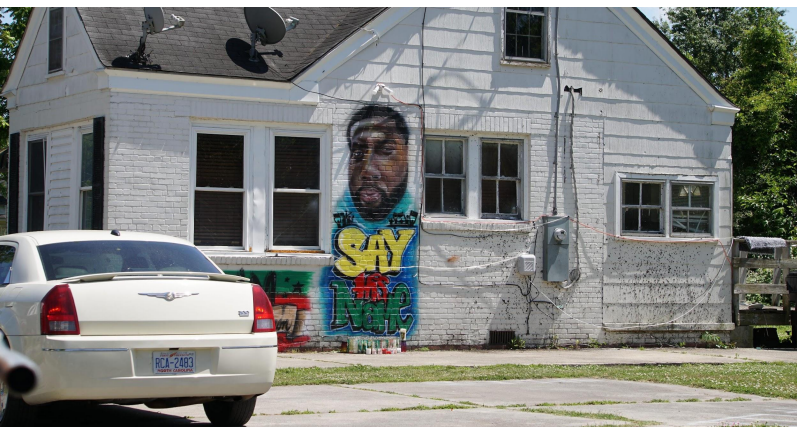
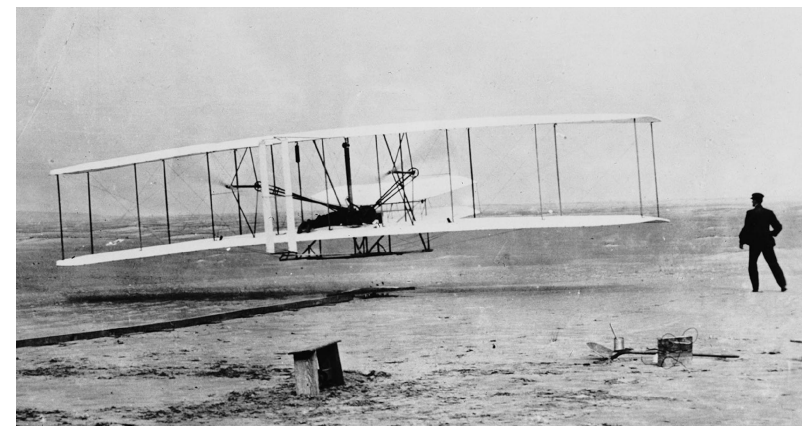
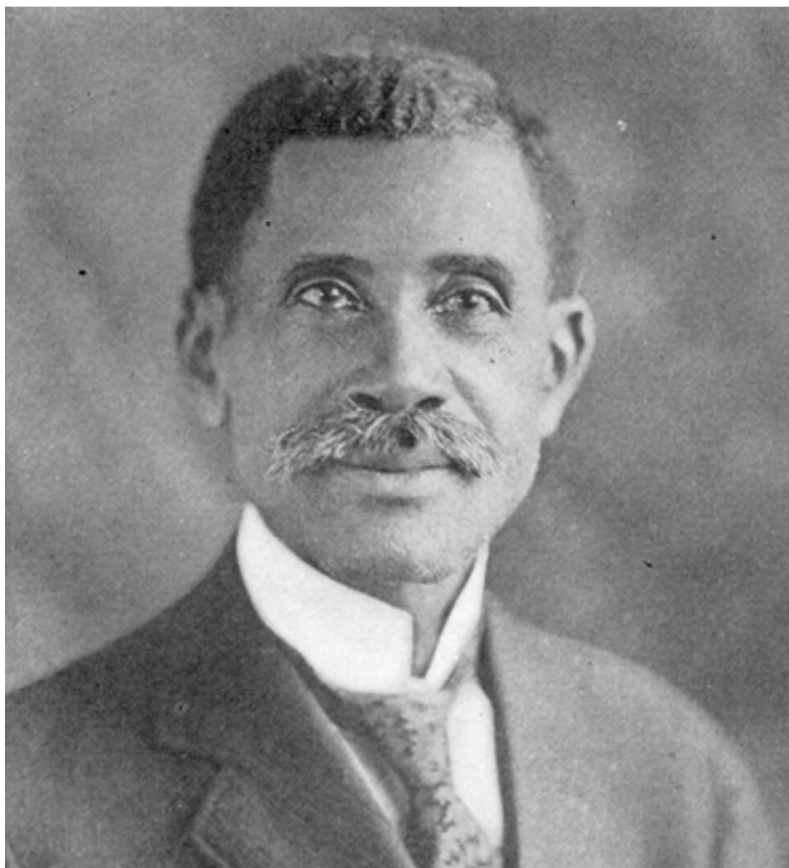
Uniqueness of place versus consistency of community school implementation

