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البيداغوجيا الحديثة من النظرية إلى التطبيق: بيداغوجيا الخطأ والمشروع "السجن المركزي نموذجا بمدينة القنيطرة"

Modern Pedagogy from Theory to Practice: Error and Project Pedagogy – The Central Prison in Kenitra as a Case Study

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الملخص:

يرصد هذا المقال ملامح البيداغوجيا الحديثة التي تُعدّ الركيزة الأساسية التي قامت عليها المقاربة بالكفايات. فهذه الأخيرة تقتضي تجاوز البيداغوجيا التقليدية، التي تتمحور حول المعرفة والمدرس، إلى بيداغوجيا حديثة تحوّل دور المدرّس من ملقّن إلى منشط، وموجّه، وقائد، بما يقتضيه ذلك من انفتاح على طرائق وتقنيات التنشيط، والبيداغوجيا المتمركزة حول المتعلم "(وزارة التربية الوطنية المغربية، 2009-2021: 28) فالتعليم لا ينجح، ولا يحقّق غايته، إلا إذا صحبه التعلم، لأن ما ينتجه نشاط المعلم معرضّ للإهمال والنسيان، ما لم يصحبه نشاط ذاتي من المتعلمين (إبراهيم: 30). ومن بين البيداغوجيات التي تناولها هذا العمل بالبحث والملاحظة: بيداغوجيا الخطأ وبيداغوجيا المشروع. وفي هذا السياق، سنركّز على هاتين المقاربتين، رغبةً في ترسيخ فكرة جوهرية مفادها أن الخطأ يُشكّل أرضية خصبة وأساسية للتعلّم، وأن المشروع يُمكّن من وضع المتعلم في صلب العملية التعليمية، من خلال تفعيل دوره بوصفه مبدعًا ومبادرًا لا مجرّد متلقّ للمعرفة.

الكلمات المفتاحية: البيداغوجيا، بيداغوجيا الخطأ، بيداغوجيا المشروع.

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Abstract:

This article delineates the features of modern pedagogy, which form the foundational pillar of the competency-based approach. This approach demands a move beyond traditional pedagogy—focused on knowledge transmission and the teacher—toward a contemporary pedagogy that transforms the teacher's role from mere instructor into facilitator, guide, and leader, embracing a variety of activation methods and facilitation techniques, as well as learner-centered practices (Ministry of National Education, Morocco, 2009-2021: 28). Education can neither succeed nor fulfill its purpose unless it is accompanied by genuine learning, for what is produced by teacher activity is prone to neglect and forgetfulness if not supported by the learners' autonomous engagement (Ibrahim: 30). Among the pedagogical models investigated here through research and observation are error pedagogy and project-based pedagogy. In this context, we focus on these two approaches to establish the core idea that errors constitute a fertile and essential ground for learning and that project work places the learner at the very heart of the educational process by activating their role as a creator and initiator rather than as a passive recipient of knowledge.

Keywords: pedagogy, error pedagogy, project-based pedagogy.

Introduction:

The teaching–learning process stands among the foremost challenges that educational systems worldwide grapple with, given its genuine potential for human development and societal progress. Over recent decades, the field of education has undergone profound transformations: traditional pedagogy—centered on rote transmission and lecture—no longer suffices to meet the demands of the digital era and the knowledge explosion. Consequently, there has emerged an imperative to adopt modern pedagogical approaches that reconceptualize the roles of classroom actors and grant the learner a central position as an active constructor of knowledge rather than its passive recipient.

Within this framework, both error pedagogy and project-based pedagogy represent innovative trends aimed at enhancing educational quality by restructuring the teacher–learner relationship, treating error not as a barrier but as an opportunity for learning, and empowering students to develop self-directed projects that reflect their interests and aspirations. These two approaches embody a paradigmatic shift from outcome-driven instruction to an action-oriented pedagogy characterized by initiative, planning, and critical thinking.

In light of these considerations, the present study seeks to shed light on these two educational concepts by analyzing their theoretical foundations and exploring practical strategies for their implementation in learning environments—especially against the backdrop of ongoing debates about the necessity of renewing teaching methods to better address learners' real needs and align with contemporary life demands. Through this work, I aim to offer innovative, practical recommendations that enrich pedagogical practice and bolster learner agency, enabling students to harness creativity, innovation, critical thinking, and sound project-planning skills that facilitate their positive integration into both school and society.

Problem Statement:

The researcher's choice of this topic arises from a set of fundamental questions in the field of education, summarized as follows: What is the concept of modern pedagogy? What is meant by Error Pedagogy and project-based pedagogy? How can these two approaches be effectively implemented in practice? What practical recommendations can foster the development of successful learners who are capable of creativity, innovation, and effective project planning for future endeavors?

Research Methodology:

This study employs a descriptive–analytical approach, which enables a critical examination of educational concepts by analyzing them in light of the pedagogical literature and key reference texts, with the aim of clarifying their theoretical and practical dimensions. In addition, a qualitative field study was conducted, comprising semi-structured interviews with selected educational stakeholders and an analysis of official documents and training materials. This combined strategy allowed for the investigation of how error pedagogy and project-based pedagogy are conceptualized and implemented within Moroccan educational institutions and facilitated the derivation of comprehensive, actionable recommendations for practice.

