

Live Symposium: Saturday 12th March @ 9:00 am - 12:30 pm BST

#placebased

www.tetonscience.org



Bhutan Youth Development Fund



Agenda

4th March - 12th March - Pre-Symposium Place-based Education in Action Poster Session

Saturday 12th March 2022 - Live Symposium

9:00 am - 9:30 am - Welcomes & Overview

9:00-9:05 AM Welcome by Dr. Reeta Rai, Coordinator, STEM Education Research Center, Samtse College of Education.

9:05-9:15 AM Welcome note by Dr. Rinchen Dorji, President, Samtse College of Education, Royal University of Bhutan.

9:15-9:20 AM Welcome note & Symposium Overview by Leslie Cook, Head of Professional Learning, Teton Science Schools.

9:20-9:30 AM Welcome note by Mr. Lhundup Dukpa, My Gakidh Village School Project, Bhutan Youth Development Fund.

9:30 - 10:30 am - Keynote Panel - Place, Culture, and Resilience with Hunter C. Old Elk, Heather Bender, Nathan Doerr

10:30-10:45 am - Break with Music

10:45 am - 12:05 pm - Individual Presentations - 2 concurrent tracks

Track 1 - Finding Hope & Understanding, Promoting Authentic Partnerships & Place-based Educator Development

Track 2 - Place-based Educator Development

12:05-12:25 - Individual Presentation from students - People and Environment - a place based education project

12:25 pm - 12:40 pm - Closing & Awards



ཀླ་གཞིལ་གྱི་འཕེལ་མ་དངུལ་

Bhutan Youth Development Fund

President : Her Majesty the Queen Mother Ashi Tseyring Pem Wangchuck



Keynote Panel - Place, Culture, and Resilience

Hunter C. Old Elk, Heather Bender, Nathan Doerr

The story of resilience begins with place, demonstrated in the awareness and observation of the diverse landscapes we call home. Panelists from the Buffalo Bill Center of the West in Cody, Wyoming, United States, will discuss their experiences within the Greater Yellowstone Ecosystem. The (GYE) is a unique landscape shaped by the geological processes of the last 150 million years and a convergence for more than 15,000 years for at least 27 Indigenous tribes of the Great Plains, Great Basin, and Plateau regions.

The landscape has changed throughout its long history due to natural phenomena and human impact. As landscapes change, plants, animals, and people demonstrate their significant relationships. As people adapt, the cultural landscape also changes and defines the multifaceted aspects of resilience.

Resilience continues to be a hallmark of tribal communities. Threats to Indigenous sovereignty are the loss of authority over ancestral lands, food sources, and educational self-determinism. Stories of resilience and the significance of landscapes are demonstrated in oral histories and material cultures of the tribes on their ancestral territories and now, reservation lands.

With resilience comes the restoration of Indigenous ways of knowing and the sacredness of continued education and teachings. The panelists will share their work to engage educators in culturally responsive pedagogical practices demonstrating how the Center adopts a multidisciplinary approach to place-based education for audiences of all ages and backgrounds.



Keynote Panel - Place, Culture, and Resilience

Panelists

Hunter C. Old Elk, Curatorial Assistant, Plains Indian Museum

Hunter C. Old Elk (Crow & Yakama Nations) joined the Plains Indian Museum at the Buffalo Bill Center of the West in 2016. Old Elk is a current graduate student in Cultural Heritage Management at Johns Hopkins University. She earned a bachelor's in history emphasizing 20th-Century Native American History at Mount St. Mary's University in Maryland.

In a field historically operated and intentionally disconnected from tribal members, Old Elk connects Indigenous communities of all ages into museum processes. This work examines the complexities of historical and contemporary Plains Indian cultures. Taking a multidisciplinary approach, she engages global audiences through object curation and interpretation, public programming, digital media, and community working groups. Old Elk volunteers on steering committees and grants foundations supporting Indigenous literacy and continued higher education.

Heather Bender, Native Education Outreach Specialist

Heather Bender works with the Center's Interpretive Education Division and the Plains Indian Museum to provide resources and training for teachers in how to implement Wyoming Indian Education for All standards into their teaching practice. Bender creates collaborative education networks among museum staff, Tribal communities, public and private schools across Wyoming, higher education institutions, and museum visitors.

