

COMPUTATIONAL THINKING FOR PARENTS

DEMYSTIFYING COMPUTATIONAL THINKING FOR PARENTS: EMPOWERING YOUR CHILD FOR THE FUTURE

COMPUTATIONAL THINKING FOR PARENTS IS NO LONGER A NICHE CONCERN BUT A VITAL SKILL SET TO NURTURE IN CHILDREN, PREPARING THEM FOR AN INCREASINGLY DIGITAL AND COMPLEX WORLD. AS TECHNOLOGY RAPIDLY EVOLVES, UNDERSTANDING THE PRINCIPLES BEHIND HOW COMPUTERS "THINK" IS BECOMING AS FUNDAMENTAL AS LITERACY AND NUMERACY. THIS ARTICLE WILL GUIDE YOU THROUGH THE CORE CONCEPTS OF COMPUTATIONAL THINKING, EXPLAIN WHY IT'S CRUCIAL FOR YOUR CHILD'S DEVELOPMENT, AND PROVIDE PRACTICAL, EVERYDAY STRATEGIES YOU CAN USE TO FOSTER THESE SKILLS AT HOME, EVEN WITHOUT A TECH BACKGROUND. WE'LL EXPLORE HOW BREAKING DOWN PROBLEMS, RECOGNIZING PATTERNS, ABSTRACTING KEY INFORMATION, AND DESIGNING ALGORITHMS CAN BE LEARNED THROUGH PLAY AND EVERYDAY ACTIVITIES, TRANSFORMING HOW YOUR CHILD APPROACHES CHALLENGES.

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WHAT EXACTLY IS COMPUTATIONAL THINKING?

COMPUTATIONAL THINKING ISN'T ABOUT TEACHING YOUR CHILD TO BECOME A PROGRAMMER, THOUGH THAT'S A FANTASTIC OUTCOME FOR SOME! INSTEAD, IT'S A PROBLEM-SOLVING PROCESS. IT'S A WAY OF APPROACHING CHALLENGES, WHETHER THEY'RE ACADEMIC, SOCIAL, OR EVEN RELATED TO HOUSEHOLD CHORES, BY BORROWING CONCEPTS FROM COMPUTER SCIENCE. THINK OF IT AS A MENTAL TOOLKIT THAT HELPS INDIVIDUALS DISSECT COMPLEX PROBLEMS INTO MANAGEABLE PARTS, IDENTIFY UNDERLYING STRUCTURES, AND DEVISE EFFICIENT SOLUTIONS. IT'S ABOUT THINKING LIKE A COMPUTER SCIENTIST TO SOLVE ANY PROBLEM, NOT JUST COMPUTER-RELATED ONES. THIS SKILLSET EMPOWERS CHILDREN TO BECOME MORE LOGICAL, CREATIVE, AND RESILIENT THINKERS, EQUIPPED TO TACKLE THE UNEXPECTED IN LIFE.

WHY COMPUTATIONAL THINKING MATTERS FOR YOUR CHILD

IN TODAY'S RAPIDLY ADVANCING WORLD, THE ABILITY TO THINK COMPUTATIONALLY IS BECOMING INCREASINGLY INDISPENSABLE. IT'S NOT JUST ABOUT PREPARING CHILDREN FOR STEM CAREERS, ALTHOUGH IT CERTAINLY PROVIDES A STRONG FOUNDATION. COMPUTATIONAL THINKING SKILLS FOSTER CRITICAL THINKING, LOGICAL REASONING, AND CREATIVE PROBLEM-SOLVING, WHICH ARE INVALUABLE IN ANY FIELD. CHILDREN WHO DEVELOP THESE ABILITIES ARE BETTER EQUIPPED TO UNDERSTAND THE TECHNOLOGY THAT SURROUNDS THEM, TO INNOVATE, AND TO ADAPT TO NEW CHALLENGES. THEY LEARN TO APPROACH AMBIGUITY WITH A STRUCTURED MINDSET, BREAKING DOWN OVERWHELMING TASKS INTO SMALLER, ACHIEVABLE STEPS. THIS CAN BOOST THEIR CONFIDENCE AND REDUCE ANXIETY WHEN FACING DIFFICULTIES, WHETHER IT'S A TRICKY MATH PROBLEM OR A COMPLICATED SOCIAL SITUATION.

