

Place Rootedness: The Impact of Place-Based Outdoor Education and Indigenous Students' Place Bonding

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With a purpose to provide an adaptive education model to accommodate the indigenous students under the influence of global education, this research applied a place-based education and outdoor education as the framework to develop a one-year place-based outdoor education course. It was under a community-based participatory approach to collaborate with local teachers, elders, and community members. The research also investigated the effects of the course on the place bonding to the students. The course presents with different ethnic cultures, in helping students understand the cultural context of the place, and promoting their connections with people and the land. After the course being taught, they fully understand the relationships between themselves, the indigenous groups, and the places. They also realize their future goal in maintaining the cultural continuity with the traditional ecological knowledge of the indigenous peoples and rootedness to the place. Students from the Rukai indigenous elementary school in Pingtung County participated in this study. Based on a triangulation of observations, interviews, and documents, the findings showed that they, after the course, demonstrated a deeper sense of place in local area and understand their own roles and responsibilities in the place. However, whether the transformation of their sense of place is effective or not, or whether this sense could last longer, requires more follow-up research. Moreover, the sense of place bonding from different age groups and from those who have emigrated outside of the community is worth studying in the future.

Keywords: Outdoor Education, Place Bonding, Place-Based Education Traditional, Ecological Knowledge, Appropriate education

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