Research Objectives:

This study aims to:

- Contribute to defining the field of educational sciences by highlighting exemplary models of modern pedagogy.
- Propose innovative ideas and projects that directly benefit learners while enhancing their cognitive and communicative competencies.
- Highlight the role of error as a fundamental and effective component in fostering autonomous learning.

- Demonstrate that error pedagogy and project-based pedagogy—alongside other contemporary approaches—are pivotal in shaping active, productive, and creative learners capable of constructing a successful educational pathway grounded in critical thinking, productivity, and initiative.

Drawing on observation, experimentation, and continuous monitoring, the study affirms that these learner-centered pedagogies provide effective models for cultivating high-competence learners who can confront, analyze, and learn from their mistakes. Moreover, it asserts that genuine educational success is attainable only through sustained practice, consistent follow-up, and real-world application.

Structure of the Study:

1. Conceptual Introduction to Pedagogy
2. Error Pedagogy
3. Project-Based Pedagogy
4. Proposed Projects
5. Conclusion

1. Definition of Pedagogy:

The term "pedagogy" derives from the ancient Greek words *"pais"*[1] meaning "child", and *"agogos"*[2], meaning "leader," "driver," or "guide." In its original Hellenic usage, a pedagogue was the person entrusted with accompanying children on educational excursions or walks, taking them by the hand and guiding their formation and comportment.

Conceptually, pedagogy is an applied theory of education that borrows its foundational concepts and methods from psychology and sociology. It

[1] From the Greek $\pi\alpha\iota\varsigma$, meaning "child".

[2] From the Greek $\dot{\alpha}\gamma\omega\gamma\acute{o}\varsigma$, meaning "leader," "guide," or "conductor".

is, therefore, a discipline dedicated to investigating the principles and techniques that underpin all educational activity—truly a servant of education. As such, a pedagogue's role is to accompany learners in the realization of noble educational objectives, nurturing rather than punishing them, since excessive harshness can be detrimental to a learner's psychological well-being.

Over time, the scope of pedagogy has broadened into a fully conceptual field. Émile Durkheim described it as "an applied theory of education drawing its concepts from psychology and sociology" (Gharib, 2006: 3). Meanwhile, Loti Ober clarified that "pedagogy is neither a pure science nor a mere technique," yet its general concept remains in use by both specialists and laypersons alike.

While pedagogy has never supplanted education itself, it has remained a vital auxiliary force—guiding educational practice and enriching it with key principles for its development. Notably, although pedagogy initially focused on children, the evolution of the educational field has expanded its application beyond traditional age boundaries and conventional notions of cognition. For example, within correctional institutions, educational facilitators engage all inmates with a pedagogical mindset—respecting each individual's age and cognitive level—rooted in the conviction that education and reintegration are rights owed to every person, regardless of age.

2. Error Pedagogy:

"Error is no longer something to be punished or inherently negative; it has become commonplace and serves as a learning opportunity, given that error can be regarded as a strategy for teaching and learning" (Al-Ansari, 2017: 64). Indeed, "error marks the point of departure for knowledge acquisition" (Gharib, 2006: 723).

Historically, educators treated mistakes as unforgivable sins, erecting punitive pedagogical systems that included verbal humiliation, physical

punishment, and deprivation. However, with advances in psychology and the human sciences, the conception of error shifted. Numerous psychological and sociological studies demonstrated that mistakes are not crimes warranting automatic punishment; rather, they can be ordinary—and at times necessary—outcomes of the learning process. This insight gave rise to the now-famous maxim: "From error comes correctness".

Psychologists and sociologists have since built upon this understanding, employing error as a formative assessment tool within the teaching–learning cycle. Without errors, scientific progress and the remarkable strides of human civilization would not have occurred. To harness this potential, educators must design didactic situations that guide learners' trajectories—helping them to construct or acquire knowledge through corrective feedback.

Applying this theoretical foundation to correctional settings, one can view the behavioral mistakes that lead to imprisonment—and the resultant loss of freedom—as teachable moments. Within the prison environment, pedagogical interventions should focus on clarifying the nature and gravity of inmates' errors, thereby adjusting their flawed understanding of liberty. Such interventions must rely on humane treatment and eschew excessive punishment, for overly harsh measures risk entrenching the offender's errors and prompting recidivism. Only by channeling the "power of error" through supportive correction can educators in the prison context truly rehabilitate individuals and facilitate their successful reintegration into society.

Error as a Foundation for Learning:

Educators must determine how to apply these theoretical insights within both the correctional institution and the classroom. This entails guiding inmates' mistakes and behaviors through evidence-based pedagogical strategies and appropriate instructional tools. By leveraging

structured activities inside the facility and deliberately transmitting core values, it becomes possible to redirect formerly deviant behaviors over time.

Observations made in the Central Prison of Kenitra illustrate that for inmate-learners, an error is not a source of shame but rather an opportunity for correction and forward progress. For example, when a student made an error in a mathematical equation, the instructor asked him to rework it. Through focused guidance and positive reinforcement, the student was able to arrive at the correct result. This case demonstrates that an effective educator does not dismiss a learner's mistake but instead encourages and guides the learner toward self-correction.