MOREOVER, COMPUTATIONAL THINKING ENCOURAGES PERSEVERANCE AND RESILIENCE. WHEN A CHILD IS DESIGNING AN ALGORITHM OR DEBUGGING A PIECE OF CODE (OR EVEN A PLAN FOR A SCHOOL PROJECT), THEY WILL INEVITABLY ENCOUNTER ERRORS.

LEARNING TO SYSTEMATICALLY IDENTIFY AND FIX THESE BUGS, RATHER THAN GIVING UP, IS A CRUCIAL LIFE LESSON. THIS ITERATIVE PROCESS OF TRYING, FAILING, AND REFINING BUILDS A STRONG SENSE OF AGENCY AND ENCOURAGES A GROWTH MINDSET. IT TEACHES THEM THAT MISTAKES ARE NOT ENDPOINTS BUT OPPORTUNITIES FOR LEARNING AND IMPROVEMENT, A LESSON THAT WILL SERVE THEM FAR BEYOND ANY SPECIFIC ACADEMIC SUBJECT.

THE FOUR PILLARS OF COMPUTATIONAL THINKING EXPLAINED

COMPUTATIONAL THINKING IS OFTEN BROKEN DOWN INTO FOUR KEY PILLARS. UNDERSTANDING THESE FUNDAMENTAL CONCEPTS WILL MAKE IT EASIER FOR YOU TO IDENTIFY OPPORTUNITIES TO TEACH THEM TO YOUR CHILDREN IN A FUN AND ENGAGING WAY. THESE PILLARS ARE NOT ISOLATED SKILLS BUT WORK TOGETHER, FORMING A COHESIVE APPROACH TO PROBLEM-SOLVING.

DECOMPOSITION: BREAKING DOWN BIG PROBLEMS

DECOMPOSITION IS THE PROCESS OF BREAKING DOWN A COMPLEX PROBLEM OR SYSTEM INTO SMALLER, MORE MANAGEABLE PARTS. IMAGINE YOU HAVE A GIANT, DAUNTING TASK, LIKE CLEANING YOUR ENTIRE ROOM. DECOMPOSITION WOULD INVOLVE BREAKING THAT DOWN INTO SMALLER TASKS: CLEARING YOUR DESK, PUTTING AWAY YOUR BOOKS, ORGANIZING YOUR CLOTHES, AND VACUUMING THE FLOOR. EACH OF THESE SMALLER TASKS IS EASIER TO TACKLE INDIVIDUALLY. IN THE CONTEXT OF COMPUTER SCIENCE, THIS MIGHT MEAN BREAKING A LARGE SOFTWARE PROGRAM INTO SMALLER MODULES. FOR CHILDREN, THIS TRANSLATES TO UNDERSTANDING HOW TO APPROACH HOMEWORK ASSIGNMENTS, PLAN A PARTY, OR EVEN ASSEMBLE A COMPLEX TOY.

WHEN CHILDREN PRACTICE DECOMPOSITION, THEY LEARN THAT EVEN THE MOST OVERWHELMING TASKS CAN BE CONQUERED WITH A SYSTEMATIC APPROACH. THIS SKILL IS CRUCIAL FOR DEVELOPING PROJECT MANAGEMENT ABILITIES AND REDUCING THE FEELING OF BEING OVERWHELMED. IT ENCOURAGES THEM TO THINK ABOUT THE INDIVIDUAL STEPS INVOLVED IN ACHIEVING A LARGER GOAL, FOSTERING A SENSE OF CONTROL AND ACCOMPLISHMENT AS THEY COMPLETE EACH SUB-TASK.

PATTERN RECOGNITION: SPOTTING SIMILARITIES

PATTERN RECOGNITION INVOLVES IDENTIFYING SIMILARITIES, TRENDS, OR REGULARITIES IN DATA OR SITUATIONS. FOR EXAMPLE, IF YOU NOTICE THAT YOUR CHILD ALWAYS LEAVES THEIR TOYS IN A PARTICULAR CORNER, THAT'S PATTERN RECOGNITION. IN MATHEMATICS, IT'S SPOTTING SEQUENCES OR COMMONALITIES IN NUMBERS. IN COMPUTER SCIENCE, RECOGNIZING PATTERNS ALLOWS PROGRAMMERS TO CREATE MORE EFFICIENT CODE BY REUSING SOLUTIONS FOR SIMILAR PROBLEMS. FOR KIDS, THIS MIGHT INVOLVE NOTICING THAT A CERTAIN TYPE OF TOY ALWAYS REQUIRES THE SAME KIND OF BATTERY, OR THAT A STORYBOOK ALWAYS FOLLOWS A PREDICTABLE NARRATIVE ARC.

