

The place-based curriculum development for enhancing
students' sense of community and belonging
in a rural primary school

การพัฒนาหลักสูตรตามแนวคิดการศึกษาอิงสถานที่เพื่อเสริมสร้าง
สำนึกแห่งความเป็นชุมชนสำหรับนักเรียนระดับประถมศึกษาในชนบท

อมลีน จตุพร¹

Omsin Jatuporn

อมรรัตน์ วัฒนาร²

Amornrat Wattanatorn

บทคัดย่อ

การพัฒนาหลักสูตรตามแนวคิดการศึกษาอิงสถานที่เพื่อเสริมสร้างสำนึกแห่งความเป็นชุมชนสำหรับนักเรียนระดับประถมศึกษาในชนบท มีวัตถุประสงค์เพื่อ 1) ศึกษาข้อมูลพื้นฐานของชุมชน 2) พัฒนาหลักสูตร และ 3) ศึกษาผลการนำหลักสูตรไปใช้ ขั้นตอนการวิจัยมี 3 ขั้นตอน คือ 1) การศึกษาข้อมูลพื้นฐานของชุมชนเพื่อกำหนดกรอบหลักสูตร 2) การพัฒนาหลักสูตร และ 3) การศึกษาผลการนำหลักสูตรไปใช้ เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) เครื่องมือเพื่อการ

¹นิสิตระดับดุษฎีบัณฑิต สาขาวิชาหลักสูตรและการสอน ภาควิชาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยนครสวรรค์ จังหวัดพิษณุโลก

Ph.D. Candidate in Curriculum and Instruction, Department of Education, Faculty of Education, Naresuan University, Phitsanulok

²ผู้ช่วยศาสตราจารย์ ดร. ภาควิชาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยนครสวรรค์ จังหวัดพิษณุโลก

Assistant Professor, Ph.D., Department of Education, Faculty of Education, Naresuan University, Phitsanulok

ศึกษาข้อมูลเชิงคุณภาพ ได้แก่ แบบสัมภาษณ์กึ่งมีโครงสร้าง แบบบันทึกการสนทนา
กลุ่ม แบบบันทึกข้อมูลบริบทท้องถิ่น แบบสังเกตพฤติกรรมนักเรียน และแบบบันทึก
ภาคสนาม 2) เครื่องมือเพื่อการศึกษาข้อมูลเชิงปริมาณ ได้แก่ แบบสอบถามความ
ต้องการเนื้อหาท้องถิ่น แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบประเมิน
ความพึงพอใจของครู นักเรียน และวิทยากรท้องถิ่น

ผลการวิจัย พบว่า ข้อมูลพื้นฐานของชุมชนประกอบด้วยเนื้อหาบริบท
ท้องถิ่นซึ่งสะท้อนคุณค่าและอัตลักษณ์ ได้แก่ ความรู้ ภูมิปัญญา วิถีชีวิต คุณค่าของ
ทรัพยากรและวัฒนธรรมท้องถิ่น หลักสูตรแสดงเป้าหมายสำคัญของการจัดการศึกษา
โดยการเชื่อมโยงความรู้ท้องถิ่นเข้ากับวิทยาการสมัยใหม่เพื่อเสริมสร้างพลังให้แก่
นักเรียนและชุมชนอย่างยั่งยืน หลักสูตรมีองค์ประกอบ ได้แก่ วิสัยทัศน์ จุดมุ่งหมาย
โครงสร้างเนื้อหาและเวลาเรียน แนวการจัดการเรียนรู้ สื่อและแหล่งเรียนรู้ และแนวทาง
การวัดและประเมินผล ผลที่ได้รับจากการพัฒนาหลักสูตรพบว่า นักเรียนมีผลสัมฤทธิ์
ทางการเรียนก่อนและหลังแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ด้านความ
พึงพอใจของครู นักเรียน และวิทยากรท้องถิ่นอยู่ในระดับมาก ด้านพฤติกรรมนักเรียน
ระหว่างการจัดกิจกรรมการเรียนการสอน พฤติกรรมการทำงานกลุ่ม การทำโครงการ
และการนำเสนองานหน้าชั้นเรียนอยู่ในระดับมาก และด้านสำนึกแห่งความเป็นชุมชน
อยู่ในระดับมาก

