



Teacher Learning Center

Engaging Teachers, Invigorating Education

Advance Place-based Education Online Course Spring 2021

12 April - 31 May 2021

with continued engagement through winter 2021

Registration form: [registration form](#). Send a copy of your basic certificate course you have attended.

Last Date for registration: March 21, 2021

Participants in the program must:

- Have participated in past place-based education professional development experiences with TSS or REC
- Have reliable internet access to join the Zoom sessions and complete asynchronous tasks,
- Complete all sessions, anticipating 20-25 hours of time.

Note: Bhutanese educators are required to attend this online course prior to the professional exchange program visit between REC and TSS in order to maximize the learning outcomes from the visit to TSS.

Course Description: In this virtual course, participants will go deeper into Place-Based Education by exploring and engaging in the principles as adult learners and then experiencing model place-based lessons for PP to Class IV-aged students. Educator participants will gain practical skills and tools to engage with their local community, guide students through inquiry and design processes, and build learner-centered, interdisciplinary experiences. The course will be split into four sections and each week will be 1 module:

- Part 1: Review of place-based education and setting learning outcomes (Modules 1 & 2),
- Part 2: Place-Based Education deep dive: Inquiry-based and Design Thinking (Modules 3-5),
- Part 3: Place-based unit design and development (Modules 6-7), and
- Part 4: Place-based Practical: place-based experiences for PP to Class VI-aged students (Modules 8-9; scheduling TBD - should be completed by December 2021).

For Modules 1-7, each module will occur over 1 week with a flipped classroom type model - where teacher participants will complete readings and activities on their own time (asynchronous readings and activities; shared and reported on through Canvas) and then the 2 hour virtual meeting (synchronous Zoom session) will occur at the end of the module). These modules will be aligned with the Bhutan Professional Teacher Standards, the Bhutan Place-based Education Guidelines, and Bhutanese curriculum. In each module, participants will gain

Inspiring curiosity, engagement and leadership through transformative place-based education.

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practical skills that they can implement immediately in their teaching as well as make plans for future implementation of place-based practices.

By the end of Module #7, participants will create a place-based project to implement during the upcoming school year. Then during Modules 8-9 (Part 4 of the course), the Royal Education Council will support the Bhutanese teachers in implementing their place-based projects and writing a report on the project implementation and community impact of the project.

Participants can anticipate spending ~25-30 hours on course activities in Modules 1-7 and additional time implementing and reporting on their project, with REC support (in Modules 8-9).

Course Outcomes

- I can describe the power of place-based education and reflect the connections between place-based education and education for GNH.
- I can develop a place-based lesson, project or unit to implement with my students
- I can apply the place-based principles in my planning and teaching as well as share the principles with other educators. Specific focus for this course will be on:
 - **Inquiry-based:** I can guide students through an observation and question process to build curiosity and better focus exploration and investigation of place. I can describe the process of inquiry and levels of inquiry.
 - **Design Thinking:** I can teach students to define a challenge or opportunity with empathy, an understanding of bias, and a view toward community / professional need.
- I can practice the development of intentional culture and community leadership with a community of learners.
 - **Communication:** I can practice mindful communication in an online environment through written and verbal communication and giving and receiving feedback.
 - **Inclusivity:** I can reflect on the development of an inclusive learning environment by integrating culturally relevant pedagogy and place-based education.

Bhutan Professional Teacher Standards

This Advanced Place-based Education course will address the following Bhutan Professional Standards for teachers:

- 1.1 Language, cultural, religious and socio-economic backgrounds
- 2.5 Promotion of independent learning
- 3.5 Higher order thinking skills
- 4.2 Teaching learning plans and processes
- 4.5 community context and learning
- 5.1 Design and utilization of classroom assessment strategies
- 6.3 Professional reflection and learning
- 6.5 Professional networks with colleagues

Evaluation:

Evaluation for this course will be accomplished through:

- Participation in Zoom sessions and preparation of pre-work or follow-up assignments
- Giving and receiving feedback for draft plans
- Creation of a place-based community impact project and report on that project.

Course Completion:

In order to complete the course, participants must:

- Attend and participate in the 6 synchronous sessions*,
- complete the weekly discussion requirements, and
- complete and submit the final place-based plan assignment.

