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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: PLACE-BASED EDUCATION, DEVELOPMENT OF CASES

Overview of the Workshop

The workshop “Place-Based Education, Development of Cases”, led by JAMK University of Applied Sciences, focused on translating place-based education into concrete teaching practices. Through real examples from partner institutions, it explored how local contexts can be used to design meaningful and impactful learning experiences. The workshop emphasized experimentation, adaptation, and the connection between education and real-world environments.

Objectives and Key Activities

The main objective of the workshop was to support participants in developing and testing concrete place-based education (PBE) cases within their own institutional contexts. It aimed to bridge theory and practice by encouraging educators to design learning activities rooted in local environments, regional needs, and real-world challenges.

The workshop was structured around the presentation and discussion of case studies developed by partner institutions. Each case illustrated how PBE can be applied in different educational settings, from schools to adult education and organizational contexts. Participants analyzed how these cases integrate elements such as local history, environmental awareness, collaboration with stakeholders, and future-oriented thinking.
Through these examples, the workshop fostered peer learning, exchange of ideas, and critical reflection. It also encouraged participants to consider how similar approaches could be adapted to their own contexts, taking into account the specific characteristics of their institutions and territories.







CURRICULUM AND FUTURE-ORIENTED LEARNING

The case presented by JAMK University of Applied Sciences focused on a course within a new curriculum titled “Teacher as a Creator of the Future.” The aim is to connect educational practices with future-oriented thinking by analyzing megatrends and regional needs.
Students are required to implement concrete actions within their own organizations or local areas, allowing educators to assess the real impact of their work. This approach highlights the importance of aligning educational frameworks with practical outcomes and ensuring that learning is both context-based and forward-looking.



LOCAL HERITAGE, MEDIA, AND INNOVATION

The case from VUC Storstrøm explored how local historical sites can be used as a starting point for interdisciplinary learning. Students engage with places such as harbors, dikes, and infrastructure projects, combining history, language, and media studies.
Innovative tools such as AI are used to create images, videos, and narratives about these places, supporting both creative expression and critical thinking. The case also includes potential collaboration with local companies and stakeholders, reinforcing the connection between education and the surrounding community.



SUSTAINABLE USE OF LOCAL RESOURCES

The case presented by Val Skoler focused on agricultural education and the sustainable use of sheep wool. Students explore a real-world problem, namely the underutilization of wool due to low market value.

Through individual reflection and group work, students are encouraged to develop innovative ideas for new uses of wool, moving from problem identification to solution development. This process fosters creativity, collaboration, and practical problem-solving skills, while also strengthening the connection between education and local economic practices.

EXPERIENCING PLACE THROUGH LANGUAGE AND CULTURE

The case from Liceo Lorenzini proposed a practical activity based on a sightseeing tour in Pescia. Students prepare and deliver guided tours in a foreign language, exploring historical and cultural landmarks of the city. The activity combines theoretical knowledge with practical application, helping students develop both linguistic and intercultural competences. It also encourages reflection on local identity, differences between rural and urban contexts, and the transformation of places over time. Additional activities, such as interviews with local residents and multimedia production, further enrich the learning experience.





PLACE-BASED APPROACH AS A NETWORK STRATEGY

The case presented by FSEA applied the PBE model to an organizational context rather than a physical place. The institution is conceived as a “virtual place” where stakeholders interact, collaborate, and develop shared strategies.

The approach focuses on strengthening networks, improving cooperation among partners, and increasing the impact of adult education in the region. Through structured activities involving stakeholder analysis and group reflection, the model supports the development of new strategies and synergies, demonstrating how PBE can be adapted beyond traditional educational settings.

Feedback and Lessons Learned

The workshop highlighted the importance of grounding education in real contexts, showing how place-based approaches can make learning more relevant, engaging, and impactful. Participants appreciated the diversity of examples, which demonstrated that PBE can be applied across different disciplines, age groups, and institutional settings.

A key lesson learned is that there is no single model for place-based education. Each case needs to be tailored to its specific context, taking into account local resources, challenges, and opportunities. The workshop also emphasized the value of collaboration with external stakeholders, as well as the need to connect learning activities to broader societal and regional developments.









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FSEA

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