

THE “PLACE MEANING” CONCEPT IN EDUCATION

A CASE STUDY FROM THE BOHEMIAN PARADISE
PROTECTED LANDSCAPE AREA

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WHY THIS THEME?

Unique landscape (the oldest PLA in Czechia, UNESCO Geopark...)

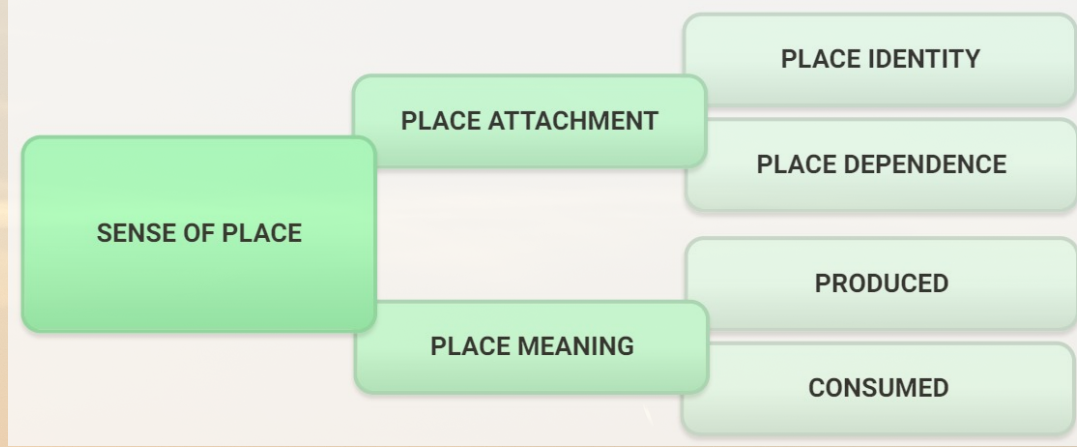
Everyone knows Bohemian Paradise, everyone imagines something...

Do we have an emotional attachment to that landscape?

Do we identify with our **local landscape**?

And what about our children?

THEORETICAL BACKGROUND



Concept SOP and its individual sub-concepts (edited according to Kudryavtsev et al. 2012; Semken, Freeman 2008).

RESEARCH QUESTIONS



1) What is the place meaning of the Bohemian Paradise?

2) How well do children know places in the Bohemian Paradise?

METHODS

Study populations

257 5th grader students

17 (from 19) primary schools

44% of all 5th graders in PLA

Data collection and analysis

content analysis of textbooks

questionnaire

“What do you imagine when you hear the term Bohemian Paradise?” - *inductive qualitative content analysis*

photographs of all 21 locations

descriptive statistics methods, t-tests, ANOVA, and the Scheffeho post-hoc test



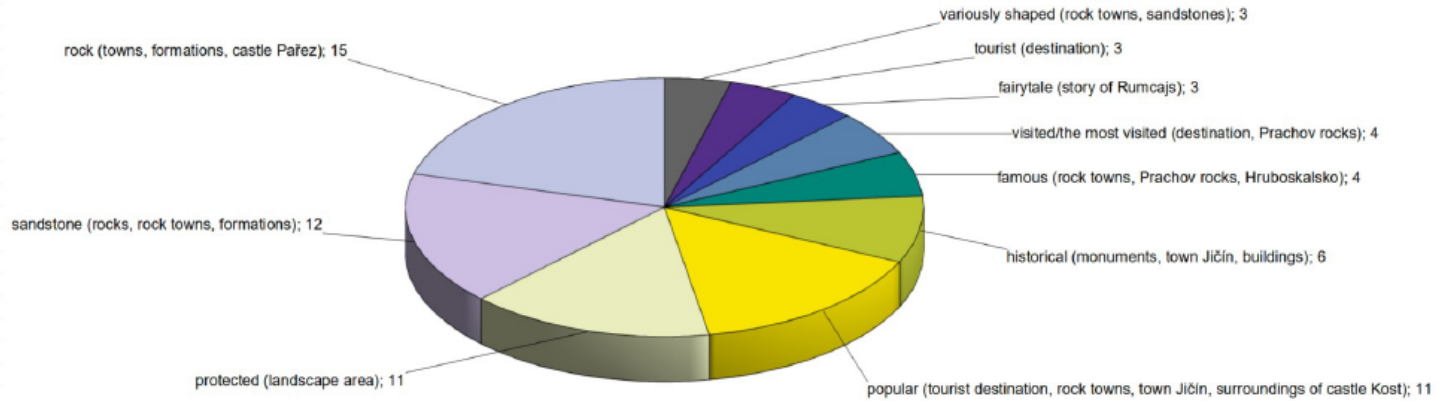
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RESULTS