คำสำคัญ: การพัฒนาหลักสูตร การศึกษาอิงสถานที่ สำนึกแห่งความเป็นชุมชน
การมีส่วนร่วมระหว่างโรงเรียนและชุมชน

Abstract

The place-based curriculum development for enhancing students' sense of community and belonging in a rural primary school aimed at 1) examining the fundamental data of Huadong community,

2) developing a curriculum, and 3) investigating the outcomes of curriculum implementation. The procedures were undertaken in three main steps: 1) examining the fundamental data of Huadong community to define the curriculum framework, 2) developing the curriculum, and 3) investigating the outcomes of curriculum implementation. Research instruments for collecting qualitative and quantitative data were: 1) a semi-structured interview form, a focus group discussion form, a local community contents collecting form, a student investigation form, and field notes, and 2) a needs for local contents survey, a learning achievement test and a learning satisfaction assessment form.

The results of this research included the fundamental data of the community consisting of local community contents which reflected the values and identities of community contexts including knowledge, wisdom, the existing way of life, local resources and cultural values. The place-based curriculum represented the ultimate goals of education that meaningfully connected local knowledge and modern knowledge together in order to empower the students and community in a sustainable way. The curriculum comprised six components: vision, goals, contents structure, learning management guidelines, learning materials and resources, and evaluation and assessment guidelines. The learning outcomes of the curriculum revealed that student learning achievement after using the curriculum was higher at a significant level of .05. Teachers, students and knowledgeable community people were satisfied with the curriculum at a high level. Students' behavior during arranging

learning activities, doing group works, conducting projects and presenting class works were highly satisfactory and students' sense of community and belonging were also highly satisfactory after using the curriculum.

Keywords: Curriculum development, place-based education, sense of community and belonging, school-community partnership

Introduction

In Thailand, the recent educational crises are caused by the facts that the commonly used basic education system separates the students from their communities or their localities (Office of the National Education Commission, 2004, p. 53). Since all kinds of formal schooling follow the national standard-based curriculum despite various local contexts, such curriculums create learning achievement gaps as well as gaps between students and their life (Ministry of Education, 2001, p. 2). It could be argued that schools are in communities but often not of communities. Teaching and learning are often disconnected from the day-to-day life of the community, and students don't see how the skills they acquire in school have currency in business, at home, and in other communities beyond school (Thongthew, 2001, p. 32). In addition, the students will learn each subject as separated specialized contents. This kind of learning fails to respond to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) which emphasizes not only the arrangement of the integrative learning activities but also students' own creation of

knowledge based on their authentic and real-world related learning in the community contexts.

Based on the reasons previously stated, the researcher also was influenced by Bell Hooks' "Belonging: A Culture of Place" which explored the notion of place and identity (Hooks, 2009). In this book, she explores a journey in search of a place to call home. Hooks (Gloria Watkins) spent her early childhood in the hills of Kentucky where she developed a close relationship with the countryside and the people (McInerney, Smyth and Down, 2011, p. 4). She contrasts this sense of belonging with the feelings of isolation and despair she encountered when she moved with her family to the racially segregated townships of Kentucky, and during her time in New York where she studied and pursued an academic career. Ultimately, a yearning to regain the sense of community, freedom and independent spirit led to her decision to return to rural Kentucky, the land and landscape of her birth.

The emphasis of community contexts proposed in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and the significance of place and community in shaping human identity and subjectivity provided by Hooks (2009) suggest how we see the world is profoundly influenced by the geographical, social and cultural attributes of the places we inhabit. In many respects, a place is a lens through which young people begin to make sense of themselves and their surroundings (Gruenewald, 2003, p. 632).