DEVELOPING PATTERN RECOGNITION HELPS CHILDREN MAKE PREDICTIONS, UNDERSTAND RELATIONSHIPS, AND DEVELOP HYPOTHESES. IT SHARPENS THEIR OBSERVATIONAL SKILLS AND THEIR ABILITY TO GENERALIZE FROM SPECIFIC EXAMPLES. THIS SKILL IS FOUNDATIONAL FOR LEARNING, AS MUCH OF LEARNING INVOLVES IDENTIFYING PATTERNS IN INFORMATION, WHETHER IT'S IN LANGUAGE, MATHEMATICS, OR THE NATURAL WORLD. IT HELPS THEM MAKE SENSE OF THE INFORMATION THEY ENCOUNTER DAILY.

ABSTRACTION: FOCUSING ON WHAT'S IMPORTANT

ABSTRACTION IS THE PROCESS OF FOCUSING ON THE ESSENTIAL FEATURES OF A PROBLEM OR SYSTEM WHILE IGNORING IRRELEVANT DETAILS. THINK ABOUT A MAP. A MAP IS AN ABSTRACTION OF A REAL-WORLD LOCATION; IT SHOWS IMPORTANT ROADS, LANDMARKS, AND BOUNDARIES BUT OMITTS THINGS LIKE INDIVIDUAL TREES OR PARKED CARS. THIS SIMPLIFICATION MAKES THE MAP USEFUL FOR NAVIGATION. FOR CHILDREN, ABSTRACTION CAN BE APPLIED WHEN THEY'RE DECIDING WHAT INFORMATION TO INCLUDE IN A DRAWING OF THEIR HOUSE, OR WHEN THEY'RE EXPLAINING A GAME TO A FRIEND, FOCUSING ON THE RULES

RATHER THAN EVERY SINGLE MOVE.

BY PRACTICING ABSTRACTION, CHILDREN LEARN TO FILTER OUT NOISE AND CONCENTRATE ON THE CORE ELEMENTS OF A PROBLEM. THIS IS VITAL FOR EFFECTIVE COMMUNICATION AND FOR DEVELOPING EFFICIENT SOLUTIONS. IT HELPS THEM AVOID GETTING BOGGED DOWN IN UNNECESSARY DETAILS AND ALLOWS THEM TO SEE THE BIGGER PICTURE. THIS SKILL IS CRUCIAL FOR HIGHER-LEVEL THINKING AND PROBLEM-SOLVING, ENABLING THEM TO TACKLE MORE COMPLEX CHALLENGES BY SIMPLIFYING THEM.

ALGORITHM DESIGN: CREATING STEP-BY-STEP INSTRUCTIONS

ALGORITHM DESIGN IS ABOUT CREATING A SET OF CLEAR, UNAMBIGUOUS INSTRUCTIONS OR RULES TO SOLVE A PROBLEM OR COMPLETE A TASK. THESE INSTRUCTIONS MUST BE FOLLOWED IN A SPECIFIC ORDER. A RECIPE IS A CLASSIC EXAMPLE OF AN ALGORITHM. WHEN YOU'RE TEACHING YOUR CHILD HOW TO TIE THEIR SHOELACES, YOU'RE ESSENTIALLY TEACHING THEM AN ALGORITHM. IN CODING, ALGORITHMS ARE THE BACKBONE OF ANY PROGRAM, DICTATING WHAT THE COMPUTER SHOULD DO. FOR CHILDREN, THIS COULD INVOLVE CREATING INSTRUCTIONS FOR A ROBOT TOY, PLANNING THE STEPS FOR A SCIENCE EXPERIMENT, OR EVEN WRITING OUT THE RULES FOR A NEW BOARD GAME THEY INVENTED.

LEARNING TO DESIGN ALGORITHMS HELPS CHILDREN THINK LOGICALLY AND SEQUENTIALLY. THEY UNDERSTAND THE IMPORTANCE OF PRECISION AND THE IMPACT OF AN INCORRECT STEP. THIS FOSTERS A METHODOICAL APPROACH TO TASKS AND ENHANCES THEIR ABILITY TO PLAN AND EXECUTE. IT ALSO CULTIVATES PATIENCE AND ATTENTION TO DETAIL, AS THEY LEARN THAT A WELL-DEFINED SET OF STEPS LEADS TO A DESIRED OUTCOME.