Ms. Bender has extensive experience in museums and education, including classroom teaching, museum education, curriculum development, and teacher training that utilize museums as original resources for place-based and culturally sustaining teaching practices. She holds a Masters in Curriculum and Instruction and a Certificate in Teachers of American Indian Children from the University of Wyoming, United States. In addition, Bender completed an undergraduate degree in both History and Art with a minor in Education from Salisbury University, Maryland, United States. With a career spanning three decades, Ms. Bender has taught in public schools, museums, and higher education.

Nathan Doerr, Former Curator of Natural Science, Draper Natural History Museum

Nathan Doerr served as the Curator of the Draper Natural History Museum between 2019 and 2022. Doerr earned a Bachelor's in environmental studies from Carroll College in Montana, and a Masters in non-formal education from Prescott College in Arizona. He further developed his place-based environmental education knowledge during a professional residency in environmental interpretation at Teton Science Schools' Kelly, Wyoming, campus. Professionally, Doerr has held positions as an interpretive park ranger, museum educator, curator, and executive director. His focus during his time with the Draper Natural History Museum was combining these past experiences and utilizing curiosity and science to connect people to the natural world and encourage them to become advocates of place.

Pre-Symposium Poster Presentations

Finding Hope and Understanding

Dorji S, Lecturer, Samtse College of Education

Developing a Sense of Place and Empathy Through an Oral History Project: An Exploratory Study at a Bhutanese College of Education

How can inquiry-based learning via oral history work to shape a student's understanding of and attachment to a particular place? This poster shares findings from recent research regarding the application of a place-based approach to history education at Samtse College of Education. Building values-based learning outcomes and increasing positive perceptions of history education suggest that the oral history approach can be a vibrant method to connect students with their learning.

Kinley Pem, Teacher, Chendebji Primary School

Inquiry Based: PBE in Action

The poster presents a PBE lesson of Grade III students, who ventures into the inquiry process. In a way the lesson introduces students to question, think critically and develop new knowledge, instilling in them the little skills of research, and also the language (English) is used meaningfully and functionally in real life situation.

Madan Chhetri, Teacher, Tendruk Central School

Art of Assisting Discovery

Aimed at looking teaching and learning as pragmatic approach.

Sonam Wangmo, Teacher, Doten Lower Secondary School

Pathways to meaningful learning through Place Based Education

To get connected and appreciate the place where we find ourselves is only possible through deliberate and conscious interaction with the resources and life in the community we live in.

Promoting Authentic Partnerships

Tshewang Ngedup, Teacher, Olathang Primary School

Place Based Education through Interdisciplinary Approach

The proposed poster is the Place Based Education project carried out through the principle of Interdisciplinary approach covering all the six subjects of Dzongkha, Math, English, Science, Social Studies and Information Technology piloted in two classes of V and VI. The attendees would be taken through the process of teacher and student preparation for Interdisciplinary approach, interdisciplinary lesson planning and the successful execution of interdisciplinary project, considering its challenges and recommendations.

Pre-Symposium Poster Presentations

Place-based Educator Development

Jigme Tshewang, Teacher, Gasa Primary School

Community as classroom

This poster aims to inform the learners that place-based education as one of the teaching strategy provides a rich platform for the learners to have hands on experiences in learning.

Kezang Wangdi, Teacher, Daga Central School

Dzong System in Bhutan- Community as Classroom

Attendees would come to know about how visits to dzong enhances learners' knowledge and curiosity, hence, learn better. They would also come to know some scopes and challenges of initiating place-based educational tour.

Namgay Dem, Teacher, Dorokha Lower Secondary School

Milk carton basket

Using the empty carton to make basket will make students to be creative in reusing the wastes that is littering our environment.

Norbu Jamtsho, Teacher, Dungkar Primary School

Knowing more about Dungkar village as the ancestral hometown of our beloved monarch

Dungkar Choeje Lhakhang (Temple) is the birthplace of our “ Wangchuck Dynasty. One must know why the place is called Dungkar and its significance

Sushma Dahal, Teacher, Doteng Lower Secondary School

Classroom without walls: utilizing what the place offers for learning experiences

This project provided multiple opportunities for students to connect, interact, reflect and appreciate learning experiences, balancing digital simulations and using natural world as academy for learning grade 7 science.

Tshedup Dema, Vice Principal, Gaupel Lower Secondary School

Community as a classroom- creating flower garden

The use of PBE principles can help children learn so much from their immediate community such as learning to love, taking care and giving back to the environment through exploration and experiential learning.

