

HONORING TRIBAL LEGACIES PLACE-BASED, MULTILITERACIES LEARNING SPIRAL

Ella Inglebret, Washington State University
CHiXapkaid, University of Oregon

FRAMEWORK

A place-based, multiliteracies framework approaches learning holistically in a manner that is centered on the elements of a particular place. Using the framework, teachers and students work together to design a learning environment that values multiple ways of knowing and diverse forms of literacy. Understanding and respecting multiple viewpoints serves as a foundation for generating creative responses to challenges faced in real world contexts. In the following, the underlying concept of place and of multiliteracies is described along with the associated place-based, multiliteracies process.

PLACE - a holistic and dynamic entity that involves interactions and relationships among many elements (Vine Deloria, Jr., 2001), including the natural environment, peoples, and the built environment, as viewed through time

- ☉ **Natural Environment** – all living and nonliving things inclusive of physical features and forces that interact to form natural ecological systems; examples of natural elements include plants, animals, humans, water, air, soil, geologic formations, climate, micro-organisms, landscapes, and energy
- ☉ **Peoples** – groups of people (plants, animals, humans) who have historically inhabited, currently inhabit, or have passed through a particular place
- ☉ **Built Environment** – spaces used by all peoples (plants, animals, humans) that influenced the landscape because of their presence, as well as have been constructed or altered by their labor; examples for humans include historic village sites, trails, seasonal gathering areas, contemporary parks, roads, buildings, and communities
- ☉ **Time** – involves concepts of past, present, and future; may be viewed in different ways, such as occurring along a line (timeline) or as a circle with interconnections among past, present, and future
- ☉ **Scope of Territory** – dimensions of a geographic region; examples for humans might be a specific location, such as a school yard, sacred site, or local community, or could extend to a more expansive region, such as an entire national historic trail

PROCESS

Situated Practice

- Begins with knowledge, skills, and sense of self that students bring to learning
- Prior knowledge is used as a foundation for new knowledge
- Defining Place: Students and teachers are positioned as part of a place and each identifies his/her perceptions of and experiences of a particular place

Overt Instruction

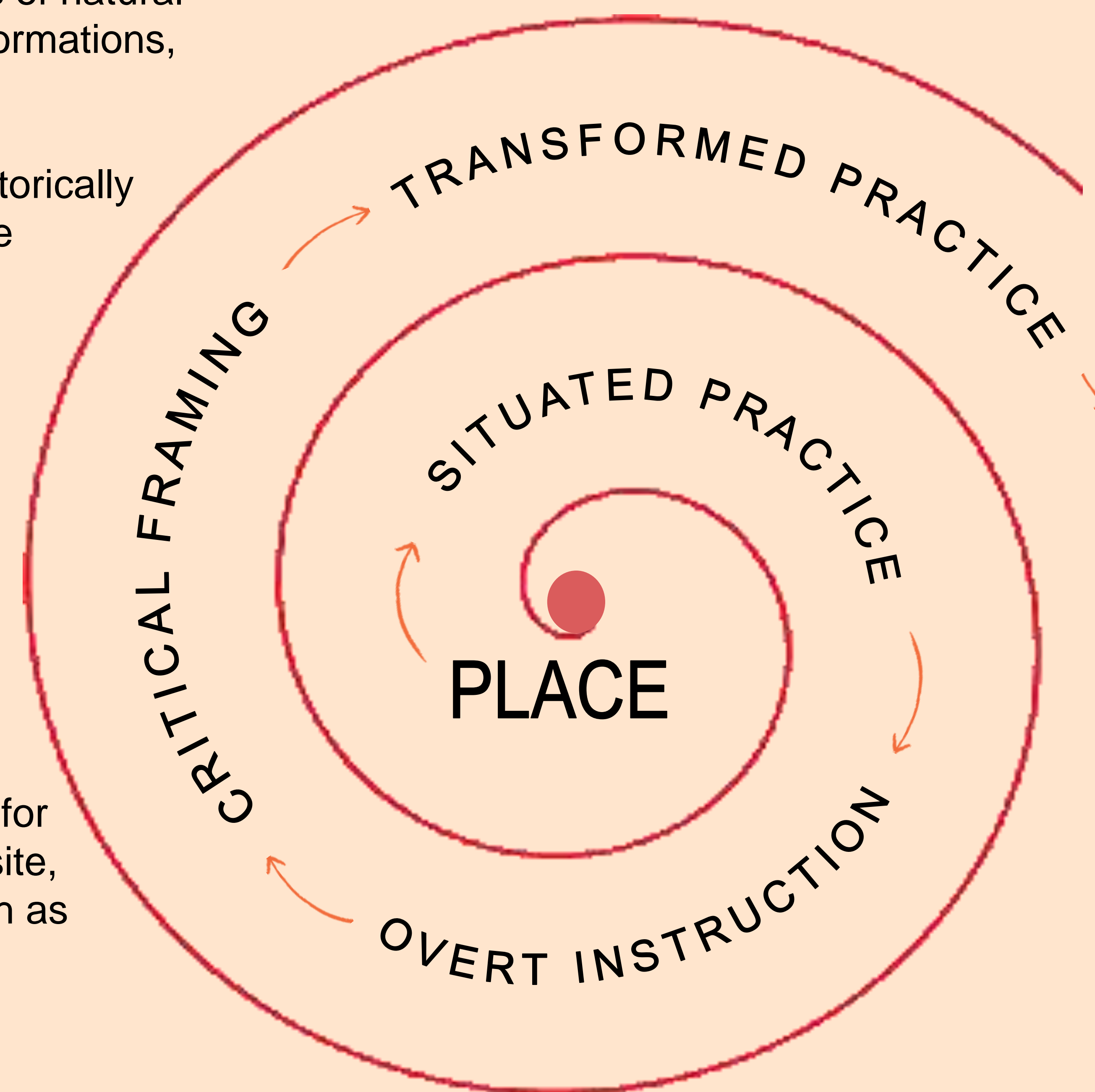
- Design modes and factors associated with their use are explicitly taught
- Defining Place: Various design modes that might be used to learn about a place are explored and reasons for selecting each are identified

Critical Framing

- The learning process and design modes are examined from various stakeholder perspectives
- Assumptions underlying various perspectives are explicitly analyzed
- Defining Place: Various stakeholder groups associated with a place are identified and their perspectives are explored

Transformed Practice

- Selected design modes are used to address real life concerns for a real purpose and for a real audience
- Learning is connected to individual lives, communities, and society
- Defining Place: Multiple ways of understanding a place and associated concerns are recognized, valued, and acted upon



MULTILITERACIES - systems for perceiving and making meaning of (interpreting) our world through one or a combination of the following design modes (modalities)

- ☉ **Auditory** – sense or act of hearing; for example, awareness of voice, environmental and animal sounds, loudness, rhythm, and music
- ☉ **Linguistic** – a set of symbols commonly understood and used by a group of people; for example, oral and written stories, poetry, speeches, place names, pictographs, petroglyphs, and books
- ☉ **Movement/gestural** – sense and act of body movement as a whole or as parts (such as arms, hands, head, eyes); includes expression of personal feelings and affect
- ☉ **Smell/taste** – sensory awareness through the nose and mouth; for example, awareness of odors associated with plants, soil, water, animals, and industrial sites and tastes and odors associated with particular foods
- ☉ **Spatial** – sense of space; awareness of the relationship among elements (such as location, distance, and time), including body position in space
- ☉ **Spiritual** – process of self-discovery, of searching for meaning and purpose in life, and of learning who you are and who you want to become; a sense of interconnectedness and interdependence among all elements of life; beliefs regarding what is sacred
- ☉ **Tactile** – sense or act of touching; for example, awareness of textures and pressure, such as light or firm touch
- ☉ **Visual** – sense or act of seeing; for example, awareness of color, shape, size, angles, and composition (foreground and background)

References

Deloria, V., Jr. (2001). Power and place equal personality. In V. Deloria, Jr., & D. Wildcat, *Power and place: Indian education in America*. Golden, CO: Fulcrum Publ.