Therefore, the school in the community can create meaningful, authentic and democratic education by adopting place-based education approach to help students develop stronger ties to their community, enhance their appreciation for the natural world, and create a commitment to serving as active, contributing citizens (Sobel, 2005; Williams, 2010). Furthermore, community, vitality and environmental quality are improved through the active engagement of local citizens, community organizations and environmental resources in the life of the school. In this essence, place-based curriculum development would be responsive to Thai wisdom and community knowledge which are strongly emphasized in the current curriculum (Wattanatorn, 2004). Thus, this research aimed at studying the place-based curriculum development for enhancing students' sense of community and belonging to the rural primary school. It is my belief that by creating curricula that take advantage of the place students inhabit, it will be contextual scaffolding for students' authentic learning in the community.

Research objectives

The main objective of this research was to study the place-based curriculum development for enhancing students' sense of community and belonging in a rural primary school. The specific objectives of this research were as follows:

1. To study the fundamental data of Huadong community.
2. To develop the place-based curriculum.

3. To study the outcomes of curriculum implementation.

Literature review

1. Rethinking of curriculum in educational research

According to Ornstein and Hunkins (1993) and Posner (2004), curriculum is described in terms of three aspects: the planned curriculum, translated curriculum, and experienced curriculum. This conception of curriculum is relevant to the three phases of this research including 1) investigating the fundamental data of Huadong community 2) developing the place-based curriculum and 3) exploring the outcomes of curriculum implementation. The planned curriculum in this research corresponds with the study of the fundamental data of Huadong community by the researcher and students. The translated curriculum corresponds with the place-based curriculum development. Finally, the experienced curriculum was used to describe students' learning outcomes and learning satisfaction in the last step of this research.

2. Place-based education

Place-based education (PBE) has the potential to both situate curriculum in the local community and build on place-based knowledge. Place-based education has been defined as: PBE is learning that is rooted in what is local—the unique history, environment, culture, economy, literature, and art of a particular place. The community provides the context for learning, student work focuses on community needs and

interests, and community members serve as resources and partners in every aspect of teaching and learning (Smith, 2007; Knapp, 2008).

In place-based education, local ecological and cultural sustainability is viewed as a primary goal. From a place-based educator's perspective, the aims of education are partially concerned with community development, and not only with individual development. Although the place-based approach also clearly aims to improve students' performance, such improvement is not directed toward economic competitiveness at the state or global level. Rather, place-based education aims to enhance students' achievement in order to improve a community's quality. Place-based education does not aim to prepare students for career competition, but for improvement of community well-being (Nachtigal, 1997, p. 23; Theobald, 1997, p. 44)

In Thailand, one of the characteristics of a place-based curriculum is that it uses the natural and cultural history of the community as the foundation for the curriculum, thereby bringing into focus for the students the strengths of their communities. It grounds learning in local phenomena and students' life experiences, providing the environment as the integrating context across disciplines. Place-based education emphasizes hands-on, experiential learning experiences that more closely reflect the heritage learning style of the target student population (Thongthew, 2001; Wattanatorn, 2004; Jatuporn, 2013). In addition, The growing body of research on place-based education has shown that using the local natural ecology and project-based learning

within the community have positive results both in improving academic achievement and in engaging students in their school and community (Theobald, 2006).

Research method

1. Study site

The community chosen as the study site was purposely selected based on accessibility, convenience, size, and voluntary school staff. The voluntary school staff was considered as an important aspect. Therefore, the study site is Huadong community. It is located in Nakhon Sawan Province in the central part of Thailand. This community is about 250 kilometers from Bangkok. In addition, the rationale for selecting this community as the study site was from the unique community contexts (Collins, 2001). Firstly, Huadong community is situated on the Ping River bank. This geographical location contributed greatly to the establishment of watering community and peoples' ways of being in this place. Secondly, the people in this community aspired to preserve the local contexts such as tradition, occupation, wisdom, and etc. In addition, they wanted the young generation of the community to study learning contents connected from the day-to-day life of the community.

The elementary school site is located in Huadong community in Kaolieo district about 30 kilometers east of Nakhon Sawan City. The target school of this study consisted of fifteen teachers including the principal and 336 students from kindergarten up to level six (Prathom

Sueksa 6 or Grade 6). The school serves about 500 households in the surrounding area. There is a temple closely situated to the school, which was there before the school was established by the Ministry of Education. In the early period of this school, it was located at the same place as the temple, which is now on the west side of the school's current location. The school was relocated to facilitate access by students and parents.

