



PWP_MDSCS framework integrates science, art, and technology to promote environmental awareness and sustainable learning from early childhood through lifelong education. The project embodies a **proactive and flexible** curriculum designed to **cultivate meta-cognitive abilities** that **empower learners to participate in the cycle of wisdom management** through **transformative interaction among bases, principles, factors, and adaptable elements within both the theoretical and practical dimensions of curriculum studies**.

The **framework** interlinks interdisciplinary themes through inquiry, creativity, and reflection, emphasizing process-based learning and sustainability values. Over nearly three decades of implementation and more than two decades of academic research—including 24 theses across 12 universities, *dozens of peer-reviewed articles and educational workshops* conducted in preschools, elementary schools, and teacher-training universities—have demonstrated the framework's adaptability and impact across diverse cultural and educational contexts. Through **transformative interaction with the environment**, the framework encourages lifelong, cross-curricular learning that connects the living and non-living components of our planet through artistic and technological discovery-based approaches.

This **holistic approach** positions environmental education as the foundation for sustainable thinking, scientific reasoning, and creative problem-solving, fostering human–nature harmony. The **framework continues to evolve through emerging studies that integrate AI-driven, analytical, and digital learning models, extending the vision of wisdom-oriented and environmentally responsive education for future generations**.

Documented Research Studies and Future Directions (2008–2025)

Early Studies (2008–2013)

Kayani M. • Yousefi S. • Hawazin M. • Kamalvandi V.E. • Fath Elahi M. • Bazargan S. • Nazmi R. • Safari M. • Safari S.

Early research demonstrated gains in progressive evaluation methods of child development, growth rate of visual–motor coordination, social development, creativity, language acquisition, and formation and promotion of environmental literacy.

Middle Studies (2014–2017)

Aslani Sajhordi K. • Pourmasoom B. • Mohammadi N. • Khorrami A. • Diani N. • Hedayati M. • Rezaei S. • Niknam S. • Eslami S.

Research during This period confirmed growth in spatial–visual intelligence, artistic learning, emotional regulation, and social skills.

Later Studies (2018–2025)

Emami S. • Vafadar K. • Alemi K. • Hedayati M. • Esmaeilpour M.

These studies documented agency development, cognitive and community-based impacts, family engagement, educational equity, mathematical modeling skills, and citizenship, independence, and problem-solving competencies.

Current and Future Works:

Current and future studies focus on applying cutting-edge technological innovations and AI to strengthen the framework's adaptability in technology-enhanced, cross-disciplinary education. —welcoming collaboration and shared research.



bazagans@mail.sacredheart.edu
Siminbazargan@gmail.com
<https://scs-mdc-hamrah-institute.com>