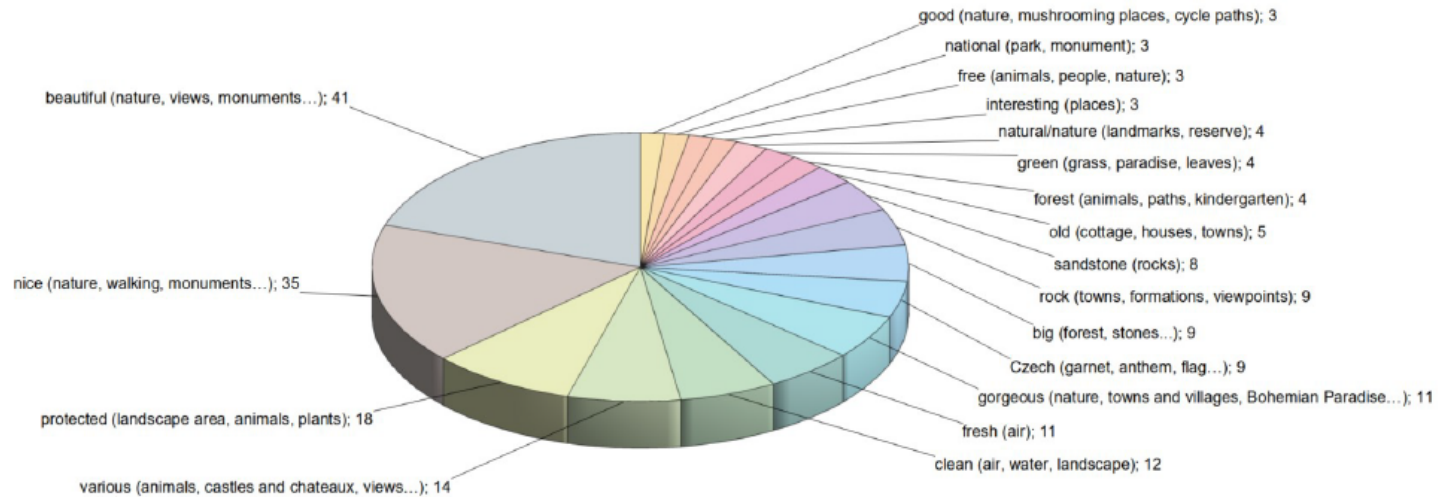


“Produced” and “consumed” place meaning of the Bohemian Paradise.

