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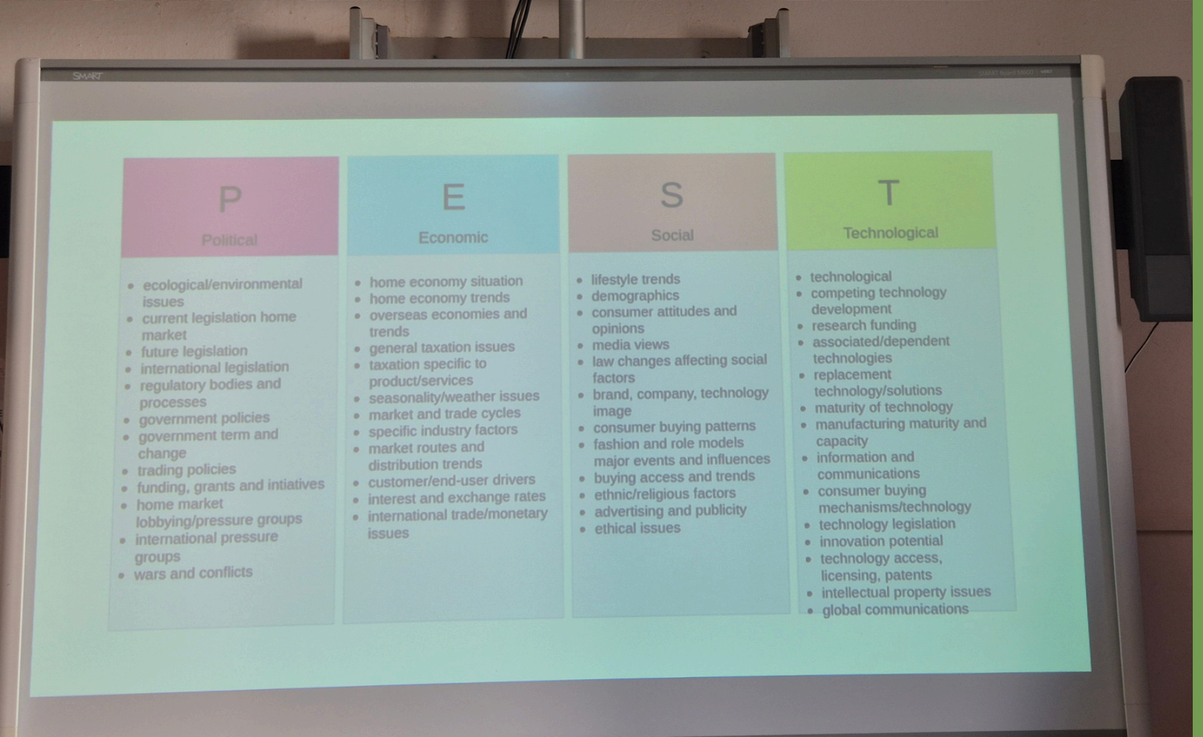
PLASE WORKSHOPS

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: THE CORE OF PLACE BASED LEARNING

Overview of the Workshop

Led by JAMK University, the workshop “The Core of Place Based Learning” encouraged participants to reflect on the experiences and knowledge gained throughout the study visits and project activities. Through individual reflection, group work, and a collective discussion, participants explored the key factors that enable place-based learning and considered how these insights could be applied in their own educational contexts.

Objectives and Key Activities

The workshop aimed to help participants consolidate the knowledge acquired during the project by reflecting on their experiences and identifying the essential elements of place-based learning. Participants were first invited to carry out an individual self-reflection on the activities, visits, and discussions completed during the previous days, focusing on their main takeaways and personal understanding of place-based learning.
This was followed by group discussions in which participants analysed the social, political, cultural, environmental, and technological factors that influenced the places they had visited. The workshop concluded with a collective discussion where participants shared their findings, exchanged perspectives, and reflected on the importance of community involvement, cooperation between schools and local organisations, and the development of a shared vision for local communities.







INTRODUCTION AND INDIVIDUAL REFLECTION

The first part of the workshop introduces the reflection activities that guide participants through the final stage of the learning process. After revisiting the experiences gained during the project and the study visits, participants are invited to carry out an individual self-reflection on what they have learned so far. The session encourages them to identify their main takeaways, consider what they see as the core of place-based learning, and reflect on the questions explored throughout the workshop

This individual exercise provides an opportunity to consolidate learning before moving into the collaborative discussions that follow during the workshop.

GROUP REFLECTION INSTRUCTIONS

The second part of the workshop introduces the group reflection activity and provides participants with a framework for analysing the experiences gained during the project. Participants receive guidance on how to examine the places they visited by considering the social, political, cultural, environmental, and technological factors that contribute to place-based learning. They are encouraged to share observations rather than search for predefined answers, using their own experiences as the basis for discussion. The session concludes with instructions for preparing a short group summary highlighting the key factors and findings that will be presented during the final plenary discussion.



SHARING INSIGHTS AND LESSONS LEARNED

The final part of the workshop brings participants together to share the outcomes of their group discussions. Drawing on the reflections developed during the previous activities, participants discuss the importance of cooperation between schools, businesses, municipalities, and local communities, as well as the role of technology, cultural traditions, and community engagement in supporting place-based learning. The conversation also explores examples observed during the study visits and reflects on the long-term commitment needed to build partnerships, strengthen local communities, and create meaningful educational opportunities rooted in local contexts.





Feedback and Lessons Learned

The workshop enabled participants to consolidate the knowledge and experiences gained throughout the project by combining individual reflection, collaborative analysis, and group discussion. The different activities encouraged participants to identify the key factors that support place-based learning and to reflect on how these could be applied within their own educational and local contexts. The exchange of experiences highlighted the importance of cooperation between schools, businesses, municipalities, and local communities, as well as the need to develop a shared vision that supports long-term collaboration.

The discussions also underlined that successful place-based learning depends on multiple interconnected factors, including social, cultural, political, technological, and environmental conditions. Participants recognised that building strong partnerships requires time, commitment, and continuous dialogue, while examples from the study visits demonstrated the value of sustained cooperation between education providers and local stakeholders. The workshop concluded with a shared understanding that reflection and collaboration are essential for transforming local experiences into meaningful educational practices and for strengthening future place-based initiatives.













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