



## HISTORY OF PLACE-BASED EDUCATION IN THE SOCIAL STUDIES FIELD \*

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### **Abstract**

*Place-based education is a phrase that historically is relatively new; as a concept it has been around for sometime longer. Place-based education has been defined as experience [outside the school] has its geographical aspect, its artistic and its literary, its scientific and its historical sides. Place-based education is useful for bringing community features into all classroom subject areas but it plays a vital part in the social studies classroom. This style of teaching social studies not only, engages students and increases citizenship but it also, fit(s) into a social studies curriculum [with its]...references to citizenship and community*

*The paper will be divided into sections covering different aspects of place-based education. In part one, place-based education is defined to offer a glimpse of what it can offer to education. Part two, discusses the framework of place set into historical context. Part three, will connect place-based education to other educational theories, such as those of John Dewey. Part four, aims to connect place-based education to social studies curriculum. Part six will conclude by discussing the future of place-based education, where it currently stands and its ability to keep students engaged.*

**Key words:** Place-based education, social studies.

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## SOSYAL BİLGİLER ALANINDA YER TEMELLİ EĞİTİMİN TARİHİ

### Öz

*Yer temelli eğitim anlayışı ülkemizde son yıllarda popüler olmasına karşın kavram olarak 18. yüzyılın başlarında kullanılmaya başlanmıştır. Okul dışı deneyim olarak da tanımlanan yer temelli eğitim, coğrafi, sanatsal, edebi, bilimsel ve tarihsel yönleri olan bir eğitim anlayışıdır. Yer temelli eğitim, içerisinde yaşanan toplumun temel özelliklerini sınıf ortamına taşıdığından dolayı bütün derslerde özellikle de sosyal bilgiler derslerinde öğrencilerin derse olan ilgisini arttırmada, vatandaşlık sorumluluklarını geliştirmede, öğrenci başarısının artmasında olumlu katkılar sağlamaktadır. Bu çalışmanın temel amacı yer temelli öğrenmenin tarihsel süreçteki gelişiminden özetle bahsedilerek Amerika Birleşik Devletleri'nde sosyal bilgiler dersi içerisinde uygulama örneklerini vermektir. Bu bağlamda bu çalışma yer temelli eğitimin farklı yönlerini içeren bölümlerden oluşmaktadır. Birinci ve ikinci bölümde yer temelli eğitimin tanımı yapılarak yer temelli eğitim anlayışının gelişmesi tarihsel süreç içerisinde kısaca incelenmiştir. Üçüncü bölümde yer temelli öğrenme ile sosyal bilgiler programı arasında nasıl bir ilişki olduğu açıklanmıştır. Dördüncü bölümde sosyal bilgiler derslerinde farklı yerlerde yapılmış yer temelli eğitim örneklerinden bahsedilmiştir. Beşinci bölümde kısaca yer temelli öğrenmenin öğrenci başarısı üzerindeki etkisi açıklanmıştır. Son olarak yer temelli eğitimin sosyal bilgiler alanındaki geleceği tartışılmıştır.*

**Anahtar Kelimeler:** Yer temelli eğitim, sosyal bilgiler.

## HISTORY OF PLACE-BASED EDUCATION IN THE SOCIAL STUDIES FIELD

Today, we are giving lots of our attention to technology integration to the classroom, learning techniques etc. Most of the time, we forgot the importance of place in education. However, it is important to give our attention to where learning and teaching take place. During the 1970s and 1980s the philosophy of place based education gained some popularity. Indeed, the idea of an education connected to and derived from the experiences of the children and their needs is not new and can be seen in the writings of Rousseau, Pestalozzi, and Froebel, among others writing in the