PRACTICAL WAYS TO FOSTER COMPUTATIONAL THINKING AT HOME

YOU DON'T NEED TO BE A TECH WIZARD TO CULTIVATE COMPUTATIONAL THINKING IN YOUR CHILDREN. THE BEAUTY OF THESE SKILLS IS THAT THEY CAN BE WOVEN INTO EVERYDAY ACTIVITIES AND PLAY. THE KEY IS TO ENCOURAGE A PROBLEM-SOLVING MINDSET AND MAKE LEARNING AN ENJOYABLE, INTERACTIVE PROCESS. HERE ARE SOME AGE-APPROPRIATE STRATEGIES:

FOR PRESCHOOLERS AND EARLY LEARNERS

- **BUILDING WITH BLOCKS:** ENCOURAGE THEM TO PLAN THEIR CREATIONS, DECOMPOSE THE STRUCTURE INTO DIFFERENT PARTS (WALLS, ROOF), AND FOLLOW INSTRUCTIONS (YOU GIVE THEM A SIMPLE SEQUENCE LIKE "PUT A BLUE BLOCK ON TOP OF A RED BLOCK").
- **SIMPLE PUZZLES:** PUZZLES NATURALLY INVOLVE PATTERN RECOGNITION AND SPATIAL REASONING.
- **FOLLOWING RECIPES:** EVEN SIMPLE TASKS LIKE MAKING A SANDWICH OR MIXING INGREDIENTS INVOLVE A SEQUENCE OF STEPS, EXCELLENT FOR ALGORITHM DESIGN.
- **SORTING TOYS:** SORTING TOYS BY COLOR, SIZE, OR TYPE HONES PATTERN RECOGNITION AND CLASSIFICATION SKILLS.

FOR ELEMENTARY SCHOOL CHILDREN

- **BOARD GAMES AND CARD GAMES:** MANY GAMES REQUIRE STRATEGIC THINKING, PATTERN RECOGNITION, AND FOLLOWING RULES (ALGORITHMS).

- **STORYTELLING AND SEQUENCING:** ASK THEM TO RETELL A STORY IN ORDER OR CREATE THEIR OWN WITH A CLEAR BEGINNING, MIDDLE, AND END.
- **CODING APPS AND WEBSITES:** MANY VISUAL PROGRAMMING PLATFORMS LIKE SCRATCH JR. OR CODE.ORG OFFER ENGAGING WAYS TO LEARN CODING CONCEPTS THROUGH PUZZLES AND GAMES.
- **DESIGNING OBSTACLE COURSES:** HAVE THEM DESIGN AN OBSTACLE COURSE FOR YOU OR A SIBLING, REQUIRING THEM TO DECOMPOSE THE TASK AND THINK ABOUT THE SEQUENCE OF ACTIONS.

FOR MIDDLE AND HIGH SCHOOL STUDENTS

- **ROBOTICS KITS:** KITS LIKE LEGO MINDSTORMS OR ARDUINO OFFER HANDS-ON EXPERIENCE WITH PROGRAMMING AND BUILDING.
- **MORE ADVANCED CODING PLATFORMS:** EXPLORE PYTHON OR OTHER TEXT-BASED LANGUAGES. MANY ONLINE RESOURCES PROVIDE STRUCTURED LEARNING PATHS.
- **DEBATE AND LOGIC PUZZLES:** THESE ACTIVITIES ENHANCE CRITICAL THINKING, ARGUMENTATION, AND LOGICAL REASONING.
- **DIY PROJECTS:** ENCOURAGE THEM TO PLAN AND EXECUTE PROJECTS, FROM BUILDING A BIRDHOUSE TO DESIGNING A SIMPLE WEBSITE. THIS INVOLVES ALL ASPECTS OF COMPUTATIONAL THINKING.

