

Place, Pedagogy, and Learning: An Annotated Bibliography

Calvin College Learning Spaces Learning Community: [A part of CTLN](#)

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Anderson, H. (2007). Learning (and Leaving) the Comforts of Home: A Radical Pedagogy of Homeplace. *Philosophy of Education Yearbook*, 103-111.

Abstract: A commentary on an article by Claudia Ruitenberg that appeared in the *Philosophy of Education Yearbook 2005* is presented. Ruitenberg calls for education to take into account the importance of learning environments. Drawing from Ruitenberg's work, Anderson discusses the need for a radical pedagogy of homeplace, examining how discourses about the concepts of home and family contribute to the development and maintenance of oppressive systems.

Armstrong, G. & S. (2008). When Vines Talk: Community, Art, and Ecology. *Art Education*, 195 (11), 6-12.

Abstract: Through a case study on the use of invasive vines as an art form, the writer examines the contribution of art education to community, local and regional art practices, and ecology.

Ault, C. Jr. (2008). Achieving Querencia: Integrating a Sense of Place with Disciplined Thinking. *Curriculum Inquiry*, 38 (5), 605-637.

Abstract: The writer calls for a place-based approach to education that involves individuals learning about their sense of place in thoughtful relation to their place in a knowledge discipline. A concern for coherence shared by places and disciplines suggests the possibility of reconciling their purposes and of integrating a sense of place. Disciplined thinking, by criteria of artistic work, and integration are also prompted by disciplines that focus on place as landscape. The integration is completed by *querencia*, a Spanish word that can be interpreted as both a meaningful attachment to a geographic place and a place in the mind where understanding provides satisfaction.

Black, S. (2008). Learning in Place. *The American School Board Journal* 195 (11), 40-42.

Abstract: Place-based learning offers students an opportunity to live and learn ecologically, politically, economically, and spiritually. A study by researchers at Bowdoin College in Maine reveals that place-based education is possible in a standards-based, test-driven reform era and points to Vermont's state policy, which includes place-based learning in its standards for K-12 schools. Meanwhile, a recent compilation of studies shows that the Place-Based Education Evaluation Collaborative, which strives to help schools establish place-based learning as the core of the curriculum, is providing encouraging results.

*Burton-Christie, Douglas. (2009). Place-Making as Contemplative Practice. *Anglican Theological Review* 91 (3), 347-371.

Abstract: Burton-Christie's essay on place-making touches on the many spiritual, emotional and psychological implications of thinking about and establishing place in an age of displacement worldwide. He argues that place-making is, in fact, a form of contemplative practice that has the potential to enable individuals and communities to see and value the richness of place. Touching on the photographic work of Robert Adams, Burton-Christie follows this claim with the ideas of integration and implementation of geography, autobiography, and metaphor. With a uniquely spiritual perspective, Burton-Christie uses helpful examples, definitions, stories, experience, and religious perspective to define what it means to perform contemplative practice through place-making.

*Evarts, Lynn. (2006). The School Library As Sanctuary. *Voice Youth Advocates* 29 (5), 404-406.

Abstract: Evarts argues for the advantages of the library as a sacred and well-used space. She argues that there are two kinds of isolated students who tend to spend a great deal of time in the library: self-isolated teens and peer-isolated teens. Lynn explains why isolation occurs and proceeds to give ideas and a plan of action for making the library a space in which people feel comfortable and at ease. Because librarians have a unique position in the school where they are not constantly authoritative figures to the students, students find the library a comfortable and safe place to reside and find resources appealing to them. With specific place in mind, Evarts provides suggestions, such as permitting students to eat in the library or gathering the administrative or counseling department's support for specific students.

Gradle, S. (2007). Ecology of Place: Art Education in a Relational World. *Studies in Art Education* 48 (4), 392-411).

Abstract: In current research, place is a concept with multiple meanings, rich with personal, socio-cultural, historical, and political complexities. A phenomenological investigation of place meanings with preservice art teachers, offers a narrative to investigate the artist/teacher/researcher who examines performance art as one tool to further an ecology of place. Gradle draws conclusions that support sense-knowing, the importance of participation, embodied practice in art, and connective relationships. From these threads of inquiry, Gradle concludes with an ecological re-vision for art education.

Graham, M. (2007). Art, Ecology, and Art Education: Locating Art Education in a Critical Place-based Pedagogy. *Studies in Art Education* 48 (4), 375-391.

Abstract: In contemporary life and education, the local is marginalized in favor of large-scale economies of consumption that are indifferent to ecological concerns. The consequences of neglecting local human and natural communities include a degraded habitat, loss of wilderness, alienation, rootlessness, and lack of connection to communities. Critical place-based pedagogy provides a robust framework for the theory and practice of art education that is concerned with ecological issues. This article locates art education within a critical pedagogy of place as a prelude to describing contemporary art and art education that is engaged with ecological issues. Reprinted by permission of publisher.