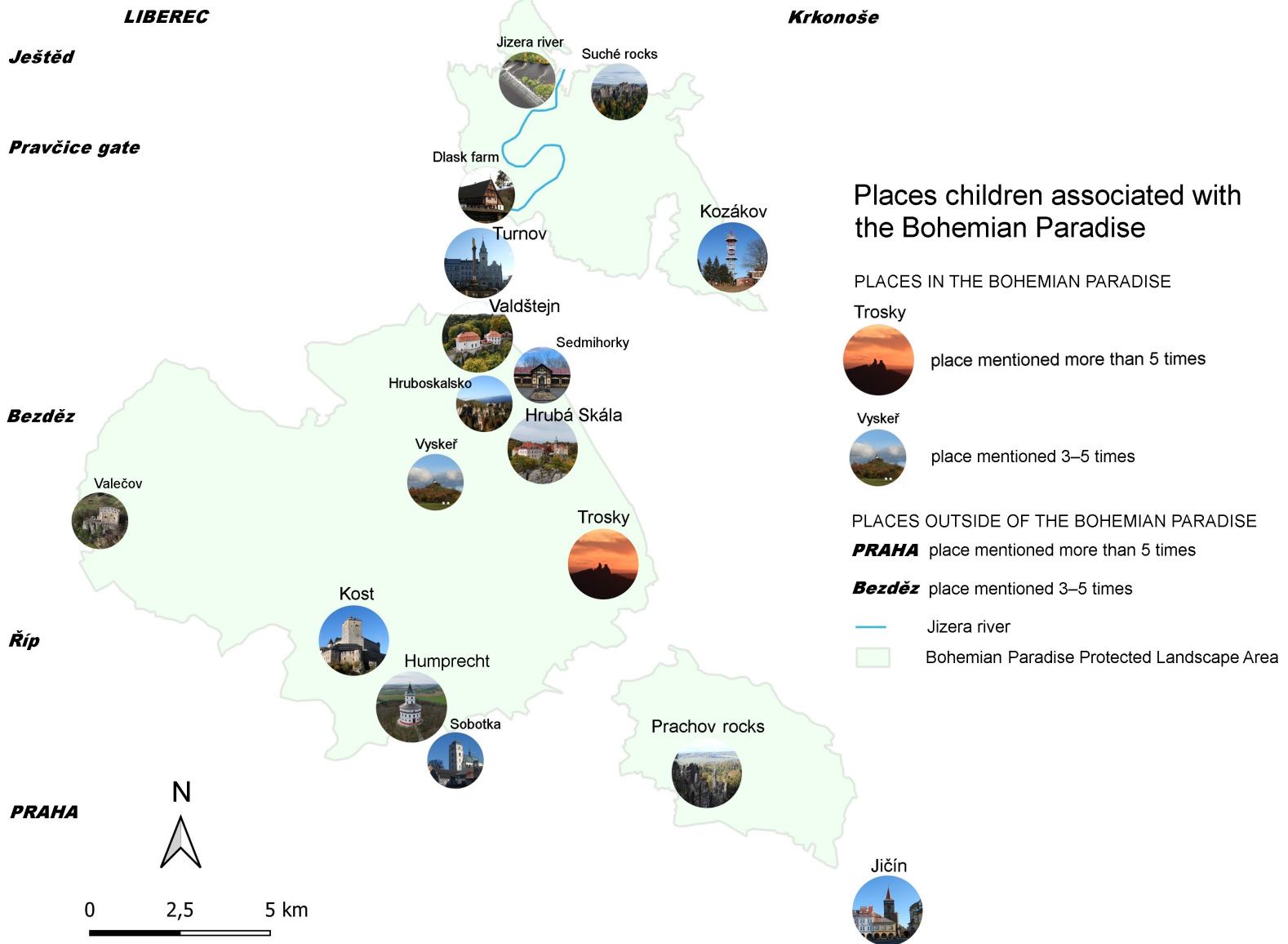
Categories of meanings		“Produced” place meaning (referenced in textbooks)	“Consumed” place meaning (written by students)
Cultural	tangible	castles; folk architecture; chateaux; monuments; ruins; towns	buildings; castles; folk architecture; chateaux; monuments; ruins; sacred architecture; towns; villages
	intangible	fairy tale of Rumcajs	art; fairy tales (Rumcajs); history; local legends; our homeland; speak Czech; state symbols
Natural	natural environment	hills; nature	arboretum; fields; forests; gardens; hills; lakes; meadows, nature, orchards; parks; pastures; ponds; rivers; sea; springs; streams; water; waterfalls
	animate nature		animal home; coexistence of humans and animals; fauna; flora
	inanimate nature	bottom of ancient seas; igneous (volcanic) hills (rocks); rocks; rock formations; rock towns; sandstone rocks	air; caves; gemstones; chasms; natural elements; rock towns; rocks, sand; sandstone; sandstone rocks; stones; sun; weather
Institutional		border of Liberec Region, Hradec Králové Region and Central Bohemian Region; geopark; specially protected areas	Czechia or its part; Central Bohemian Region; Hradec Králové Region; Liberec Region; specially protected areas
Economic sectors	primary sector	gemstone deposit; mineral extraction (glass sand); sandstone quarry	crop; feeders; soil
	secondary sector	glass and jewellery production	cars; Czech garnet; honey; industry; machines
	tertiary sector	campsite; climbing; tourism	camp; campsites; climbing; cycling (cycle paths); holiday; hospital; hotels; motorways; museums; pools; pubs; restaurants; roads; schools; shops; slope; spa; sport; tourism (hiking trails; lookout towers; trips, walks); zoo
Aesthetic (landscape)		viewpoints	viewpoints; views
Home			home; place where I live
Emotions and feelings			adventure; beauty; calm; colourfulness; experiences; fun; joy; paradise; passion; peace; pride; purity; safety; silence; smell of nature; well-being
Social			family; friends; happy children; people
Others			a lot of waste, no waste

