



Adapted from Shelburne Farms' Sustainable Schools Project ©2013

## DEFINITIONS AND RESOURCES:

**Project-Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. (adapted from Buck Institute for Education)

<http://bie.org/objects/documents>

**Place-Based Education** focuses learning within the local community of a student. It provides learners with a path for becoming active citizens and stewards of the environment and place where they live. The resources of the community are brought into the learning process in a way that makes education exciting. The approach emphasizes hands-on, real world learning experiences that challenge students to learn and solve problems. It increase academic achievement, helps students develop stronger ties to their community, enhances student's appreciation for the natural world, and creates a heightened commitment for serving as contributing citizens. Community vitality and environmental quality are enhanced as local citizens, organizations and environmental resources are woven into the process of educating its citizens. (Center for Place-Based Learning/Antioch University New England) Resources:

<http://www.antiochne.edu/teacher-education/integrated-learning/placed-based-education/> and

<http://www.ecoliteracy.org/strategies/place-based-learning>.

**Problem-Based Learning(PBL)** is an authentic, experiential form of learning centered around the collaborative investigation and resolution of real-world problems. In PBL, students address a problematic situation from the perspective of a stakeholder in the situation. As both a curriculum organizer and instructional strategy, PBL fosters active learning, supports knowledge construction, integrates disciplines, and naturally combines school learning with real life. (from Problems as Possibilities: Problem-Based Learning for K-16 Education 2nd Edition/ASCD)

**Service-Learning** actively engages participants in meaningful and personally relevant service activities that meets learning goals as well as community needs. Service-learning projects work best when they fit the ages and developmental abilities of the participants, include interesting and engaging service activities, explore the context of the underlying societal issues the service addresses, and address needs that are important to the community being served. (Source: National Youth Leadership Council,

<http://www.nylc.org/>)

This brief article clearly explains the difference between project and problem-based learning: <http://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer>