

#### Module 4

Essential Question: What are contemporary CPP languages, and what from these languages need to be retained and developed?

The contemporary CPP languages are an extension of Interpretivist-experientialist which emphasized child-centered learning with social interaction activity and project learning. According to the video, Project-Based Learning: How It Works and Why It's So Effective, the learning was made popular by John Dewey in 1916 and said "students learn more if the student is interested in the subject and recommended learning by doing or learning by solving." In addition, "findings indicated that projects were superior when it comes to long term retention, skill developments, and satisfaction of both students and teachers" (Sprouts, 2019). This led to the development of the Multidimensional Curriculum Model (MdCM) which " follows the basic steps of PjBL and elaborates on them by adding perspectives and thinking tools" (Vidergor, 2022,pg.2). Not to mention, place-based learning supports John Dewey's historical languages by combining subject area learning with students' situated experiences with place. Today, project based learning emphasizes deepening the core with long term skills and knowledge development that can be used across all studies of the world and life.

Furthermore, the structure for a project based learning consists of the following: (1) finding an idea for a project with students, (2) planning and designing a project, (3) fine-tuning, (4) implementation, and (5) presentation in a final event. In the article, A PBL Unit on Life as a Young Teen, written by Teague Tubach, he describes PBL as "a project similar to playwriting." More so, in order to create project based learning, one must consider beginning with students' concerns, anxieties, stories, experiences. Which is what Tubach did when they wrote Project 13.

Students had the opportunity to share personal stories that included academic anxiety, social pressure, body shaming, sports achievements, and countless others and noticed

there was a single topic that consumed more than half of my students: academic anxiety among teens (Tubach,2023).

The importance of PBL is not the grade itself but the growth and understanding students make throughout the process. The video mentions it as “first it gives solving problems meaning and second because each task is tied in a project is mentally tied along a story line and which leads to failure or success of the entire project”(Sprouts, 2019). The project is not about the success or failure. The question is, what did the student learn from the experience that can be used across all studies?

Additionally, place-based learning not only follows the practices of PBL but supports John Dewey’s historical languages by combining subject area learning with students’ situated experiences with place. The emphasis of this type of education is the location. Communities are resources for learning and teaching. “Place based learning is an educational approach that utilizes the place in which learners inhabit as a resource to support locally relevant, culturally salient knowledge building during authentic learning experiences” (Sobel, 2005 as cited in McClain, year, pg.647). In my experience as a student and educator, there is content that is omitted from our education that is relevant to who we are as human individuals. Our surroundings are filled with rich knowledge that is asking to be discovered. This goes on to say “The history is rich; it is in the people and in their stories... but it is not in the books”(Guajardo, 1997, pg.3). Who’s job is to carry the history of our culture for centuries to come if it’s not being talked about? The journal, El Llano Grande, serves as a guide for educators to foster a sense of pride and identity among students by connecting them with their heritage and encouraging community involvement in the educational process. More so, McClain, in Place-based learning processes in a family science workshop, the study emphasized the role of parents in facilitating children’s scientific reasoning and the value of place-based learning. Also,”place-based learning

provides important educational opportunities through the explorations of one's community, which serves as a sensemaking foundation for later understanding abstract phenomena" (Smith, 2002 as cited in McClain, year, pg.648).

In comparison, the multidimensional curriculum model (MdCM) identifies the three thinking processes as "scientific thinking-inquiry, creative thinking/problem solving, and inventive thinking; and future thinking" by enhancing knowledge acquisition, cognitive abilities, and personal competencies. The article, "Effects of Innovative Project-Based Learning Model on Students' Knowledge Acquisition, Cognitive Abilities, and Personal Competences" shared in detail the study "to investigate the changes occurring in students who worked on unit of study based on MdCM and thus applying a novel approach to PjBL" (Vidergor, 2022, pg.4). Vidergor goes on to state:

The main hypothesis was that differences would be found between the group receiving the MdCM intervention and the control group that did not receive the MdCM intervention, regarding general knowledge and its dimensions. More specifically, we examined the following hypothesis: Students in the intervention group would score higher than the control group in overall knowledge and its dimensions' main features after the intervention. ( pg.4)

After all the studies, "quantitative findings indicate that compared to the control group, the intervention group students significantly improved their knowledge acquisition and all its dimensions (declarative, procedural, and conditional) (Vidergor, 2022, pg. 12). This suggests that MdCM effectively promotes knowledge acquisition and encourages higher-order thinking.

Project based and place-based learning demonstrated the importance of having the child at the center of the learning practices. It was evident that both practices have been effective, now it is up to us as educators to decide what we will retain and develop further for others to incorporate in their teaching. I can assure you that teaching is not linear and what may work for one educator may not for the other. That is why it is important to move from traditional methods."If we develop and prepare our youth, we assure ourselves of a brighter future for our community" (Guajardo, pg. 2). As educators, our belief is to develop the child as whole for learning, development, and growth.

## References:

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Tubach, T. (2023). A PBL unit on life as a young teen. Edutopia. A PBL Unit

"Project Based Learning: How it works and why it's so effective", Sprout, March 23,2019, <https://www.youtube.com/watch?v=geeoy3BMmE0>