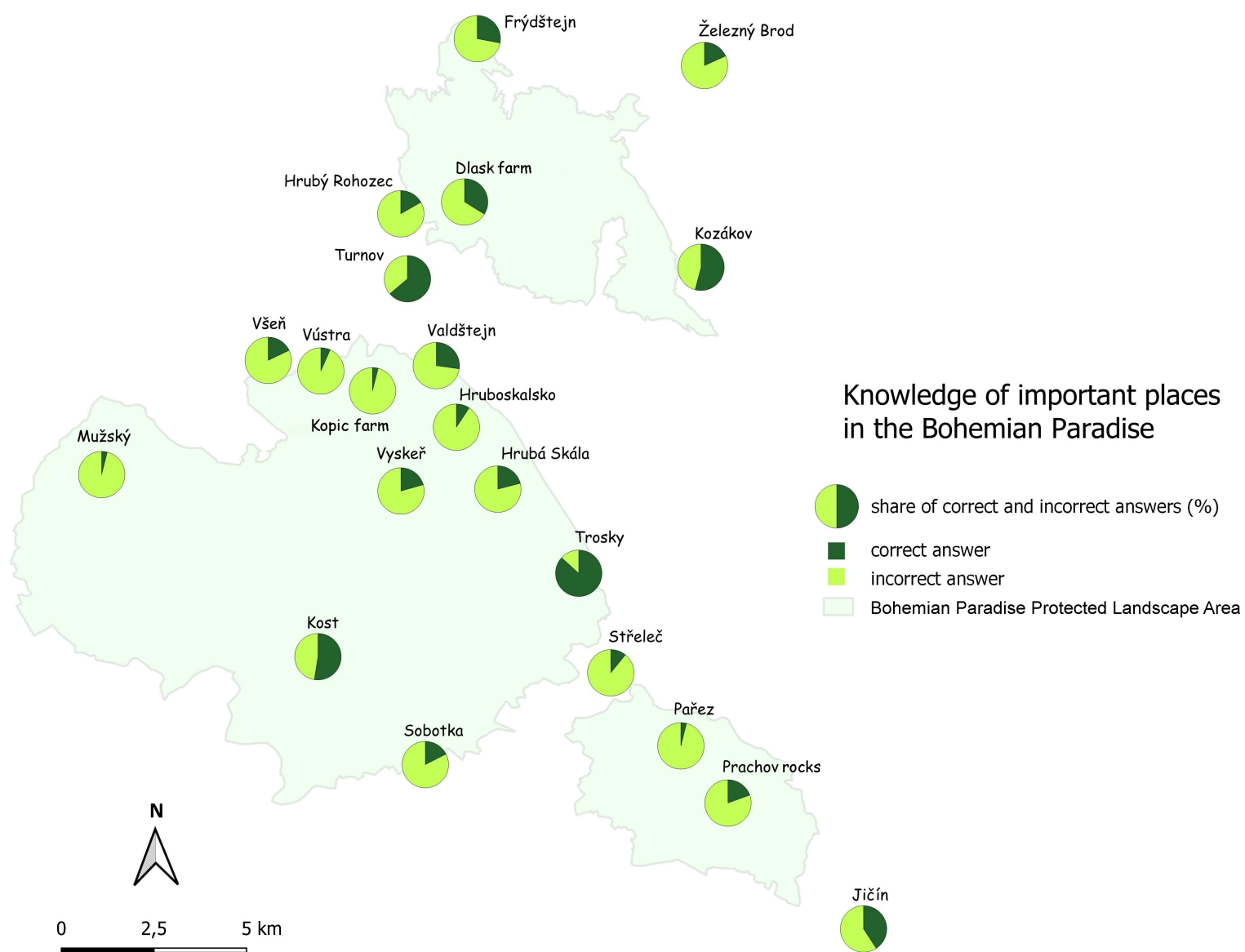


“Produced” place meaning (referenced in textbooks 3 or more times).



“Consumed” place meaning (written by students 3 or more times).