Johnson, O. (2008). Ecology in Educational Theory: Thoughts on Stratification, Social Mobility & Proximal Capital. *The Urban Review* 40 (3), 227-246.

Abstract: This article examines how variation in educational outcomes according to “place,” or one’s geographic environment, has been explained in educational theory. In a critical review of functional, conflict, cultural and institutional theory in education, the author describes the disciplinary perspectives and research that leave the mechanisms of student differentiation according to place largely undeveloped. By introducing two related concepts of endogenous capital, the author articulates macro- and micro-level systems of social mobility between and within schools according to place. The author contends that the social organization and functioning of schools mirror and support the larger structure of place-based stratification in that they sort and allocate students into places within school that differentiate one’s ability to convert the resources of the environment into social mobility.

Joldersma, Clarence. (2009). A Spirituality of the Desert for Education: The Call of Justice Beyond the Individual or Community. *Studies in Philosophy and Education* (28) 3, 193-208.

Abstract: This article argues for an alternative notion of spirituality for education, based on Theo de Boer’s idea of a spirituality of the desert. Rather than depicting an inner, additional region named the spiritual, spirituality here is thought of as a discourse that depicts the everyday world in a particular way. In dialogue with David Purpel’s analysis, the paper argues for a notion of spirituality that is located in an ongoing oscillation between “the individual” and “the community”; the oscillation turns out to be a call for justice. This analysis helps understand classroom dynamics differently, providing a place of critique for current practices. Reprinted by permission of the publisher.

Keren, Robert. (2013). How Students Learn. *Middlebury Magazine*. Retrieved from <http://sites.middlebury.edu/middmag/category/issue/winter-2013/>

Abstract: Keren describes the ideas and interpretations of four faculty members who share their opinions of students and their experiences with teaching for students to truly learn. They discuss the importance of the classroom setting, how it should foster improvisation and create an environment in which students feel comfortable and focused. To teach is to create a space, and the discussion of space is intrinsic with the development of curiosity in each student. This article also discusses how students learn and how the process of learning often looks.

Kinloch, V. (2009). Literacy, Community, and Youth Acts of Place-Making. *English Education*, 41 (4), 316-336.

Abstract: A case study examined literacy, community, and acts of place-making. Longitudinal data were obtained from an African-American high school student’s literacy engagements in the Harlem community in New York City. Results revealed that the youth’s stories about gentrification in Harlem demonstrated the complexities of confronting power, identity, and struggle dynamics in an out-of-school context, addressing sociological distances across school

and community settings. Kinloch describes and gives high value to the relationship between learning and the physical setting in which learning takes place. The out-of-school context is pertinent to consider when providing in-class instruction. To understand the context of students, argues Kinloch, is to understand more fully the complex and intricate levels of society they know and understand. The integration of students' context into the classroom is key—especially within language arts pedagogy and the subject of literacy.

Lastica, Joelle. (2009). This is my Crossroads. *The High School Journal* 92 (3), 54-60.

Abstract: In her book *Borderlands/La frontera: the New Mestizo*, Gloria Anzaldúa writes on “Borderlands”, which she describes as “a vague and undetermined place created by the emotional residue of an unnatural boundary...a constant state of transition” (1999, p.25). In this paper, Lastica explores her own borderlands, between the spaces of classroom as a former high school chemistry teacher and in the present world of graduate education in curriculum and instruction. A few years after exiting the classroom, Lastica claims to have had the opportunity to reflect deeply upon the multiple roles she has established as a teacher—with students, colleagues, and curriculum. This paper explores the “space between” as a worthy endeavor as Lastica wonders about value in the time-space continuum between classroom teacher and educational theorist. With concepts such as hybridity, in-betweenness, and fluidity, Lastica suggests that one can partake in everything both spaces offer by valuing the complexities and multiplicities of these in-between spaces. This piece concludes with the proposition of a different conceptualization of curriculum.

*Mardis, Marcia. (2011). Reflections on School Library as Space, School Library as Place. *School Libraries Worldwide* 17 (1), I-III.

Abstract: In this editorial, Mardis comments on the aesthetic appeal of a library. She discusses the importance of initial comfort, readily available resources, and an importance for “visual pizzazz”. She asks and proceeds to answer three main questions likely of potential library users who enter a library for the first time: Is this my kind of place? Can I be successful here? Does this place fit with the rest of my life? This article reminds the reader that impact can never be separated from the place of the school library. As well, it highlights the important role place plays in learning.

Narum, J. & Sortor, M. & Vaz, R. (2013). *Planning Physical Learning Spaces for Nurturing Interdisciplinary, Global, Problem-Solvers* [PowerPoint Slides]. Retrieved From <https://learningspaces.webex.com/learningspaces/lsr.php?AT=pb&SP=EC&rID=22674477&rKey=c65ebe80c0ebd60b>

Abstract: Pertaining specifically to interdisciplinary, global problem-solvers today, this PowerPoint addresses the intentionality in planning for and implementing a physical learning space in the 21st century. It covers the key questions regarding exactly how space matters, the context for nurturing 21st century interdisciplinary, global problem-solvers, and the process of

planning for these particular contexts. This visual piece of media provides diagrams and brainstormed ideas revolving around learners, learning and space.