I, as a researcher, adopted the notion of place as lens through which young people begin to make sense of themselves and their surroundings. It is where they form relationships and social networks, develop a sense of community, forming identity and learn to live with others (Gruenewald, 2003). Though place-based education in schools had been rationalized from different grounds, in this research I adopted place-based education framework based upon creating opportunities for young people to learn about and care for the ecological and social well-being of the community they inhabit as well as the need to connect schools with communities as a part of effort to improve student engagement and participation (McInerney, Smyth and Down, 2011, p. 6).

2. Participants

First of all, I and the school principal had to inform the community's social and cultural contexts as well as its current issues to the teachers and community people involved in the place-based curriculum development process. At this step, the school principal called for the meeting to inform the involved people about community

contexts. I stimulated the discussion about locally and school-based curriculum policy. Finally, the decision to develop place-based curriculum was made.

Second, I selected the participants. Participants in this research were classified into three groups:

1. Forty students were purposively selected for collecting the local community contents. The criteria for selecting students were as follows:

1.1 Social studies teachers were assigned to select the appropriate students since this subject contents related directly to the local community contexts such as politics, economy, geography, history as well as culture of the community.

1.2 Students were physically and mentally matured enough for collecting qualitative and quantitative data from the community.

1.3 Students had potential for collecting data and could collaboratively work with other students and community people.

2. Sixty-six students were purposively selected for implementing the place-based curriculum. I selected thirty-four grade 5 students and thirty-two grade 6 students to be the sample group for curriculum implementation.

3. Thirteen people from the community were purposively selected for studying their needs and opinions as well as useful ideas for

developing the place-based curriculum by using focus group interviews. People from the community were the key informants including parents and grandparents of the students in Huadong School (Thongthew, 2002). At first, I asked the school principal and former teachers to recommend parents who were involved in school and community collaboration activities. Five of the key informants were on the school board committee. To invite more community people to participate in this study, I asked the school principal to recommend some other people. Fortunately, the present temple abbot participating in this study was the well-rounded monk in the community and be respected by community people for a long time. He could provide many useful ideas and data concerning the community contexts in nearly all aspects. However, the school principal was worried that the community people might not be at home while I was conducting the research. Some parents had to work in the rice field so that accessibility was somewhat difficult. Practically, the school principal or teachers asked students whether their parents stay at home on that day. More appropriately, he would ask a student to invite his/her parent to meet at the school by appointment.

3. Research instruments

Research instruments in this study were classified into three groups;

3.1 Research instruments for collecting qualitative data included semi-structured interview form, focus group discussion form,

local community contents collecting form, student investigation form, and field note.

3.2. Research instruments for collecting quantitative data included the needs for local contents survey, learning achievement test and learning satisfactory assessment form.

3.3. Curriculum documents and curriculum materials such as lesson plans, textbooks, and authentic materials.

This study employed both qualitative and quantitative approach. Mostly, the focus was put to qualitative techniques such as semi-structured interview, focus group discussion, studying local contexts, student investigation and field-based observation. I had one research assistant. She was a female teacher in this nearby school community. She conducted the research with me in the field since she was considered as a local staff member. More importantly, she had educational background in Master of Education in Curriculum and Instruction. She helped me in transcribing the tapes to text files.

4. Research procedures

4.1 The study of the fundamental data of Huadong community: This main step was divided into steps based on the role of researcher and students. Firstly, taking the researcher stance, I studied the fundamental data of the community. In this step, I surveyed the potential, readiness and relationship among different factors related to place-based curriculum development. The factors involved were Huadongnuea community, community people and local organizations