** Participants must complete these requirements to receive a certificate of completion. If a participant must miss one of the synchronous sessions and notifies the instructor in advance, an alternative make-up option will be provided.*

Format - online, mostly synchronous with some asynchronous components. Will use Canvas and Zoom as the platforms for online learning

Instructors -

- Teton Science Schools - Leslie Cook as the lead with engagement from other TSS faculty or Fellows who are connected to the Bhutan program (Nate McClennen, Jody Donovan, Josh Kleyman, Alex Sivitskis, Emma Griffin, etc.)
- Royal Education Council - Lhundup Dukpa as the lead with other REC staff members facilitating

Course Materials & Needs:

- Technology - a computer with regular internet access - including the ability to access Canvas and Zoom.
- Hard & soft copy of Place-based Education Guidelines
- Hard & soft copy of the Advance Place-based Education Resource Guide

Proposed Course Agenda

Modules 1 - 7 - April 12 – May 31, 2021

Proposed Zoom sessions on Thursdays from 7:00-9:00 pm BST (6:00-8:00 am MST in Wyoming)

Part 1: Defining Place and the Power of PBE (2 modules)		
Module #1 12-18 April 2021	Prior to Zoom #1 (~1 hour)	<ul style="list-style-type: none"> ● Introductory Video ● Sit-spot: reflection of place
	Zoom #1 (2 hours)	<p>Course overview, building community (place artifact sharing or maps activity), power of place and virtual “gallery walk” of place-based education principles (Bhutan’s 10 and TSS’s 6).</p> <p>Connecting Place-based Education with Education for Gross National Happiness</p>
Module #2 19-25 April 2021	Prior to Zoom #2	<p>Review place-based projects and lessons</p> <p>Consider ideas for planning & application</p>
	Zoom #2	<p>Designing for Place-based Learning - how can place-based principles and Education for GNH enhance student engaging, learning and community impact?</p> <p>Backwards Planning & Project-based Learning</p>
Part 2: Place-based Education Principles and Tools (3 modules)		
Module #3 26 April - 2 May 2021	Prior to Zoom #3 (1 hour)	<ul style="list-style-type: none"> ● Self-assessments (CBAM & PBE principle); reading ● Get outside: Place Triangle scavenger hunt
	Zoom #3 (2 contact hours)	<p>Inquiry-based, Design Thinking: Using processes to drive innovation</p> <ul style="list-style-type: none"> ● Group design challenge ● Community Impact Quest ● Facilitating Inquiry using the science circle
Module #4 3 May - 9 May 2021	Prior to Zoom #4 (1 hour)	<ul style="list-style-type: none"> ● Get outside: “I notice, I wonder” inquiry ● Readings and video on inquiry and place in education
	Zoom #4 (2 hours)	<p>Inquiry-based Deep Dive: How can students better understand their place?</p> <ul style="list-style-type: none"> ● iNaturalist - technology, biodiversity and community science ● Inquiry across subject areas ● Levels of inquiry
Module #5 10 - 16 May 2021	Prior to Zoom #5 (1 hour)	<ul style="list-style-type: none"> ● Get outside: Species account (science, art, writing, math) ● Readings and video case studies: community impact

	Zoom #5 (2 contact hours)	Design Thinking Deep Dive: How can students make a positive impact in their place? <ul style="list-style-type: none"> • Community Impact projects • Levels of design • Student voice and choice in design thinking
Part 3: Designing Place-based Learning Experiences (2 modules)		
Module #6 17 - 23 May 2021	Prior to Zoom #6 (~1 hour)	<ul style="list-style-type: none"> • Explore Project and Unit plans, post “I notice, I wonder” on discussion board
	Zoom #6 (2 contact hours)	Tools for Designing PBE learning experiences <ul style="list-style-type: none"> • Explore Design tools: UbD, 7E, Project/Unit Design template • Set up for final product • Planning Time
	Prior to Coaching Sessions (1 hour)	<ul style="list-style-type: none"> • Work on plan • Give and receive feedback
	Coaching Sessions (~2 hours)	Design Time and Structured Feedback <ul style="list-style-type: none"> • Schedule 1 hour coaching sessions with TSS and REC staff
Module #7 24 - 30 May 2021	Prior to Zoom #7 (~1 hour)	<ul style="list-style-type: none"> • Continue work on PBE learning plans and reflection • Submission of Final Learning Plan (August 6)
	Zoom #7 (2 hours)	Sharing Learning Plans and Celebration <ul style="list-style-type: none"> • Gallery walk of Learning Plans • Celebration of Learning and Gratitude • Goal setting (based on PBE scales of implementation self assessment) • Course evaluations
Part 4: Place-based Practical: place-based project implementation, support and reporting (2 modules) Dates TBD and spread from March - November 2021		
Module #8 Summer 2021	Individually scheduled sessions	REC supports Bhutanese teacher implementation and documentation of place-based projects
Module #9 Autumn 2021	Individually scheduled sessions	REC supports Bhutanese teacher project report writing; TSS to review reports and explore avenues for publication