18th to early 20th centuries. In his book *Emile*, Rousseau (1993) mentioned “nature provides for the child’s growth in her own fashion, and this should never be thwarted” (p.58). Rousseau’s ideas had an important effect on Pestalozzi’s thought. Pestalozzi interpreted and implemented Rousseau’s ideas; even he concluded that some of his ideas were impractical. Nature is a crucial concept of Pestalozzi’s educational philosophy. Gutek (1968) expressed that Pestalozzi described nature both as reality and as the totality of the physical environment. According to him, one of the knowledge sources was a knowledge acquired by working. The most important point of Pestalozzi’s educational philosophy for place-based perspective is his principle about how instruction should be (Gutek, 1995). Pestalozzi (1977) addressed the importance of instruction that starts with the near and move to the far in his words “strengthen and make clear the impression of the important objects by bringing them nearer to you... and letting them affect you through different senses” (p.7). This idea expressed that education should be started with the students immediate environment than concern distant regions (Gutek, 1995). The second important characteristics of Pestalozzian education is that education should start with simple and then move to the complex (Pestalozzi, 1977). Pestalozzi’s educational philosophy took other European philosophers attention and affected their philosophies. Friedrich Froebel follows Pestalozzi’s thought and then extends his method (Hutchison, 2004). Froebel mentioned the importance of self-activity to express children’s inner divine nature; and children exhibit their simple and natural life through play. Therefore, education should be passive rather than prescriptive (Gutek, 1995). Also, place based education has deep roots connected with the progressive educational traditions (Gruenewald, Koppelman & Elam, 2007). In the first decades of the 20th century, Dewey (1915) mentioned that, integrating schools and their communities and inducting students into pattern of civic engagement is important for the maintenance of democratic institutions (Smith, 2007). In addition, Dewey (1959) mentioned the importance of connecting school with students’ daily life.

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 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 (p. 76-77).

Place-based education is a phrase that historically is relatively new; as a concept it has been around for sometime longer. John Dewey has defined a form of place-based education as, “experience [outside the school] has its geographical aspect, its artistic and its literary, its scientific and its historical sides. All studies arise from aspects of one earth and the one life lived upon it” (Dewey, 1915, p.91). While Dewey didn’t term this idea as place-based education he described it eloquently as a form of ‘outdoor education’. The goal of outdoor education was to allow students to be a part of their surroundings outside the classroom, “provid[ing] meaningful contextual experiences-in both natural and constructed environments-that complement and expand classroom instruction, which tends to be dominated by print and electronic media (Knapp, 1996, p. ix). Outdoor education as Dewey envisioned “helped students connect with their particular corners of the world” (Woodhouse & Knapp, 2000, p. 1). Dewey wasn’t looking to completely remove students from the classroom, instead the classroom would provide a framework for understanding the outside world and the outside world provides contextual examples for students to bring into the classroom.

When conceptualizing the idea of place-based education, “it involves using all of the environments in which students live-natural, social, cultural-as starting points to teach concepts in language arts, mathematics, social studies, science and other objects across the curriculum” (Smith & Sobol, 2010, p. x). By utilizing the environments that students live in to teach concepts, these ideas become more applicable in students’ lives; allowing them to be understood beyond a conceptual level and actually applied to issues in their community.

## How Place-Based Education is Connected with Social Studies Curriculum

In his article, Gruenewald (2003) mentioned the roots of place based education and how it connected with other fields. Place based education's purposes and practices can be connected to "experimental learning, contextual learning, problem based learning, constructivism, outdoor education, environmental and ecological education, bioregional education, democratic education, multicultural education, community based education, critical pedagogy itself" (Gruenewald, 2003, p.3), service learning, civic education, and project-based learning (Smith, 2007).

Place-based education is useful for bringing community features into all classroom subject areas but it plays a vital part in the social studies classroom. This style of teaching social studies not only, engages students and increases citizenship but it also, "fit(s) into a social studies curriculum [with its]...references to citizenship and community" (Resor, 2010, p. 185).