participating in all systems of place-based curriculum development process. This was carried out to assess the readiness, potential and factors that might enhance or inhibit the curriculum development. At this step, the field study method was applied to collect fundamental data. The study revealed that the educational management system, community and organizations had potentials and capabilities to the place-based curriculum development. Secondly, in addition to studying the potential, readiness and relationship among different factors related to curriculum development, local contents which community people and students considered important and useful for teaching and learning were studied as well. Lastly, I emphasized students' engagement by being co-researcher in place-based curriculum development process. Students would play significant role as young community researcher (Thongthew, 2001, p. 37; Jatuporn, 2013, p. 273). Their main responsibilities concerned using research skills such as seeking fundamental data, making decision, selecting appropriate data, interviewing and note-taking in order to obtain fundamental data from the community. In this step, it was done by having forty students in grade 5 and 6 at Wathuadongneua school collect the local community contents as well as resources and local knowledge in Huadong community. All these activities covered people's ways of life, living conditions, local knowledge, careers and livelihood, and others. The steps were taken as follows: 1) Teachers trained the students how to study and collect data 2) the students studied the research skills for action research through project-based

activities from a science teacher and a social studies teacher and 3) the students were divided into groups according to the community where they belong in order to collect data from the community.

The fundamental data which students obtained by conducting observation, interview, and field note were methodological triangulated by the researcher, school teachers, community people, and students as well. The triangulation technique was employed in this step because each offers unique perspectives. The methodological triangulation can support or contradict previous data findings and clarify insights about the fundamental data. The fundamental data were analyzed to construct local community contents collecting form. This instrument is applied for collecting the needs of local contents from community people, parents and students in order to obtain the curriculum contents in the next phase of place-based curriculum development process.

4.2 The development of place-based curriculum: there were five steps in the process of the curriculum development:

4.2.1 Drafting the curriculum proposal. I and teachers got together to plan the curriculum proposal. We decided together what ground to cover, what style of teaching to adopt. Then each of us was responsible for particular course unit decided upon, and writing up statements of general aims, list of topics to be covered. The proposal was to be reviewed for comment by the knowledgeable community people who also served as the school board committee.

4.2.2 In accordance with the obtained fundamental data of Huadong community, I and students collaboratively identified the themes of learning units and to draft the details of the integrated learning contents under the identified theme which were composed of six learning units and required study period in one semester.

4.2.3 Due to both previous steps of place-based curriculum development process, I had got curriculum proposal that could portray the overall curriculum contents. In this step, I set the meeting. The meeting was set for the knowledgeable community people to gather their opinions and suggestions to the curriculum development. These suggestions enabled the integration of the community contexts and the related contents from the community with the contents from the Basic Education Core Curriculum B.E. 2551. The integration was done using the identified themes in each integrated learning unit from the first and second step. The place-based curriculum: Huadong my hometown included six units as follows: 1) Boats, watering and Huadong way of life 2) History and development of Huadong community 3) Festivals, folkways and culture 4) Environmental and political concern in community 5) Youth participation in community and 6) Community-service learning.

4.2.4 Developing the place-based curriculum. I involved in this research by being responsible for particular course unit, doing research on particular topic by participating in community activities, and collecting related information from other educational resources.

4.2.5 Evaluating the curriculum. All curriculum related materials and the overall curriculum structure were reviewed by the school board committee and by curriculum specialists. The school board committee evaluated the antecedent situations in the curriculum by comparing knowledge, skills and equipment available in the curriculum with that was supported to be covered as previously agreed upon. The curriculum specialists reviewed the curriculum to assure the educational attainment and possibility of its transaction. The results were that the curriculum had components which were appropriate and related to community contexts and it had a high level of quality. In addition, it was suitable for implementation. The curriculum specialists considered that it could be used as a tool in teaching the values and identities of community contexts including knowledge, wisdom, ways of life, local resources, and cultural traditions.

In addition, the participants who participated in the place-based curriculum development were, including the researcher, four teachers in the subject areas of social studies, religion and culture, Thai language, English and science from Wathuadongnuea school and the knowledgeable community people. The teachers played roles in the meetings to identify the learning unit themes, set the learning contents related to the themes, observed the learning activity arrangement, and acted as the special trainers and the advisors for the students' project works. The knowledgeable community people played roles to suggest on the community learning resources and to reveal information about the

problems, obstacles and potential hazards of learning in certain community learning resources. They also produced the guidelines in the learning activity arrangement as well as participated in the learning activities as the trainers. The teachers and the knowledgeable community people mutually participated in all steps of the place-based curriculum development and perceived the benefits of the curriculum.

