



WK 4 CONTEMPORARY *INTERPRETIVIST-EXPERIENTIAL* LANGUAGES OF CPP

PROJECT-BASED LEARNING (PBL) AND PLACE-BASED-
EDUCATION (PBE)

The background is a blue gradient with decorative circuit-like lines in the corners. These lines consist of small circles connected by straight lines, resembling a stylized electronic circuit. They are located in the top-left, top-right, bottom-left, and bottom-right corners.

INTERPRETIVIST-EXPERIENTIAL LANGUAGES

REVIEW

REVIEW INTERPRETIVIST-EXPERIENTIAL LANGUAGES

- Emphasizes
 - **Context, location, community central to curriculum sciences**, not just standards and objective knowledge
 - Child-centered learning but **integrative** with social context and subject areas.
 - Interest and discipline, **synthesized** via child study/interest
 - Social **interaction**, activity, and project learning
 - Congruent with **constructivist learning theories** of Piaget and Vygotsky
 - Human lives, **individually** and **collectively**
 - Recognizes and seeks to **ameliorate (lessen) social inequalities**
 - Teachers' role as **ameliorating inequalities**



PROJECT-BASED LEARNING (PBL)



DEFINITIONS, AIMS, UNDERSTANDINGS

PBL, DEFINITION

PBL Emphasizes

- Solving real world problems
- Disciplinary tools used in context
- Narrative development of problem-solution
- Problem solution process

PBL, AIMS

PBL aims to

- Make learning **meaningful**
- **Situate** learning in **social** and **personal context**
- Deepen core, **long term skills** and **knowledge** development
- Support John Dewey's historical languages by **combining subject area learning** with **students' situated experiences** with "problems".

PBL, UNDERSTANDINGS

Emphasizes:

- beginning with **students concerns**, anxieties, stories, experiences
- gathering **narratives and qualitative data** about students
- connecting **the “problem”** in problem-based with **subject area teaching** goals
- Structure: (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
- H. Vidergor’s **“Effects of Innovative Project-based Learning”** is emblematic of PBL. Please pay close attention to that article in your WRRs



PLACE-BASED-EDUCATION (PBE)



DEFINITIONS, AIMS, UNDERSTANDINGS

PBE, DEFINITION

Emphasizes

- Utilizes **the place** which learners inhabit
- Place understood **as resource** for subject area learning
- Place supports **relevant, culturally salient knowledge building**
- Authentic **learning experiences**

PBE, AIMS

PBE aims to

- Integrate **social, historical, or natural science** with subject area teaching
- Synthesize **place** with **language and social studies** learning
- Synthesize **place** with **natural, physical, and biological** sciences
- Drive at **authenticity** and reality **with immediate context**
- Support John Dewey's historical languages by **combining subject area learning** with **students' situated experiences with place**

PBE, UNDERSTANDINGS

Emphasizes

- Locality is **where long lasting meaning** is made
- **Communities** are resources for learning and teaching
- **Bioregional natural resources** for **STEM learning**
- **Social historical resources** for **humanities learning**
- F. Guajardo's "**Learning about ourselves in our schools**" is emblematic of PBE. In your WWRs please pay special attention to that article