Place-based education is strong in the social studies classroom, as it's roots are in the field of geography but by definition, "place can be drawn upon to teach any subject area" (Smith & Sobel, 2010, p. 23). By encouraging cross-disciplinary endeavors into community problems, these problems may be more readily worked on by students across disciplines. This could lead to encouraging multi-faceted ideas in solving relevant issues. According to Smith and Sobel (2010) "[another] aspect of place-based education...involves the role played by community members in the delivery of education to the young" (p. 23). Place-based education could not function without the embodiment of the community in the classroom. Likewise, the community also has a responsibility to the students. Those in leadership positions within the community must work to educate the children about the needs and functions of the community.

In the classroom place-based education revolves around a series of features that students must subscribe to in order to obtain the most out of their learning experiences. These rules consists of students', "gain[ing] the skills needed to be lifelong learners...consult[ing] with teachers, residents, and other experts...display[ing] evidence of their investigations throughout the school and community...learn[ing] concepts connected to state and local standards" (Black, 2008, p. 40-41). In order for place-based education to be truly successful in the classroom, "it requires persistent leadership to make it to the core of your school and community" (Black, p. 42).

While the social studies curriculum reverberates back to features of place-based education (e.g., citizenship, critical thinking, social studies skills), it still has to work through issues surrounding assessment viability. Many teachers wonder if place-based activities are useful with regard to high-stakes achievement tests, "[educators] are concerned that civic education and place-based learning will not immediately raise test scores" (Tompkins, 2008, p. 174). Along with testing, teachers are also concerned that they "lack the competence to engage students in real work in the community that is also challenging academically" (Tompkins, p. 174-175). Assessment already takes up a great deal of time in the classroom but place-based education activities' effectiveness could be measured through, "authentic assessment...by any valid and reliable means of measuring [a] sense of place in students (Semken, et. al., 2009, p.138).

The idea of place in relation to students and what they can attain is a powerful ideal. Place offers a framework to practitioners, as it offers "a context for diverse experiences that do not and probably cannot happen in the institution of school" (Gruenewald, 2008, p. 143). By introducing students to their local community they can understand the true ebb and flow of their community; noticing how it impacts their lives. Local sources of knowledge are something that we forget as being so vital to our knowledge skillset, "to live is to live locally, and to know is first of all to know the places one is in" (Casey, 1996, p. 18). The danger of missing out on local sources of

knowledge can severely impact ones understanding of more critical ideas. Individuals that understand their local environment can apply those same contexts to more advanced ideas.

Hutchison (2004) asserted that education is not what happened inside the four walls of classroom; however, it occurs outside of the school. Place-based education strives to direct students' attention and experience to their local culture, environmental problems, and the economy (Smith, 2007). Therefore, place based education aims to start teaching and learning from the nearby and familiar places which students live (Gruenewald, Koppelman & Elam, 2007).

In addition, place-based education aims to promote students' awareness of environmental quality and bring community awareness to the process of place making (Gruenewald, Koppelman & Elam, 2007). Resor (2010) stated that place-based education improves student engagement and students' relationship with their communities; helps to nurture better future citizenship; increases awareness of preserving the natural environment; and provides higher academic achievement. Therefore, it can be concluded that place-based education can fit into social studies curriculum (Resor, 2010). Seneschal (2007) mentioned that using place-based education to solve community problems provides students to become active citizens. Through using place-based education in social studies, students ask "where" and "why there" questions (Resor, 2010). Therefore, it is appropriate for the National Curriculum Standards for Social Studies (2010) theme #1 Culture, #3 People, places, and environments, #5 Individuals, groups, and institutions, and #10 Civic ideals and practices.

### **Place-Based Education Examples in Social Studies Field**

Place-based education found a fertile area in social studies field. Our place in history was a Teaching American History grant from 2006-2010 and created by Educational Service District 113. Our Place in History was a professional development grant designed to improve U.S. history teacher content knowledge, by using local stories to inform U.S. history teaching (Our Place in History, 2011).