Research results

The research results were presented based on research procedures which were undertaken in three main steps as follows:

1. The study of the fundamental data of Huadong community: As a result of the fundamental data examination by the researcher, the obtained data included the local contexts such as knowledge, wisdom, ways of life, local resources, and cultural traditions and data concerning the lack of curriculum emphasizing community contexts, the needs of local contents, and educational needs. A teacher of 10 years of teaching experiences who serve as a place-based curriculum coordinator commented:

“I really believe in this program. I see the students’ enthusiasm, excitement for learning, and the growth they’ve made as far as how much they’ve learned about their place and community. They want to learn more about local stories and beliefs.”

The fundamental data of the community obtained by the researcher and students consisted of local community contents: 1) local foods, vegetables, and fruits, 2) occupations and local wisdoms, 3) important places and tourist attractions, 4) local customs and traditions, 5) myths and traditional stories and local contexts information.

2. The development of place-based curriculum: The results can be derived from the place-based curriculum that has the following characters.

2.1 It is an integrated curriculum. The integration was done using the identified themes in each integrated learning unit from the first and second step. The place-based curriculum included six components as follows: vision, goals, contents structure, learning management guidelines, learning materials and resources, and evaluation and assessment guidelines. The learning units consisted of: 1) Boats, watering and Huadong way of life 2) History and development of Huadong community 3) Festivals, folkways and culture 4) Environmental and political concern in community 5) Youth participation in community and 6) Community-service learning.

2.2 It is an integrated curriculum developed by using the school as its base.

2.3 It is a curriculum emphasizing the development of the students to be the persons who prioritize good citizenship before knowledge and can implant sense of community and belonging that will

immunize them through wisdom to solve problems in terms of life conditions, social, economy, and politics.

2.4 It is a curriculum with emphasis on the integrated teaching and learning within content-areas and local community contexts, set flexibly in terms of its time schedule and learning contents.

2.5 It is a curriculum that promotes the students to develop the sense of community and belonging through place-based learning and learning from the authentic contexts.

2.6 It is a curriculum that is necessitates from the background of the demands of the stakeholders of the school for learning to develop the students' sense of community and belonging.

3. The study of the outcomes of curriculum implementation: The implementation of curriculum in the opinion of principles, teachers and community members was good and useful for school, teachers, students and communities. One of the new teachers, who joined the place-based curriculum development process, commented as follows:

“I have learned more about the community in which I am teaching than anywhere else. This kind of knowledge helps me see what I am doing critically and reflectively. Apart from that, it inspires me as a teacher to have more understanding of my students and the community.”

The community members were proud of their participation and had positive attitudes towards the implementation of the curriculum. The learning outcomes of the curriculum were revealed that students had learning achievement after using the curriculum higher at a significant level of .05 confident level. Regarding to learning satisfactory toward the curriculum, teachers, students and knowledgeable community people were satisfied. Students' behavior during arranging learning activities, doing group works, conducting projects and presenting class works were satisfied and students' sense of community and belonging were satisfied after using the curriculum.

Factors which led to successful curriculum implementation consisted of learning from work operation, having the sense of ownership, learning by doing, providing opportunity for every party in getting involved throughout the process, working as a team, having good vision and support from the principals, having good relationships between schools and communities, providing opportunity for the youth to participate. Teachers noticed the learning enthusiasm in their students and commented on the effect that learning about the unique history of their community had on students. A local teacher of more than 30 years of teaching experiences commented:

“It makes an impact. Students have to first feel proud of this place because of the burden that is put on them as children and future citizens and they're

starting to realize the power they have... the power to change their community.”

The management system contributed to the development of curriculum launched by letting the communities, school and the researcher collaborated with each other to think, plan, do, evaluate and gain mutual benefit.

Discussion

From the place-based curriculum to be used in arranging the learning activities in one semester the researcher has found the issues that arise from the place-based curriculum development process which can be discussed as the followings.