Individual Presentations - Track 1

Theme: Finding Hope and Understanding	
10:45-11:05	Kinley Zam, Teacher, My Gakidth Village School, Talhogang Primary School Punakhaa The school that Nurture Locally Rooted and Globally Competent Citizens The school would like the esteemed audience to learn how the school puts PBE in practice in our everyday teaching and learning. Our focus would be on the six principles of PBE.
11:05-11:25	Shannon Shuptrine, school coach with Place Network of TSS, Mountain River School Peace Project Please join me in learning about this whole school project promoting social emotional learning through a study of peace. This integrated arts project used design thinking to engage students in creating art and activities that promoted peace in the school community.
Theme: Place-based Educator Development	
11:25-11:45	Tshewang Ngedup, Teacher, Olathang Primary School, Paro Taking PBE to Teachers and School leaders The presentation titled 'Taking PBE to teachers and school leaders' is my personal account on being a passionate trainer and practitioner of PBE. The presentation is my narrative and initiatives on taking the place based education to teachers and school leaders across. The attendees would learn about ways, how an individual teacher could take initiative to promote and develop capacity building on place based education and be the difference.
11:45-12:05	Diwash Sundas, Samtse Lower Secondary School, Samtse, Bhutan Use of Place-Based Education in Secondary Geography Education: A Study in Western Bhutan This presentation will discuss how place-based education are being implemented in teaching geography lessons. It highlights the key challenges and perceived opportunities associated with the use of PBE in geography classrooms.

12:05 pm - Return to Main Room for Final Individual Presentation - Promoting Authentic Partnerships	
Sonam Cee Yangchen, Tenzin Wangmo and Jigme Rangjung Rangdel, Students, & Tshewang Ngedup, Teacher, Olathang Primary School People and Environment - a place based education project We are students studying in class six at Olathang Primary School, Paro. We would like to present on people and environment-a place based education project carried out using interdisciplinary approach. We have already celebrated our learning by presenting the same to the people in our community.	

Individual Presentations - Track 2

Theme - Place-based Educator Development

10:45-11:05	Dr. Kinley, Dr. Reeta Rai, Lecturers, Samtse College of Education and Mr. Ugyen Dorji, Principal Tendruk Central School, Samtse Bhutan Implementing Design Thinking in Bhutanese Higher Secondary School Classrooms New and revitalized educational practices must prepare students to thrive in the modern era, embodying such qualities such as an inquisitive disposition and ability to problem solve. Design thinking, with its emphasis on equipping students with the tools and capacity for innovative and creative thinking, offers great promise to make progress towards this vision. To nurture our students with relevant knowledge befitting the present society, the upscaling the competency of teachers in design thinking are deemed important if educating for GNH goals of the country need to be fulfilled.
11:05-11:25	Sangay Penjor, Teachers, Tendruk Central School Using Design thinking as a pedagogy; experience from the classrooms of Tendruk 1. Experience sharing; 2. Challenges; 3. Positive aspects of DT strategy Design thinking; a critical concept from PBE is a new concept in Bhutan. This concept has been widely accepted once our school tested in the classroom. In fact our school is first in the nation to teach science subjects using design driven strategy. Therefore, I am willing to share our experiences and some key steps of d-strategy.
11:25-11:45	Dr. Nandu Giri, Dr. Kinzang Dorji, and Alexander Sivitskis, Samtse College of Education An investigation of the implementation of Place Based Education and its relationship with Educating for GNH at the Samtse College of Education The present study aimed at investigating the implementation of Place Based Education and its relationship with Educating for GNH at the Samtse College of Education. A mixed method was used to collect data for the study. Findings of this study suggest that both students and lecturers perceive a strong and supportive relationship between PBE and Educating for GNH.
11:45-12:05	Mani Raj Thapa, Tsirang Central School (affiliated with Samtse College of Education) Community as Classroom for learning geography in Middle Secondary School With changing needs of the world, it is important to partner with the local community for learning to help students in understanding reality within a lens of local to global contexts. The findings of the study revealed that the communities have rich educational resources and the use of those resources by integrating community as classroom as an instructional strategy in learning geography will help to enhance learners with experiential learning experiences and boost social and academic standards.

12:05 pm - Return to Main Room for Final Individual Presentation - Promoting Authentic Partnerships