

## The Project Approach

The Project Approach shares common features of curriculum design with what are considered effective practices in gifted education:

- Emphasis on challenging and intellectually engaging material.
- Role of teacher as facilitator of learning.
- Attention to students' interests and learning styles.
- Means of exhibiting strengths and talents of individuals.
- Introduction to inquiry in various fields of study (e.g., acting as young investigators in a particular field).
- Assumed high expectations and capability of students.
- Authentic learning and "real audiences."

For more information about the Project Approach, see the following:

[The Project Approach](#) — Dr. Lilian G. Katz, University of Illinois

[Project Approach Home Page](#) — Dr. Sylvia Chard, University of Alberta

[Issues in Selecting Topics for Projects](#) — Lilian G. Katz and Sylvia C. Chard

### ERIC/EECE Digests on topics related to the Project Approach

- [Another look at what young children should be learning](#)
- [The Benefits of Mixed-Age Grouping](#)
- [Child-Initiated Learning Activities for Young Children Living in Poverty](#)
- [The Contribution of Documentation to the Quality of Early Childhood Education](#)
- [A Developmental Approach to Assessment of Young Children](#)
- [Developmentally Appropriate Practice: What Does Research Tell Us?](#)
- [Encouraging Creativity in Early Childhood Classrooms](#)
- [Integrate, Don't Isolate--Computers in the Early Childhood Classroom](#)
- [Problem Solving in Early Childhood Classrooms](#)
- [Reggio Emilia: Some Lessons for U.S. Educators](#)
- [Resource Rooms for Children: An Innovative Curricular Tool](#)
- [Teaching Young Children about Native Americans](#)