1. The study of the fundamental data of Huadong community: the fundamental data of the community consisted of the local contexts such as knowledge, wisdom, ways of life, local resources, and cultural traditions and data concerning the lack of curriculum emphasizing community contexts, the needs of local contents, and educational needs. The local community contents derived from the needs of the stakeholders, authentic contexts of community and the school to create a place-based curriculum which emphasized the local-the unique history, environment, culture, economy, literature, and art of a particular place. The steps of making the curriculum focusing the participation of the researcher, teacher and student are also consistent with Thongthew (2001) who proposed the guidelines based on the collaborative concepts

as the forces to arrange activities or projects successfully in developing the sense of community and belonging in rural primary schools.

2. The development of place-based curriculum: The developed place-based curriculum is a proper and feasible curriculum to be used for arranging the learning activities for the students. It is composed of the learning contents from the Basic Education Core Curriculum of B.E. 2551 (A.D. 2008), the community-based learning contents, and the community learning resources which are authentic and useful for students. Its success appeared from the cooperation from the researcher, four teachers in the subject areas of social studies, religion and culture, Thai language, English and science from Wathuadongnuea school and the knowledgeable community people who have knowledge and understanding about the learning contents and the community learning resources. This adheres to the National Education Act B.E. 2542 (A.D. 1999) and revision 2nd edition in B.E. 2545 (A.D. 2002) that encourages the stakeholders and communities to take part in arranging the education for the benefits of students' both physical and spiritual development.

3. The study of the outcomes of curriculum implementation: The curriculum contents reflected the values and identities of community contexts including knowledge, wisdom, existing way of life, local resources and cultural values. In addition, the curriculum expressed the ultimate goals of education that meaningfully connected local knowledge and modern knowledge together in order to empower the students and community in sustainable way. This resulted from the

cooperation from the researcher, four teachers in the subject areas of social studies, religion and culture, Thai language, English and science from Wathuadongnuea school and the knowledgeable community people participating in the first step of curriculum development until the evaluation of the curriculum used. The group discussion showed that all the participants are proud to be parts of the place-based curriculum development and they all saw the benefits mutually gained. Such participation enhanced the curriculum development to achieve good results. Accordingly, Thongthew (2001, p. 3) and Wattanatorn (2004, p. 215) noticed that in good participation the participants should get authority to think and attempt more or the authority to make decision freely, equally and independently. They also preferably participate from the first to the last step of the project and have pride of the outcomes of the project; and this is considered as the real participation from the community.

Beside the place-based curriculum itself, effective collaboration for mutual beneficial relationship between the researcher, teachers and knowledgeable community people was initiated and added on to the usual school and community one-side beneficial relationship, the school side. Learning community among the teachers had been developed. Community leaders and political leaders became self-sufficient with strong sense of community to get involved in the place-based curriculum development process (Thongthew, 1998). The divided boundary between school and community had been lifted. More importantly, the

students learned more on their community, cultivate pride in their background of their community, and are eager to learn from other community learning resources. If this good trend can be maintained, the educational crisis would be reduced. The new educational spirit will not separate the students out of their own local communities (Wasi, 1994; Kaewdang, 1998). Finally, the students will be proud of their own culture and locality, and make their community the better place for sustainable living (Kajornsinsin and Potisook, 2001).

Conclusion and recommendations

1. Recommendations in developing the place-based curriculum

The place-based curriculum development which utilized the community contexts as part in its development should have the relevant contents to the community especially in the subject areas of social studies, religions and cultures. The contents related to the community link the contents from the Basic Education Core Curriculum B.E. 2551 and those of the community learning resources together. This link makes the learning contents from the Basic Education Core Curriculum B.E. 2551 more authentic and meaningful for the students in community.

2. Recommendations for future research

The place-based curriculum development by involving school-community partnership must come through a continuous and accumulated process with family, school, temple and community. It was important that students participate in the community activities and they

were encouraged to take part as an active participant of those activities so they realized their own values and had the feeling of attachment and relationship with the community.