CONCLUSION AND DIRECTIONS FOR FURTHER RESEARCH

What are the reasons for sense of children's favourite places?

Which factors are related to the regional identity of children?



more efficient implementation into the educational process

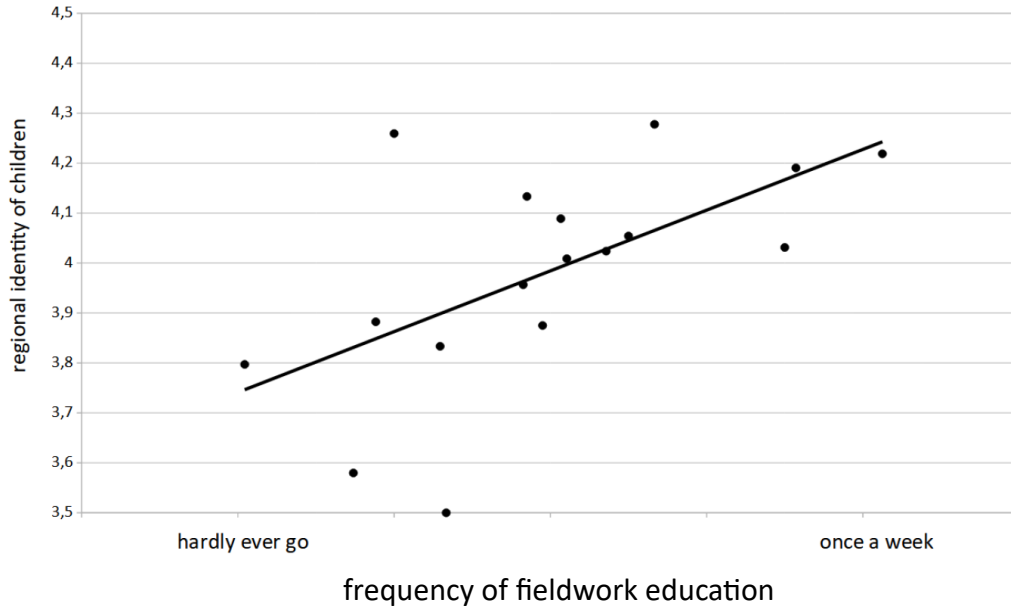
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Komentáře 0

identifikuje se s určitou komunitou, místem i regiony různého řádu a odůvodní svou regionální identitu

Postupné/dílčí kroky dosahování očekávaného výsledku učení:

1. *vlastními slovy popíše, jak vnímá různá místa a regiony a co je toho příčinou*
2. *slovně i graficky prostorově vymezí místo či region, s nímž se tímto způsobem identifikuje*
3. *odůvodní, proč se identifikuje s určitou komunitou, místem a regionem a uvede na základě, kterých charakteristik je vymezuje*
4. *posoudí a na vlastním příkladu doloží, jak identifikace s určitou komunitou, místem a regionem ovlivňuje lidské jednání včetně jejich vnímání a prezentace míst a regionů*



correlation (children's regional identity and their relationship with nature)

Dimension of relationship with nature	Nature I	Nature II	Nature III	Nature IV	Nature V
Regional identity	0.33	0.16	0.24	0.27	0.17
	< 0.001	0.012	< 0.001	< 0.001	0.005

How often do children go into nature?

4: every day

3: more than once a week


2: once a week

1: once a month

	F	p	Eta ²
Regional identity	1.34	0.26	0.016
Nature I	15.91	< 0.001	0.159
Nature II	6.34	< 0.001	0.070
Nature III	0.84	0.47	0.010
Nature IV	3.18	0.025	0.036
Nature V	1.31	0.27	0.015
Known places	5.18	0.002	0.058

Known places	1	2	3	4
1 (M = 3.88, SD = 2.27)			0.035	0.001
2 (M = 5.24, SD = 2.87)				
3 (M = 5.65, SD = 2.87)				
4 (M = 6.45, SD = 3.01)				

Turkey HSD posthoc test

A sunset over a hill with a castle silhouette. The sun is low on the horizon, casting a warm orange glow across the sky. The hill in the foreground is silhouetted against the bright sky, with a castle or fortress visible on its peak. The sky is filled with soft, wispy clouds, and the overall atmosphere is serene and peaceful.

Thank you for your attention

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