

# Place-Based Education as a Vehicle for Identity and Sustainability Practical Applications in Arab Schools in Israel

**Dr. Kawthar Jabir Kassoum**

Head of the Department of Arabic Language and Literature- Sakhnin Academic College

### **Abstract**

**Background:** Place-Based Learning (PBL) offers an innovative pedagogical approach fostering connections between students, their local environments, and cultural heritage. This qualitative study investigates PBL's practical implementations in Arab schools in Israel, focusing on its potential to reinforce cultural identity and promote sustainability.

### **Objectives:**

- Examine PBL's theoretical underpinnings in relation to identity formation and sustainability education.
- Propose empirically-informed strategies for PBL implementation in Arab educational institutions in Israel.
- Explore methodologies for integrating indigenous heritage and "lieux de mémoire" into curricula.

### **Methodology:**

- Literature review on PBL paradigms and cultural identity constructs.
- Comparative analysis of successful PBL models in analogous contexts.
- Development of contextually appropriate applications based on the distinct characteristics of the Palestinian community in Israel.

### **Proposed Practical Applications:**

- " -Temporal-Spatial Expedition": Experiential learning through historical site engagement
- " -Intergenerational Narrative Transfer": Documentation of oral histories from Palestinian community elders.
- " -Environmental Stewardship Initiative": Eco-centric projects fostering environmental connection.
- " -Identity Cartography": Interactive, geo-cultural mapping projects

### **Educational Implications:**

- Reinforcement of cultural identity through immersive, locality-based experiences.
- Cultivation of critical thinking through guided, inquiry-based exploration.
- Enhancement of environmental cognizance and community responsibility.



## 2nd Global Conference on Innovations in Education

12 - 13 December 2024

Dubai - UAE

**Conclusion:** PBL offers a promising framework for bolstering cultural identity and advancing sustainability education in Arab schools in Israel. The proposed applications provide a foundation for developing culturally responsive, environmentally conscious curricula adhering to global educational standards.

**Visual Elements in the Poster:**

- Conceptual diagram: PBL implementation model.
- Photographic representations: Local "lieux de mémoire."
- Info graphic: PBL, identity formation, and sustainability interrelationships.
- Cognitive map: Practical applications and curricular integration.

**Keywords:** Place-Based Learning, Cultural Identity, Sustainability Education, Arab Schools in Israel