References

- Collins, T. (2001). Rural schools and communities: Perspectives on interdependence. *The ERIC Review*, 8(2), pp. 15-24.
- Gruenewald, D. A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), pp. 619-654.
- Hooks, B. (2009). *Belonging: A culture of place*. New York: Routledge.
- Jatuporn, O. (2013). *The local curriculum development based on place-based education approach for enhancing place literacy in primary school students: A case study of Wat Huadong Nuea School, Amphur Kaolieo, Nakhon Sawan. Proceedings from the Teachers' Council of Thailand (Khurusapha) Annual Academic Meeting 2013 Entitled "Research for Upgrading Educational Quality and Teachers' Professional Development"*, 1(1), pp. 271-277. [in Thai]
- Kaewdang, R. (1998). *Thai Educational Reform*. Bangkok: Matichon Publishing House. [in Thai]
- Kajornsini, B. and Potisook, P. (2001). *The application of the local curriculum development process in dairy farming to various other contexts*. Bangkok: (n.p.). [in Thai]

- Knapp, C. E. (2008). Place-based curricular and pedagogical models: My adventures in teaching through community contexts. *Place-Based Education in the Global Age: Local Diversity*. NY: Taylor & Francis Group.
- McInerney, P., Smyth, J., and Down, B. (2011). “Coming to a place near you?” The politics and possibilities of critical pedagogy of place-based education. *Asia-Pacific Journal of Teacher Education*, 39(1), pp. 3-16.
- Ministry of Education. (2001). *Basic Education Curriculum B.E. 2544 (A.D. 2001)*. Bangkok: The Express Transportation Organization of Thailand. (ETO). [in Thai]
- Ministry of Education. (2008). *Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*. Bangkok: The Express Transportation Organization of Thailand. (ETO). [in Thai]
- Nachigal, P. M. (1997). *Rural education: In search of a better way*. Colorado: Westview Press Inc.
- Office of the National Education Commission. (2003). *The National Education Act B.E. 2542 (A.D. 1999) and Revision 2nd edition in B.E. 2545 (A.D. 2002)*. Bangkok: Prigwann Graphic, Co. Ltd. [in Thai]
- Office of the National Education Commission. (2004). *Education in Thailand 2004*. Bangkok: Amarin Printing and Publishing. [in Thai]
- Ornstein, A. C. & Hunkins, F. P. (1993). *Curriculum: Foundations, principles and issues*. Boston: Allyn and Bacon.
- Posner, G. (2004). *Analyzing the curriculum*. Boston: McGraw-Hill.

- Smith, G. A. (2007). Place-based education: Breaking through the constraining regularities of public school. *Environmental Education Research*, 13(2), pp. 189-207.
- Smith, H. (1991). Foxfire-affiliated teacher networks. *Paper presented at the Annual Meeting of the American Educational Research Association*. Chicago, IL. ED 330685.
- Sobel, D. (2005). *Place-based education: Connecting classroom and communities*. Great Barrington, MA: The Orion Society.
- Theobald, P. (1997). *Teaching the commons: Place, pride, and the renewal of community*. Boulder, CO: Westview.
- Theobald, P. (2006). A case for inserting community into public school curriculum. *American Journal of Education*, 112, 302-315.
- Thongthew, S. (1998). *A Community study on wood-carving handicraft at Bann Thawai, Chiangmai Province*. Community Research Project of Thailand Research Fund. Bangkok: The Thailand Research Fund (TRF.). [in Thai]
- Thongthew, S. (2001). *The development of a local curriculum on young tourist guides for the wood-carving handicraft village of Bann Thawai: A case study at Bann Ton-Kaew School, Hang Dong District, Chiang Mai Province*. Bangkok: The Thailand Research Fund (TRF.). [in Thai]
- Thongthew, S. (2002). *Principles and guidelines for school-based curriculum development: A case study of science subject in primary education level*. Bangkok: Textbook and Academic

Document Center, Faculty of Education, Chulalongkorn University. [in Thai]

Wasi, P. (1994). *National intelligent strategy*. Bangkok: Human Orthodox Foundation and Thai Journalist Association. [in Thai]

Wattanatorn, A. (2004). *Community-based collaborative research in the process of curriculum development in economics at elementary education: Bann Thawai case, Chiang Mai Province*. (Doctoral Dissertation). Chulalongkorn University, Bangkok. [in Thai]

Williams, C. (2010). Place-based education: What is its place in the social studies classroom? *The Social Studies*, 101, 185-189.