- CS framework as an *affordance* policy
- “*Tight firm framing that enables and protects looser, more creative space*” (Woods, 2005)
- *Transferability* versus *generalizability*





Case brief 1 – PW Moore Elementary – Elizabeth City, NC



Centering Place and Purpose

PW Moore Elementary School



Case brief 2 – Escuela Intercultural No. 941 Jasy Porã – Misiones Province, Argentina



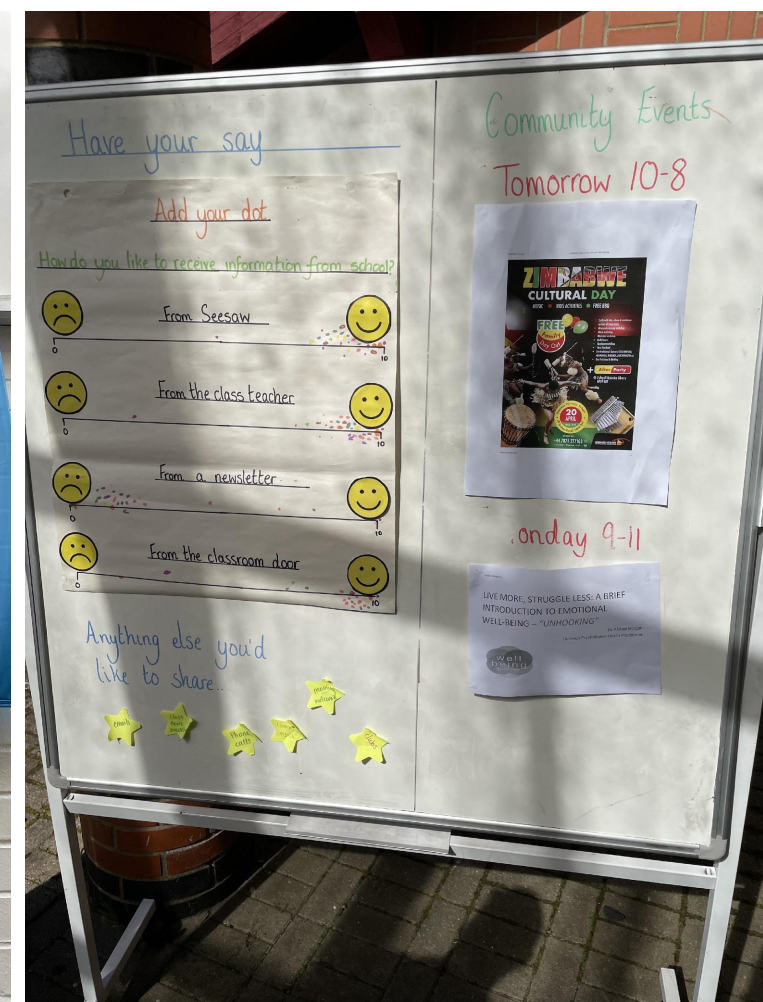
Centering Place and Purpose

Escuela Intercultural No. 941 Jasy Porã



Case brief 3 – Maindee Primary – Newport, Wales





Centering Place and Purpose

Maindee Primary

Activity

- Create a table with 3 columns
- In column 1, identify 3-4 assets directly linked to your school's "place" and its cultural, social, economic, and/or political history.
- In column 2, select one of your assets and identify an opportunity to leverage that asset in a learning activity that addresses a challenge facing the community
- In column 3, identify 1 or 2 examples of academic content that could be addressed via the activity





Activity Pt 2

- Table share
- With a partner, consider
 1. How does the proposed learning activity align with the goals of community schools?
 2. What resources and supports would you need to implement the activity in your school?
 3. How would you monitor/evaluate the effectiveness of the activity?
- Table share

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ECU Rural Education Institute:
<https://education.ecu.edu/rei/>



Southeast Regional Coalition for
University-Assisted Community
Schools: <https://southeastuacs.org/>