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PLASE
POWER OF LOCAL AUTHENTIC SUSTAINABLE EDUCATION

PLASE WORKSHOPS

The PLASE Workshops present local and transnational training sessions where educators enhanced their didactical and pedagogical skills through Place-Based Education (PBE), highlighting key activities, results, and participant feedback.



WORKSHOP: EXPLORING PERSPECTIVES TO PLACE-BASED LEARNING

Overview of the Workshop

The workshop “Exploring Perspectives to Place-Based Learning” was held in Rørvik, Norway, bringing together all PLASE partners. Facilitated by JAMK, it encouraged reflection on key competences and concepts related to place-based education. Participants engaged in key word association, brainstorming, and idea exchange to build a shared understanding.

Objectives and Key Activities

The workshop “Exploring Perspectives to Place-Based Learning” in Rørvik, Norway, brought together all PLASE partners to reflect on place-based education and the competences it fosters. The main objective was to encourage teachers to think about how students can connect with and appreciate their local communities, even when they sometimes need to leave to pursue educational opportunities elsewhere.

Participants engaged in interactive activities such as key word association exercises, brainstorming sessions, and open discussions to explore essential concepts, competences, and challenges in place-based learning. The workshop also included reflection on the role of study guidance and counseling, emphasizing how educators can support students in recognizing the value of their hometowns, fostering transferable skills, active citizenship, and a “love of place.”







THE TRIO DISCUSSION METHOD

In this part of the workshop, teachers are introduced to the Trio Discussion Method, a structured dialogue tool designed to foster meaningful conversations and collaborative reflection. Each participant receives three “tickets” (represented by fingers) to manage their speaking time, ensuring everyone has a chance to contribute equally.

During the activity, each teacher takes one minute to present a theme they find important, explaining why it matters and proposing possible actions or solutions. This encourages participants to articulate their ideas clearly and listen actively to others.

After each participant has shared, the trio comes together to discuss the presented themes and select one to explore in more depth. This step promotes dialogue, critical thinking, and joint decision-making, allowing teachers to connect their individual experiences and insights with those of their peers.

HELPING STUDENTS SEE LOCAL OPPORTUNITIES

This discussion explores the role of study guidance and counseling within place-based learning, emphasizing the importance of helping students appreciate and engage with their local community. Rather than always leaving their hometowns for opportunities elsewhere, students can be guided to recognize the value and potential of their own surroundings.

By identifying and developing transferable skills and fostering active citizenship, educators can transform the way students relate to their communities. Promoting a “love of place” encourages students to see opportunities locally, understand their personal and professional growth within the context of their environment, and make meaningful contributions to the community.

Creating awareness of these possibilities among teachers and counselors supports a transformative approach to education, where learning is not only about acquiring knowledge but also about connecting with, valuing, and strengthening the local context.





STAYING OR LEAVING

During the PLASE workshop, teachers explored how students' relationships with their local communities are complex. In some areas, students need to leave to access educational opportunities, but leaving does not mean permanently disconnecting from their hometown. Experiences gained while away, such as internships, summer jobs, or interactions with local businesses and teachers, can enrich students and strengthen their ties to their community.

These experiences can turn students into ambassadors for their place, promoting it and attracting others, even if they do not return to live there. For teachers, understanding this dynamic highlights the importance of supporting students' connections with their local environment, even when they pursue opportunities elsewhere.

OPPORTUNITIES AND CHALLENGES IN RURAL AREAS

Place-Based Learning addressed the challenges and opportunities of education in rural areas. Teachers discussed how students often leave their hometowns to pursue higher education, which can result in a shortage of skilled professionals and weaken local communities. The session emphasized how flexible and hybrid learning models can provide educational opportunities locally, allowing students to grow and develop while maintaining strong connections to their communities. Participants also reflected on the vital role of schools, local authorities, and teachers in creating supportive learning environments that nurture students' ties to their hometowns.



Feedback and Lessons Learned

Participants appreciated the interactive and reflective format, which encouraged dialogue and the exchange of experiences from different local contexts. Teachers reflected on the complexity of students' relationships with their communities, noting that leaving for educational opportunities does not necessarily disconnect students from their hometowns. Experiences like internships, summer jobs, or collaborations with local businesses can enrich students and strengthen their ties to the community.

The workshop highlighted that educators and counselors play a key role in helping students value their local environment. By fostering transferable skills, active citizenship, and a sense of belonging, teachers can transform the way students engage with their communities. Overall, the workshop demonstrated that collaborative reflection and discussion are essential for promoting effective place-based education and supporting teachers in implementing it in their own contexts.













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