

Process vs Product Driven Experiences



What We're Exploring . . .



Defining Process-Driven & Product-Driven Experiences



The Challenges and Concerns With "The Product"



Common FAQ's with Crafts

Fine Motor Skills
Following Directions
What the Parents Want

Defining Process-Driven & Product-Driven Experiences



Process-Driven Experiences

- Focuses on the child's approaches to learning; **the child's "journey"**
- The process and outcome are typically **unpredictable**
- No specific directions to follow (**open-ended**)
- Offers **creative and critical thinking, self-expression, interpretation, & exploration of materials**



Product-Driven Experiences

- Focuses on the outcome; **the child's "destination"**
- The process and outcome are typically **predictable**
- There is usually a specific model to replicate and **directions to follow (close-ended)**
- Usually observed in early childhood through **crafts, coloring sheets, worksheets**

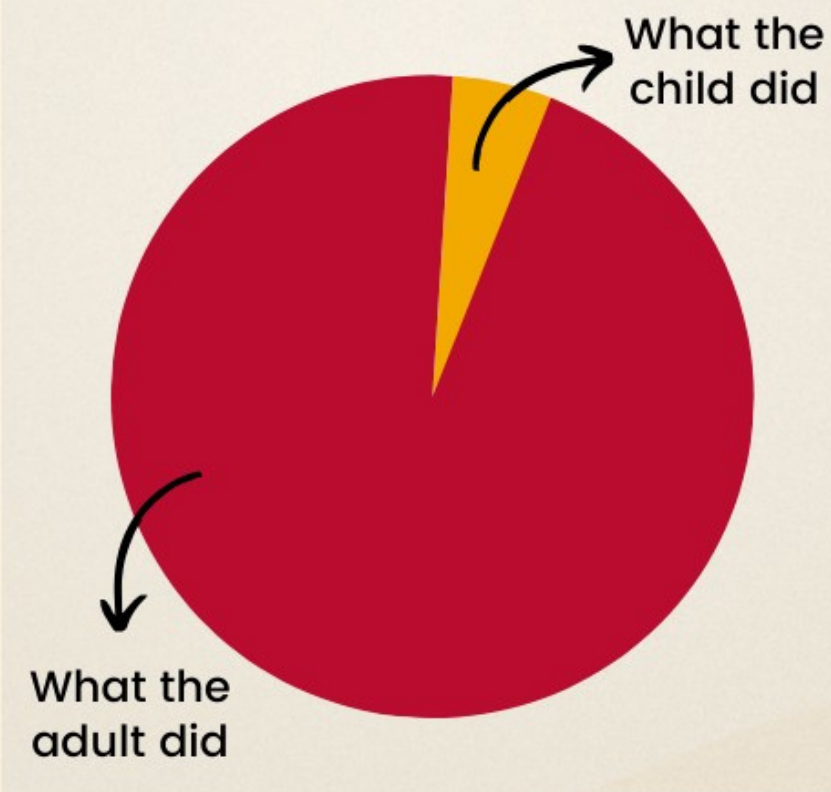
The Challenges and Concerns With “The Product”

Concern #1: Not Developmentally Appropriate for Early Childhood

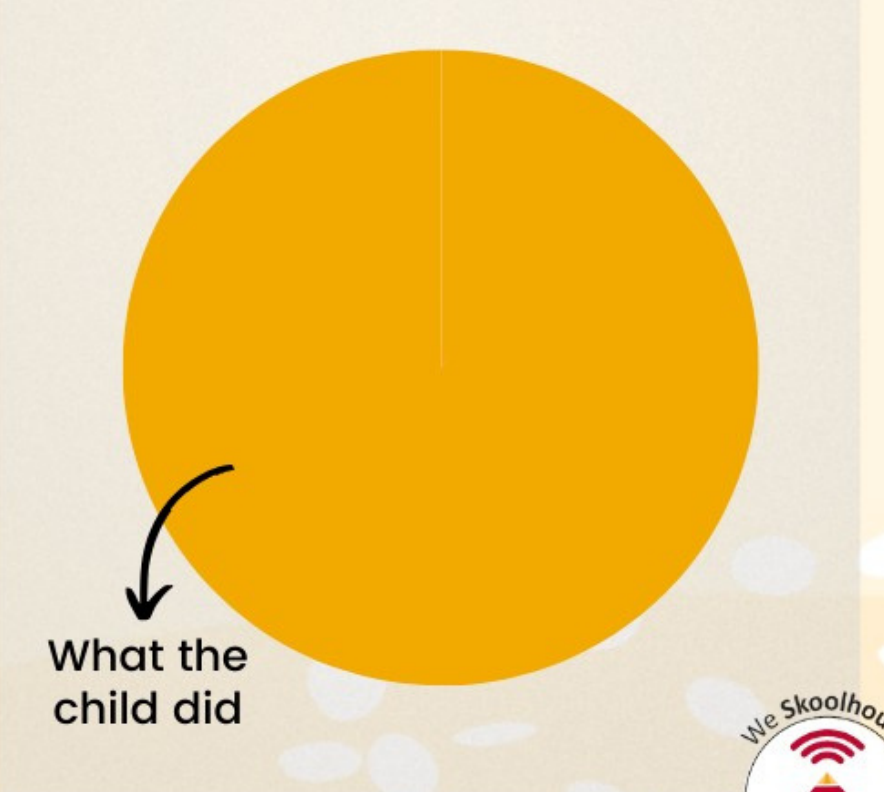
- If a child can not execute a craft from start-to-finish, they're not developmentally ready for the craft.
 - How is it helpful or meaningful if an adult has to do most of the work for the child?
- The early years are a time of building familiarity and mastery of materials, in which children should have free range and autonomy over experimenting with materials to learn how things work.
- **Our expectation is not their reality.**