Accordingly, error should be regarded as a deliberate strategy for both teaching and learning. As noted by the Faculty of Educational Sciences, "Mistakes no longer warrant punishment, since errors are a natural part of the learning process and serve as useful indicators of students' individual thought patterns, intelligence, and reasoning—thereby enabling teachers to organize their instruction more effectively" (Faculty of Educational Sciences, 2005: 45).

3. Project-Based Pedagogy:

In his work *Didactics and the Competency-Based Approach: Concepts and Frameworks*, Professor Khalid Al-Ansari defines a project as "having a finite timeframe for realization and representing the distillation of what the researcher seeks to achieve, originating from ideas that are translated into a series of defined steps" (Al-Ansari, 2017: 62).

A project may have a short-, medium-, or long-term vision. Dr. Ibrahim Bisyuni Amirah characterizes it as "a problem or issue that an individual or group investigates in search of a solution" (Amirah: 301). According to Abdel Karim Gharib, "a project is the objective one intends to accomplish; it constitutes purposeful, action-oriented thinking, and its temporal domain is the future" (Gharib, 2006: 610).

A well-structured project typically follows four phases:

1. Data Collection
2. Planning
3. Implementation
4. Evaluation

Each phase employs its own pedagogical methods. In educational settings, projects are operationalized through activities designed to meet learners' specific needs. Common types of educational projects include:

- Individual (Learner) Projects
- Group (Classroom) Projects
- Institutional Projects

A project thus constitutes a learning scenario in which the learner engages in creative problem-solving to achieve the project's intended outcome.

Within project-based pedagogy, the teacher assumes a pivotal role as both facilitator and guide throughout the research and implementation process. In a correctional context, the facilitator—whether educator or counselor—performs a dual function: guiding the inmate-learner through the project's investigative stages while also bridging the gap between the project's theoretical knowledge and its real-world application. This dual approach enables the learner-inmate to combine academic achievement with the pursuit of personal freedom, thereby validating the project's success both pedagogically and socially.

4. Proposed Projects:

In alignment with His Majesty's recent royal address, which emphasized the development of human capital, the researcher proposes the following initiatives:

1) **Establishment of an Interdisciplinary University Campus within a Prison:**

A modern "Multidisciplinary College" would be founded on a designated prison site, offering programs in fields such as legal studies and the humanities. This model mirrors existing "cluster colleges" in urban centers and would serve inmates who already hold one or more bachelor's degrees but are unable to pursue postgraduate studies—especially master's programs that require on-campus attendance. As this legal barrier forces many to abandon their ambitions, the proposed campus would operate under a formal legal framework consistent with reintegration policies. Moreover, inmates who complete their doctoral studies could be granted remission of the remainder of their sentence.

2) **Distance Learning Project (Technology-Enhanced Education):**

Given the transformative impact of digital technologies on all sectors, education must also adapt. Within the prison context, inmates would be enabled to:

Use computers in classroom settings;

- Enroll in accredited e-learning platforms and follow courses remotely;
- Participate interactively—asking questions and receiving feedback from their instructors.

This model ensures continuity of study both during incarceration and after release, facilitating seamless reintegration into society.

3) **Reading Forum Project:**

To foster a rich cultural environment, the researcher recommends establishing tiered reading clubs within the prison:

- **Primary Level:** Guided by a teacher, inmates read and discuss children's stories, exchanging books and reflections.

- **Lower Secondary Level:** Focus on short stories and novels that reinforce humanistic and cultural values, with regular exchanges of readings.
- **Upper Secondary Level:** Host weekly seminars analyzing narrative and poetic texts for their thematic and ethical dimensions; assign each member to present periodic book summaries and lead discussions on philosophy and law.
- **Tertiary Level:** Invite university professors across various disciplines to moderate research colloquia for inmates holding bachelor's, master's, or doctoral degrees; members also undertake original research projects in fields like psychology, sociology, and law.

Each club convenes once per week. This structure not only cultivates critical thinking and evaluative skills but also supports inmates in developing personal research projects and receiving ongoing academic mentorship (Barbazi, 2024: 215).

5. Conclusion:

In conclusion, this article demonstrates that integrating theoretical frameworks with practical application—through both error pedagogy and project-based pedagogy—offers a promising educational entry point for effecting genuine change within correctional institutions. The field study conducted at both the central and local prisons revealed that errors should not be viewed as barriers but rather as opportunities for learning, fostering critical thinking, and promoting self-correction.

Moreover, the educational initiatives examined illustrate how concrete, real-world projects can equip inmates with essential life and professional skills, rebuild their self-confidence, and open new pathways toward positive societal reintegration. Implementing these pedagogical approaches within the prison environment not only advances learning objectives but also positions education as a true catalyst for reform and an effective instrument

for social reintegration.

Ultimately, our findings affirm that education in correctional settings is not a luxury but an urgent necessity and a collective responsibility. It demands a comprehensive pedagogical vision that transforms prisons from sites of mere punishment into arenas of personal and social transformation.

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