U.S. Department of Education (2011) stated that the main goal of this grant is to promote teaching American history as a separate academic subject for elementary and secondary schools. Our Place in History used this grant for supporting professional development for teachers of American history to improve the quality of history instruction. For this purpose, our place in history carried out their activities with Evergreen State College, Washington State University, nonprofit history or humanities organizations, libraries, and museums. Our place in history raised student achievement by improving teachers' knowledge, understanding, and appreciation of American history.

Media Academy at Fremont High School in California, students are responsible to publish a community newspaper that includes local-public service announcement and news. These kind of real-world projects make the lives of the students and their community more sustainable through enhancing employment opportunities and developing a sense of commitment in students to cultural validity. Through this project, students moved from extraction to sustainability (Sobel, 2007). Similarly, in Guilford, Vermont, middle school students write and publish actual town community newspaper. Seventh and eighth grade students work as reporters, designers, and salesperson. This project helps students to meet with the criteria of their state curriculum standards and to create connected, active community (Sobel, 2007).



A study in Texas entitled “The effect on an interdisciplinary garden program on the environmental attitudes of elementary school students”. This research founded that school gardening program showed more positive environmental attitudes.

- Water quality monitoring
- School recycling
- Schoolyard naturalization
- Habitat restoration
- Natural areas interpretation
- Aquaponic and waste management
- Toxins reduction
- Energy conservation
- Green buildings
- Invasive species control

In the above examples schools can be the epicenter for environmental change in their communities, motivating civic officials to take actions (Sobel, 2007).

Another example is from New Mexico, Pecos High School. Social studies teacher, Lorain Varela, (1998) mentioned that her students learned best when she provide them to related their school experience with their personal lives and cultural backgrounds. Then she started to remind her students how identifying their cultural background is important. For this reason, she used place-based approach for her class. Her students started to collect local legend which focused on the culture of Hispanic in New Mexico. Students were required to read Folklore of Rio Abajo and then they interviewed with their parents and relatives. Also, parents were invited to class and shared their own experienced. At the end of the unit, students prepared a presentation and made to the class. Furthermore, the social studies teacher wanted students to write a poem and select their settings where the poem was to be delivered. The teacher stated that students loved leaving the classroom and having the

opportunity to chose their own settings. In addition, guest speakers were invited to the class. Students\*’ father, uncle, friend specifically who can help them to learn about their culture and their place visited to class. In addition, there were some local trips to make students more aware of their relationship between their cultural origins. The teacher mentioned that they did not have relied on only textbooks, and left the classroom and these enriched students knowledge.

Place-based education inspires students to take more active roles in their local community. In Hudson High School, Massachusetts, ninth grade social studies students learned that “democracy is an ongoing struggle, kept alive by an active and informed citizenry who recognize the rights of other and are empowered to affect change” (Bartsch, 2001, p. 148). Through the place-based project titled “Responsibilities of citizenship”, students are able to understand the importance of civic engagement to their local community. Also, students can identify the needs of their community, and use their abilities to change the situations; finally they can connect their local issues to global issues. (Bartsch, 2001).

In addition Smith (2002) mentioned several place-based experienced in schools. Smith stated that a Hispanic origin teacher in south Texas used place based in his social studies classroom and asked student to conduct interview with older resident of their place. At the end of this project, students were able to collect adequate materials to exhibit for their neighborhood. The teacher mentioned that he used this method for five years and it was very successful. Furthermore, Smith claimed about Environmental Middle School, Portland, Oregon (You can reach the photos on schools website) that placed local natural phenomena at the center of their educational philosophy. Its curriculum focused on broad topics of forest, mountains, and rivers. The core subjects use these topics. This school devotes Tuesday and Thursday for outdoor education and community service. Other days, it offers typical classroom activities. Environmental Middle School’s efforts not only include observation and

testing, but also restoration, creating a living laboratory, and some community service such as serving meals for homeless and low-income, helping local food bank, tutoring to elementary school students.