WHO IS THE CRAFT FOR?

Product Driven



Process Driven



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Concern #2: Crafts Do The Work for The Capable Child, Drastically Reducing Creative & Critical Thinking.

Product-Driven

- Child observes a craft cat to duplicate.
- Child has to **follow directions** and work with specific materials to create a cat.
- Teacher decided on what the end result will look like, and most likely prepared pieces for the child in advance (cutting specific shapes, etc.) and perhaps even "correcting" the child's work.



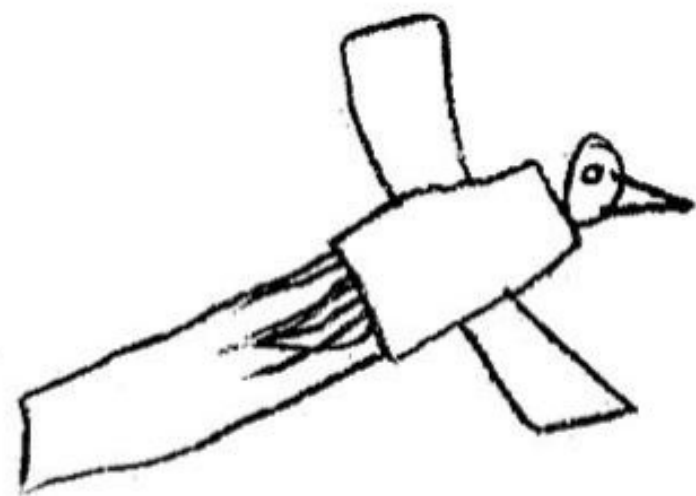
Process-Driven

- Child observes a real life image of a cat.
- Child **figures out** how to use materials to create a cat, creating materials, size, space, symmetry, scale, etc.
- Child is responsible for the planning, executing, reviewing their work and has **100% autonomy over their experience.**

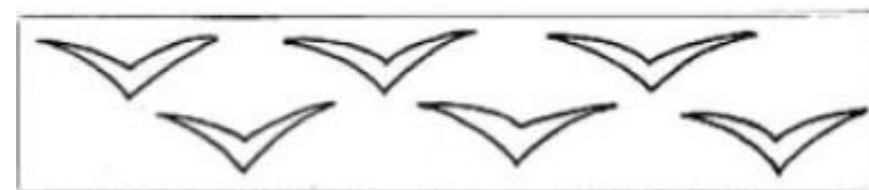
Dr. George Land conducted a research study in 1968 to test the creativity of 1,600 children (3-5) - same test for NASA to help select innovative engineers & scientists. Participants look at a problem and come up with new, different, innovative ideas. The responses were used to assess a person's creative capability.

- Creativity scores amongst 5-year old's: 98%
- Creativity scores amongst 10-year old's: 30%
- Creativity scores amongst 15-year old's: 12%
- Given to 280,000 adults (average age of 31): 2%

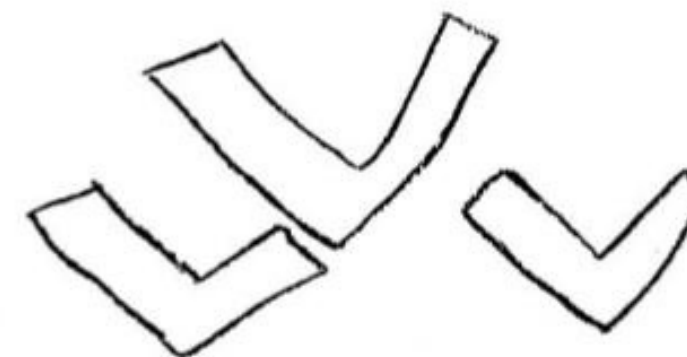
YouTube: TEDxTucson George Land The Failure Of Success



Above is a child's bird drawn from experience and memory



This child is asked to color workbook birds for math (above)



