Abraham Romero
EDCI 7334

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

Contemporary project-based learning (PBL) and place-based education (PBE) are important teaching strategies that focus on engaging students with real-world situations and their local communities. These methods stress the need to incorporate personal experiences and cultural relevance into the learning process. By connecting knowledge to the community and the individual experiences of students, PBL and PBE support meaningful learning outcomes and help develop critical thinking skills.

Project-Based Learning encourages students to solve real problems through group projects. PBL allows students to dive into subjects as they work through various stages of a project, including planning, researching, executing, and presenting their work. This hands-on approach builds essential skills like critical thinking and teamwork, which are crucial in today's society. As Vidergor (2022) explains, detailed, project-based experiences not only help students remember what they learn but also allow them to apply knowledge in practical ways as they work towards clear goals. While Project-Based Learning emphasizes the importance of engaging students in real-world problem-solving through collaborative projects, Place-Based Education takes this concept a step further by grounding learning in the local environment, allowing students to connect their academic experiences with their community's history and culture.

Place-Based Education uses local environments as valuable resources for learning. This approach helps students connect with their community’s history, culture, and

natural resources, making learning more relevant and engaging. Research by Guajardo (1997) highlights the importance of students connecting with their immediate surroundings, which fosters a sense of belonging and promotes care for the environment. By weaving local knowledge into the curriculum, students can create understanding based on their own experiences.

Both PBL and PBE highlight the value of contextual learning, supported by research showing the benefits of linking educational content to students' everyday lives (McClain & Zimmerman, 2022; Vidergor, 2022). This focus on relatable learning not only boosts student engagement but also enhances their understanding of concepts, making education more impactful as they see how their studies relate to their familiar environments.

Upon examining the key principles of PBL and PBE, it is evident that several important elements should be kept and further developed to increase their effectiveness as modern educational approaches.

One crucial element to maintain is the contextual relevance of learning experiences. As both PBL and PBE emphasize, grounding education in real-life situations can increase student interest and motivation. When students can see how their studies apply to their communities, they are more likely to engage in the learning process. Future educational practices should continue to prioritize local relevance, ensuring that lessons are connected to the immediate experiences and histories of students (Guajardo, 1997).

Additionally, enhancing collaborative skills is vital in both teaching methods. PBL naturally focuses on teamwork, which helps students develop important skills for work-

ing cooperatively in various environments. By continuing to emphasize group projects and collaborative learning, schools can build communication and interpersonal skills that are essential in the modern workforce. As Vidergor (2022) points out, teamwork in project settings boosts not only individual learning but also contributes to the collective understanding of the group.

To aid the retention of knowledge and skills gained through PBL and PBE, it is essential to improve assessment practices. Existing evaluation methods may not fully capture the depth of learning occurring within project-based or place-based frameworks. Educators should focus on formative assessments that provide ongoing feedback and opportunities for reflection. Incorporating methods such as peer and self-assessments will enable students to engage more deeply with their learning while allowing for adjustments to be made throughout the project (McClain & Zimmerman, 2022).

While the need for professional development for educators is recognized, it remains crucial for the ongoing success of PBL and PBE. Adequate training ensures that teachers can effectively implement these teaching strategies in their classrooms. This includes knowing how to design relevant projects and facilitate collaboration. Thus, supporting teachers through training programs focusing on hands-on learning methodologies is essential.

Finally, although the texts do not specifically address technology integration, it can be considered a helpful addition to both PBL and PBE. Utilizing digital tools can make collaboration easier and enhance research opportunities, making projects more engaging. By considering future educational practices, it will be important for teachers to explore how technology can enrich the PBL and PBE experiences.

Abraham Romero
EDCI 7334

As an 8th-grade math teacher in Edcouch-Elsa, I recognize the value of contextual and place-based approaches in enhancing student engagement and learning in mathematics. Working in a community with strong cultural roots and unique architectural structures presents an excellent opportunity to incorporate local elements into my teaching. After reading the studies by Guajardo (1997) and Vidergor (2022), I now see that I could design a project where students create scale models of local architecture, allowing them to apply geometric concepts in a practical context.

This project would not only provide students with a hands-on experience in measuring, calculating area, and understanding volume but also promote a sense of pride and connection to their community. By studying the distinct features of buildings in Edcouch-Elsa, students could explore how mathematics plays a critical role in architecture and design.

Moreover, the collaborative aspect of such a project would encourage teamwork and communication among students. They would have the chance to work together, sharing ideas and integrating their mathematical knowledge with their understanding of local culture and history. Reflecting on the insights presented in the readings, I see the significant potential for projects like this to enrich the educational experience and make mathematics feel more relevant and engaging to my students.

## References

Guajardo, F. (1997). Studying ourselves in our schools: An idea/project guide for Edcouch-Elsa and La Villa teachers. El Llano Grande Journal, 1(1), 1-15

McLain, L. R.; Chiu, Y-C; & Zimmerman, H. T. (2020). Place-based learning processes in a family science workshop. Science Education, 106, 645-673

Vidergor, H. E. (2022). Effects of innovative project-based learning model on students' knowledge acquisition, cognitive abilities, and personal competence. The Interdisciplinary Journal of Problem-Based Learning, 22, 1-17