### **Place-Based Education and Students' Academic Achievement**

The effects of place-based education on students' academic achievement. Lieberman and Hoody (1998) conducted a study and surveyed 40 schools across the United States. This study mentioned that students in the schools which used place-based education score higher on standardized test in reading, writing, math, science, and social studies. Specifically for social studies, this study stated that 96% of teachers and principals reported that Environment as an Integrating Context based learning helps students to improve their knowledge of social studies. Also, 95% of educators mentioned that "studying society in the context of the local environment helps students see the connections between economic, political, legal, and cultural systems" (p. 7). Furthermore, this study asserted that 97% of educators think that students have more advanced skills in applying civic process to their daily life situations. The most interesting finding was students' enthusiasm for social studies. According to Bartosh's (2003) study schools that are using environmental education programs did higher test scores on standardized tests than schools that are using traditional curriculum. Bartosh also mentioned that place-based education improves both students' learning and makes learning more relevant for students. In other words, it improves students' behavior and motivation to learn. Also, a national study titled asserted improved test scores in seven schools which are using EIC approaches (NEETF, 2000). This study mentioned that students perform better in science and social studies. The report stated "on state and national social studies and science tests, the scores of students who engaged in environment-based studies almost always exceeded those of students in traditional programs. At the School for Environmental Studies in Apple Valley,

Minnesota, for example, students who took the ACT test for college admission scored higher than their peers in the district, the state, and the nation” (p.3).

### **Future of Place-Based Education**

The future of place-based education holds a myriad of ideas that could stand to offer students a significant amount of resources in their understanding of place-based education. Dubel and Sobel (2008) see one of the primary starting points of place-based education in place-based teacher education. This shift in attention puts the focus on the teachers so that they can better facilitate to the needs of the students in their understanding of place-based education. Dubel and Sobel (2008) suggest ways of not necessarily out right changing the curriculum but instead change the focus of classes. By offering a variety of electives [e.g. integrating math and science through mapmaking, place-based social studies, nature journaling, etc.] students are allowed hands on opportunities outside of the core curriculum to experience place-based education first hand (Dubel & Sobel, 2008, p. 323-324). Changes made that this level reinforce student understanding about place-based education but the main shift comes in core classrooms. Place-based education infused with core content area classrooms doesn't shift the focus of the class but it instead adds variety (Dubel & Sobel, p. 318). Teachers are asked to include more first-hand experiences in their classrooms and develop curricular introductions from previous experiments. Students might discover a new way of looking at an idea or better understand a topic based off the way the instructor first understood the concept. This puts the students focus outside the classroom and also makes the classroom more informal, allowing students to open up.

Dubel and Sobel (2008) also call on teachers to, “model the dynamics of a healthy community” (p.327). By being a model of a community steward in the classroom teachers transfer knowledge to students that allows them to develop community

consciousness in the classroom. Not only are teachers transferring community knowledge to students but they are also developing and refining students' professional skills by opening up to situations they might not normally face. By incorporating the outdoors into the core curriculum and encouraging students to pursue work experience (e.g. internships); teachers are making strides and serving a dualistic purpose (Dubel & Sobel, p. 329, 331-332). A place-based teacher services the needs of the classroom as well as assisting the community that molds the students. Place-based teacher education makes sense as a small investment in teachers could make a meaningful impact across a vast number of students.