Birds drawn by this child after the stereotyping effects of the workbook

**Illustrations from Drs. Viktor Lowenfeld and W. Lambert Brittain. Creative and Mental growth, 6th ed. 1970. Macmillan, NY. p. 109*

Concern #3: Confidence Killer

- **Adult Intervention:** In product-driven experiences, **adults may be tempted to adjust or "fix" or critique a child's work**, unintentionally sending the message that the child's efforts are insufficient. This can **undermine confidence** by implying that their ideas or creations need constant adult validation or correction.
- **Fear of Failure:** Product-driven experiences may **instill a fear of making mistakes or not meeting a specific standard**, hindering a child's willingness to take risks.
- **Unhealthy Comparison:** Children may compare their creations to others, **leading to a sense of inadequacy or competitiveness** rather than focusing on personal growth.
- **External Validation:** Relying on finished products for validation can make children **dependent on external praise**, impacting their intrinsic motivation and self-esteem.



“I don’t know what to do!”

“Can you do it for me?”

“Can you show me how?”

Common FAQ's with Crafts

Fine Motor Skills

Following Directions

What the Parents Want

FAQ: “What About Fine Motor Skills?”



Child Can: Paint and glue pieces




Child Can: Paint, glue pieces, cut pieces, sprinkle, crumble, poke, pull, pile, attach, detach, roll, spin, stack, enclose, reveal, sort, etc. with no “end.” Exploration can go much longer since there is no “last pieces, while offering a more individualized experience.

FAQ: “It Helps Children Follow Directions”

- “Hang up your coat and backpack.”
- “Wash your hands and find a seat at the table”
- “When you’re done with your food clean-up and find a seat on the carpet.”
- “Raise your hand if you have something to say”
- “Everyone sit criss-cross applesauce and catch your bubble!”
- “No talking while I’m reading the book - listening ears!”
- “Go and try to use the bathroom and wash your hands before we go outside.”
- “When you hear your name called, get on your coat and line up.”
- “No talking or touching while walking in the halls.”
- “Don’t climb that, don’t run too fast, time to line-up and head back in!”
- “Time to switch centers!” “Time to clean-up and head to...”
- “Come and meet me at the carpet for “goodbye” - and so much more!

Children follow directions all day long! If anything, they require MORE opportunities to be autonomous, make decisions, and embrace critical & creative thinking.

FAQ: “It’s What the Parents Want!”

- **Parents want what’s best for their children.** If parents understand and know what’s best for their children, they’ll be on board. That’s where we educate!
 - **Things to Keep in Mind:**
 - If we’re saving crafts for special occasions, it subconsciously sends the message that these crafts are what’s special.
 - If parents want the handprint, craft, or handprint craft for a holiday or special event let parents do that at home with their children.
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Tips & Takeaways:

- **Reframe Thinking:** “what can the children make” to “how and what can children explore.”
- We should **never be doing the work for a child** (at any age).
- **Incorporate crafts sparingly** and when children are developmentally capable of doing them.
- **Showcase the process of learning** through various forms of documentation (e.g. bulletin boards, electronic messaging, etc.).
 - Instead of a crafts, hang up images of children exploring materials, describing the process of learning.
- Imagine a child so eager and full of curiosity, itching to get their hands on the art materials to be told they're “doing it wrong” or wishing they could do it their way the entire time.”
 - **Who is the experience for?**

The Process is the Learning...

A child's hands are shown painting on a white surface, likely a piece of paper or a tray. The child is using various colors of paint, including red, blue, green, and yellow. The background is a white surface, and the overall scene is brightly lit. The child's hands are positioned in the upper left and center of the frame, with the paint being applied to a white surface that is partially visible in the lower right. The paint is applied in a way that creates a colorful, abstract pattern. The child's hands are covered in paint, and the overall scene is one of creative activity.

Focus & Concentration:

Encourages sustained attention and concentration as children engage in their creative projects.

Self-Esteem

The freedom to create without judgment or predetermined outcomes boosts self-esteem and confidence. Children take pride in their creations, regardless of how they compare to others.

Critical & Creative Thinking:

As children make decisions on what materials to use, how to use them, and how to approach their artwork, they engage in critical & creative thinking and problem-solving. They develop their ability to plan and make choices.

Independence & Autonomy:

Encourages independence as children take ownership of their creative decisions and artwork. This autonomy helps them develop a sense of identity and agency.

Physical Development:

Gross motor skills and strength improve through whole-body movements, while fine motor skills, including precision, hand-eye coordination, dexterity, are enhanced through material manipulation.

Sensory Integration:

Stimulates multiple senses simultaneously, supporting sensory integration and processing abilities.

Cause and Effect:

Children discover how their actions (e.g., mixing colors, applying pressure, using various tools, etc.) produce specific outcomes on their artwork.



Questions?

Let's Hear Them!



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