Schwartz, Ariel. (2013). In Cisco's Classroom of the Future, Your Professor is Just an Illusion. *Cisco*.

Retrieved from

<http://www.fastcoexist.com/1681458/in-ciscos-classroom-of-the-future-your-professor-is-just-an-illusion#comments>

Abstract: Schwartz discusses the fairly modern approach of having a 'telepresent' teacher in the classroom. The article discusses a firsthand experience of this type of classroom at the San Francisco branch of the University of Pennsylvania's Wharton School. Although it is at times difficult to tell, the teachers and multiple students were not actually physically present; they were simply projected. Schwartz discusses the impacts of this type of classroom setting and proposes that perhaps it will be the way of the future. Original article retrieved from <http://newsroom.cisco.com/press-release-content?type=webcontent&articleId=1146666>

*Sullivan, Margaret. (2010). Working Together. *American School & University* 83 (2), 24, 26-27.

Abstract: In a world of mass collaboration where students and educators alike are looking for spaces to work together, Sullivan addresses the usage of library space and its place in education today. Because much group work is done in a spur-of-the-moment kind of fashion, Sullivan advocates for a 24/7 collaborative space. She argues that something as mundane as the very furniture upon which we sit is an effective tool for student activities and the formulation of ideas. Addressing the usage of modern spaces and technology, Sullivan gives useful ideas on how to construct places conducive to working together in a group setting.

Thompson, Christine Marmé. (2009). Looking, Listening, and Lingering in Research with Children. *Visual Arts Research* 35 (1), 24-34.

Abstract: The writer explores the importance of visual art research with children as a way of understanding contemporary cultural practices, particularly the choices children make in representing their cultural experience in drawings and through the dialogues that surround them. She observes that the complexities of relationship between the image of the child held by adults—parents, teachers, and researchers—and the children they wish to educate and understand. The relationship between child and adult cultures create tensions between expectations, ideals, and realities, between the lived experiences of contemporary children and often poorly remembered childhoods of the previous generation. The writer proposes a pedagogy of listening as a way of knowing children within the type of "third pedagogical sites" suggested by Wilson as places within classrooms where children's culture is embraced and investigated.

Taylor, L. Hill, Jr. & Helfenbein, Robert. J. (2009). Mapping Everyday: Gender, Blackness, and Discourse in Urban Contexts. *Educational Studies (American Educational Studies Association)*, 35 (3), 319-329.

Abstract: This article argues that, in the realm of spatial theories, understanding how situated materiality (i.e., place) and contestations of identity matters when conceiving global and curricular space. Educators may interrupt and rearticulate practices and systems of oppression. By focusing on globalization at large, there is danger of leaving important concerns of the local unattended, and thereby failing to see how processes of globalization exacerbate problematic and off-hidden curricular issues. Such diversions typify the most insidious quality of the current form of globalization; that is: an articulation of ubiquitous, uniform, and systematically oppressive social scripts. Through the contestation of such scripts, this article focuses on the achievement of better spaces when gender and race are involved. The authors offer a discussion of curriculum where students write about and argue against the dominant representations of their lives in Washington, DC. Concluding meditations stress that a new conceptual frame is needed in everyday curriculum theorizing, one that enables a reconstruction of curriculum theorists' positionalities with regard to our support, or rerouting of the scripts that enable globalized systems of oppression and occlusion.

Uptis, R. (2007). Four Strong Schools: Developing a Sense of Place through School Architecture. *International Journal of Education and the Arts* 8 (1), 1-16.

Abstract: The driving premise of this paper is that students should be schooled in built and natural environments that afford them ways of understanding how their daily physical actions and social choices affect the earth. Views of prominent philosophers and scholars in support of this premise are described. Next, four cases illustrate how schools can provide students with opportunities to develop ecological mindfulness through practical activities that are enhanced by natural and built environments. The examples—from Canada, the United States, and Australia—span the primary, secondary, and tertiary levels of education. It is concluded that schools and curricula that focus on a sense of place are able to support the practical activities that lead to meaningful relationships between members of the community, and between people and the land.

Ursula, K. (2009). Learning to Lose: Rurality, Transience, and Belonging (A Companion to Michael Corbett). *Journal of Research in Rural Education* 24 (11), (Online). 1-4.

Abstract: Ursula provides an in-depth commentary on Michael Corbett's ideas of ironies and contradictions of formal education and rurality. Rural education, Ursula argues, is premised primarily on loss. This article discusses the potential productivity of the unsettling realities in rural education. Through a personal and professional view of disorientation with place in Newfoundland, CA, Ursula provides experience and professional knowledge that focuses on losing and place in the context of education.