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## GENİŞLETİLMİŞ ÖZET

Eğitim ve öğretim sadece okulun dört duvarı arasında gerçekleşen bir olgu değildir. Eğitim ve öğretim okulla birlikte okul dışını da kapsayan bir süreçtir. Günümüzde eğitimciler öğrenme teknikleri, teknoloji destekli eğitim gibi konulara ilgi göstermektedirler. Ne yazık ki çoğu zaman yerin eğitimdeki önemi göz ardı edilmektedir. Ancak, öğrenmenin ve öğretmenin gerçekleştiği yeri dikkate almak oldukça önemlidir. En genel haliyle sınıf dışında gerçekleştirilen öğrenme faaliyeti ya da faaliyetleri olarak tanımlanabilecek yer temelli eğitim felsefesi, tarihsel olarak nispeten eski bir eğitim felsefesidir. Gerçekten de, çocukların ihtiyaç ve deneyimlerini yer temeline dayanarak öğretme anlayışı 18. yüzyılın başlarından 20. yüzyıla kadar Jean-Jacques Rousseau, Johann Heinrich Pestalozzi, Friedrich Wilhelm August Froebel gibi birçok eğitimcinin yazılarında görülmektedir. Emile adlı kitabında Rousseau, doğanın çocuk gelişiminde ne derece önemli bir yere sahip olduğunu ve doğanın çocuk eğitiminde asla göz ardı edilmemesi gerektiğinden bahsetmiştir. Rousseau'nun doğa ve çocuk eğitimi ile ilgili düşünceleri Pestalozzi'yi etkilemiştir. Yer temelli eğitim, Pestalozzi'nin eğitim felsefesinde önemli bir yere sahiptir. Pestalozzi'ye göre eğitim çocuğun yakın çevresinden başlamalı, çocuğun deneyimleri ise basitten karmaşığa bir yol izlemelidir. Alman eğitimci Froebel, Johann Heinrich Pestalozzi'nin fikirlerini biraz daha geliştirerek çocukların kendi becerilerini ve oyun oynayarak doğal yaşamla ilgili becerilerini temel alan bir felsefe geliştirmiştir. Yer temelli eğitim John Dewey tarafından okul dışı deneyim olarak ifade edilmiştir. John Dewey ayrıca yer temelli eğitimin coğrafi yönü, sanatsal yönü, edebi yönü, bilimsel yönü ve tarihsel yönü olduğunu da ileri sürmüştür. Yer temelli eğitim felsefesi, 1970 ve 1980'li yıllarda özellikle de Amerika Birleşik Devletleri'nde popülerlik kazanmış ve farklı derslerde kullanır hale gelmiştir.

Amerika Birleşik Devletleri'nde yapılan araştırmalarda yer temelli eğitim birçok alanla ilişkilendirilmiştir. Bu çalışmalar yer temelli eğitimi deneysel öğrenme, bağlamsal öğrenme, problem temelli öğrenme, yapılandırmacı öğrenme, okul dışı öğrenme, çevre eğitimi, çevrebilim eğitimi, demokrasi eğitimi, çok kültürlü eğitim, yansıtıcı düşünme eğitimi gibi alanlarla ilişkilendirmişlerdir. Bununla birlikte, yer temelli eğitimin sosyal bilgiler, fen bilimleri, matematik gibi derslerde kullanılabileceği ya da nasıl kullanılacağı konuları da bu araştırmalarda ifade edilmiştir.

Yer temelli eğitim, içerisinde yaşanan toplumun temel özelliklerini sınıf ortamına taşıdığından dolayı bütün derslerde özellikle de sosyal bilgiler derslerinde öğrencilerin derse olan ilgisini arttırmada, vatandaşlık sorumluluklarını geliştirmede, öğrenci başarısının artmasında olumlu katkılar sağlamaktadır. Özellikle sosyal bilgiler derslerinde yer temelli eğitim anlayışı benimsendiğinde öğrencilerin içerisinde yaşadıkları toplumun sorunlarına daha duyarlı oldukları ve toplum içerisinde daha aktif



roller aldıkları görülmektedir. Öğrencilerin dikkatini içerisinde buldukları çevrenin problemlerine çekmek, bu problemleri analiz etmelerini, bu problemlerin nedenlerini bulmalarını istemek, daha sonrasında da bu problemlere çözümler üretmelerini istemek, öğrencilerde sadece sorumluluk duygusunu geliştirmekle kalmayacak, onların problem çözme becerilerini de geliştirecektir. Örneğin aşağıda belirtilen konular (bunlarla sınırlı olmamak kaydıyla) sosyal bilgiler dersi kapsamında yer temelli olarak ele alınabilecek hususlardan bazılarıdır:

