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Utilizing the MODEM philosophy in orchestrating integrated investigation spaces within the pit stop philosophy.

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Summary: This article summarises some of the outcomes of a study during the spring semester 2016 when the pupils at 4th grade learned mathematics, mother tongue, geography, biology and arts within integrated environments. Investigation problems for constructivist learning were planned within the quasi-systematic MODEM framework utilizing casual playfulness and hands-on technology within the so-called pit stop philosophy. Because of the on-going analysis of the cognitive results, this paper will open up just the educational paradigm beyond the project and will demonstrate which kind of support it suggests for sustainable activities.

Classification: D40 D30 U70

Keywords: integrated investigation spaces; constructivist learning; hands-on technology