

Cases, quests, trainings, and projects

The subject system is quite similar to food dividing, which means that all fats, carbs, proteins, and vitamins are used separately from each other.

However, due to the physiology human-being digest food better, if the food is mixed and not divided on minor constituents. Human brains is adapt information more actively and effectively, if it is interrelated while congeneric information is hard to remember, as brains do not know where to store it.

You can easily find links between the subjects and notions by implementing crossed trainings and projects. At the very beginning of an academic year children are offered to choose from a list of projects and supervising coaches are appointed to be responsible for realization of the projects. Let's say a group of ten students (of different age) decides to lead on the current semester «Archaeological project», which is supervised by a school coach and an expert from, say, Academy of Sciences. The aim is to present results of feasible archeological excavations. The group is supposed to prepare a business plan and to mobilize a team, which is supposed to study the case, and then to go to Nikolayev city, for example, to excavate Heaven, ancient Sarmatians settlement.

Picture 74.
Case-based lesson.

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Integrated case-courses give holistic vision of the subject or phenomena.

Then student will bring various pottery fragments to their school, make an inventory list, pictures, put all the showpieces like in a museum, and shoot documentary films by their own scenario. They will try their hand in public performance when they perform their work to parents. Their speech and style will reflect all the work done. Thus, the skills will then in their adult life become an advantage and they will not feel shy or fear