- Okulda gerçekleştirilecek geri dönüşüm faaliyetleri
- Okul bahçesinin öğrenciler tarafından bakımının yapılarak çeşitli tarımsal faaliyetlerin gerçekleştirilmesi
- Okul çevresinin yeşillendirilmesi
- Doğal alanların analiz edilmesi ve sürdürülebilir bir şekilde kullanımının planlanması
- Öğrencilerin atıklarla ilgili araştırmalar yaparak atık yönetimi konusunda çevre sakinlerini bilgilendirerek onlarda farkındalık oluşturmaları
- Öğrencilerin enerji kullanımı, tasarrufu ve yönetimi hakkında çalışmalarda bulunması

Yer temelli eğitimin uygulandığı okullarda öğrenci başarılarında olumlu bir artış gözlemlenmiştir. Bu konuda yapılan araştırmalarda yer temelli eğitim alan öğrencilerin merkezi sınavlarda dil, matematik, fen bilimleri ve sosyal bilgiler alanlarında diğer öğrencilere göre daha başarılı oldukları yapılan araştırmalarda ortaya çıkmıştır. Ayrıca yapılan araştırmalarda, yer temelli eğitimin öğrencilerin ekonomik, politik, kültürel ve siyasi sistemler arasındaki ilişkileri anlamada daha başarılı oldukları tespit edilmiştir.

Öğrencilerin akademik başarılarıyla derse olan ilgilerini arttırmada etkisi görülen yer temelli eğitim anlayışının sosyal bilgiler derslerinde yaygınlaştırılması için sosyal bilgiler öğretmen eğitiminde yer temelli eğitim anlayışı ile ilgili seçmeli derslerin yer alması önerisi bazı araştırmacılar tarafından öne sürülmüştür. Ayrıca, ilköğretim ve ortaöğretimde köklü bir öğretim programı değişikliği yerine içeriklerde yapılacak beceri temelli bazı değişikliklerle öğrencilerin sınıfın dört duvarı dışına çıkmasına olanak sağlanarak yer temelli etkinlikler yaptırılacağı de yine yapılan çalışmalarda yer alan önerilerden bazılarıdır. Yer temelli eğitim anlayışı ile öğrencilerin olaylara farklı bakış açılarıyla bakma becerileri sağlanarak okulda edindikleri bilgileri içerisinde yaşadıkları toplumla ve güncel hayatları ile ilgili olaylara uygulama imkanı bulacaklardır.

Bu çalışmanın temel amacı yer temelli öğrenmenin tarihsel süreçteki gelişiminden özetle bahsedilerek Amerika Birleşik Devletleri'nde sosyal bilgiler dersi içerisinde uygulama örneklerini vermektir. Bu bağlamda bu çalışma yer temelli eğitimin farklı yönlerini içeren bölümlerden oluşmaktadır. Birinci ve ikinci bölümde yer temelli eğitimin tanımı yapılarak yer temelli eğitim anlayışının gelişmesi tarihsel süreç içerisinde kısaca incelenmiştir. Üçüncü bölümde yer temelli öğrenme ile sosyal bilgiler

programını arasında nasıl bir ilişki olduđu açıklanmıştır. Dördüncü bölümde sosyal bilgiler derslerinde farklı yerlerde yapılmış yer temelli eğitim örneklerinden bahsedilmiştir. Beşinci bölümde kısaca yer temelli öğrenmenin öğrenci başarısı üzerindeki etkisi açıklanmıştır. Son olarak yer temelli eğitimin sosyal bilgiler alanındaki geleceği tartışılmıştır.