INTEGRATING COMPUTATIONAL THINKING INTO EVERYDAY LIFE

COMPUTATIONAL THINKING ISN'T CONFINED TO DEDICATED LEARNING SESSIONS; IT'S A WAY OF LOOKING AT THE WORLD. YOU CAN FOSTER THESE SKILLS NATURALLY DURING EVERYDAY INTERACTIONS. WHEN YOU'RE PLANNING A FAMILY OUTING, INVOLVE YOUR CHILD IN DECOMPOSING THE TASKS: DECIDING ON A DESTINATION, FIGURING OUT TRANSPORTATION, PACKING ESSENTIALS, AND CREATING A TIMELINE. THIS TEACHES THEM PLANNING AND ORGANIZATION.

WHEN DISCUSSING A MOVIE OR A BOOK, ASK THEM TO IDENTIFY PATTERNS IN THE PLOT, CHARACTER DEVELOPMENT, OR THEMES. ENCOURAGE THEM TO EXPLAIN THEIR REASONING. WHEN SOLVING A HOUSEHOLD PROBLEM, LIKE A BROKEN APPLIANCE OR A TANGLED MESS OF CORDS, ASK THEM HOW THEY WOULD APPROACH IT STEP-BY-STEP. GUIDE THEM TO ABSTRACT THE CORE ISSUE FROM THE SURROUNDING CLUTTER. BY CONSISTENTLY MODELING AND ENCOURAGING THESE THINKING PROCESSES, YOU HELP CHILDREN INTERNALIZE COMPUTATIONAL THINKING AS A NATURAL APPROACH TO PROBLEM-SOLVING IN ALL AREAS OF THEIR LIVES.

THINK ABOUT HOW YOU MIGHT COOK A NEW DISH. YOU BREAK IT DOWN INTO STEPS (DECOMPOSITION), YOU MIGHT RECOGNIZE THAT CERTAIN TECHNIQUES ARE SIMILAR TO OTHER RECIPES YOU KNOW (PATTERN RECOGNITION), YOU FOCUS ON THE KEY INGREDIENTS AND COOKING METHOD, IGNORING MINOR AESTHETIC DETAILS (ABSTRACTION), AND YOU FOLLOW THE RECIPE PRECISELY (ALGORITHM DESIGN). THESE ARE ALL COMPUTATIONAL THINKING SKILLS IN ACTION. BY POINTING THESE OUT AND INVITING YOUR CHILD TO PARTICIPATE IN THE PROCESS, YOU'RE MAKING THE ABSTRACT CONCEPTS TANGIBLE AND RELEVANT.

FURTHERMORE, ENCOURAGE CURIOSITY AND EXPERIMENTATION. WHEN SOMETHING DOESN'T WORK AS EXPECTED, INSTEAD OF GETTING FRUSTRATED, ASK "WHY DO YOU THINK THAT HAPPENED?" OR "WHAT CAN WE TRY DIFFERENTLY?" THIS ENCOURAGES A MINDSET OF DEBUGGING AND ITERATIVE IMPROVEMENT, WHICH IS CENTRAL TO COMPUTATIONAL THINKING. IT'S ABOUT FOSTERING A SENSE OF INQUIRY AND EMPOWERING THEM TO FIND SOLUTIONS RATHER THAN RELYING SOLELY ON OTHERS.

FAQ

Q: WHAT IS THE MOST IMPORTANT ASPECT OF COMPUTATIONAL THINKING FOR PARENTS TO UNDERSTAND?

A: THE MOST IMPORTANT ASPECT FOR PARENTS TO UNDERSTAND IS THAT COMPUTATIONAL THINKING IS NOT ABOUT CODING ITSELF, BUT RATHER A POWERFUL PROBLEM-SOLVING METHODOLOGY THAT CAN BE APPLIED TO ANY SITUATION. IT'S A MINDSET THAT HELPS BREAK DOWN COMPLEX CHALLENGES INTO MANAGEABLE PARTS, IDENTIFY PATTERNS, FOCUS ON ESSENTIAL DETAILS, AND DEVELOP CLEAR, STEP-BY-STEP SOLUTIONS.

Q: HOW CAN I TEACH COMPUTATIONAL THINKING TO MY CHILD IF I HAVE NO BACKGROUND IN COMPUTER SCIENCE?

A: YOU DON'T NEED A COMPUTER SCIENCE BACKGROUND AT ALL! YOU CAN FOSTER COMPUTATIONAL THINKING THROUGH EVERYDAY ACTIVITIES. FOR EXAMPLE, WHEN COOKING, YOU ARE USING ALGORITHMS (THE RECIPE). WHEN PLANNING A TRIP, YOU ARE DECOMPOSING TASKS. WHEN PLAYING BOARD GAMES, YOU ARE RECOGNIZING PATTERNS. SIMPLY BY ENCOURAGING YOUR CHILD TO THINK LOGICALLY, BREAK DOWN PROBLEMS, AND FIND SOLUTIONS, YOU ARE NURTURING THESE SKILLS.

Q: IS COMPUTATIONAL THINKING ONLY RELEVANT FOR CHILDREN INTERESTED IN STEM CAREERS?

A: ABSOLUTELY NOT. WHILE IT'S FOUNDATIONAL FOR STEM FIELDS, COMPUTATIONAL THINKING IS A UNIVERSAL SKILL. IT ENHANCES CRITICAL THINKING, CREATIVITY, AND PROBLEM-SOLVING ABILITIES, WHICH ARE VALUABLE IN ANY PROFESSION, FROM ART AND DESIGN TO BUSINESS AND HEALTHCARE. IT HELPS INDIVIDUALS BECOME MORE ADAPTABLE AND EFFECTIVE IN AN EVER-CHANGING WORLD.

Q: WHAT ARE SOME FUN, SCREEN-FREE WAYS TO INTRODUCE COMPUTATIONAL THINKING TO YOUNG CHILDREN?

A: SCREEN-FREE METHODS ARE HIGHLY EFFECTIVE. BUILDING WITH BLOCKS ENCOURAGES DECOMPOSITION AND PLANNING. PUZZLES HELP WITH PATTERN RECOGNITION. FOLLOWING SIMPLE RECIPES OR GIVING INSTRUCTIONS FOR A GAME FOSTERS ALGORITHMIC THINKING. OUTDOOR PLAY, LIKE CREATING AN OBSTACLE COURSE, ALSO INVOLVES PLANNING AND SEQUENCING. STORYTELLING AND SEQUENCING EVENTS IN A NARRATIVE ARE ALSO GREAT FOR DEVELOPING LOGICAL THINKING.

Q: HOW DOES COMPUTATIONAL THINKING HELP CHILDREN DEAL WITH FAILURE OR MISTAKES?

A: COMPUTATIONAL THINKING ENCOURAGES A "DEBUGGING" MINDSET. WHEN A CHILD'S PLAN OR ATTEMPT DOESN'T WORK, INSTEAD OF SEEING IT AS A FAILURE, THEY LEARN TO ANALYZE WHAT WENT WRONG (IDENTIFY THE "BUG") AND DEVISE A NEW APPROACH. THIS FOSTERS RESILIENCE, PERSEVERANCE, AND A GROWTH MINDSET, TEACHING THEM THAT MISTAKES ARE OPPORTUNITIES FOR LEARNING AND ITERATION.

Q: AT WHAT AGE CAN CHILDREN START LEARNING COMPUTATIONAL THINKING SKILLS?

A: THE PRINCIPLES OF COMPUTATIONAL THINKING CAN BE INTRODUCED FROM A VERY YOUNG AGE, EVEN PRESCHOOLERS. WHILE THE COMPLEXITY OF THE TASKS WILL VARY, THE CORE CONCEPTS LIKE BREAKING DOWN PROBLEMS, RECOGNIZING SIMPLE PATTERNS, AND FOLLOWING BASIC INSTRUCTIONS CAN BE INTEGRATED INTO EARLY CHILDHOOD PLAY AND ACTIVITIES.

Q: HOW CAN COMPUTATIONAL THINKING IMPROVE A CHILD'S ACADEMIC PERFORMANCE?

A: COMPUTATIONAL THINKING DIRECTLY SUPPORTS ACADEMIC SUCCESS BY ENHANCING A CHILD'S ABILITY TO APPROACH COMPLEX SUBJECTS LOGICALLY. FOR INSTANCE, DECOMPOSITION HELPS WITH ESSAY WRITING AND PROJECT PLANNING. PATTERN RECOGNITION IS KEY IN MATH AND SCIENCE. ALGORITHM DESIGN IS CRUCIAL FOR UNDERSTANDING PROCESSES IN SUBJECTS LIKE

HISTORY OR EVEN UNDERSTANDING SCIENTIFIC METHODS. IT EQUIPS THEM WITH A STRUCTURED APPROACH TO LEARNING.

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