Constructivism:

— For delightful collaboration

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Constructivism

Constructivism as a branch of cognitivism

- Mental activity.
- Environment.
- Experience & exploring

Unique features⭐

- Interaction between: environment & mind.
- Humans create meaning.
- Cumulative elaboration.
- Reflection.

Views on Learning

Learning:
- Learning by creating meaning from experience.
- To understand the learning which has taken place within an individual, the actual experience must be examined.

Memory:
- Memory is under construction as a cumulative history of interactions.
- Constructivists emphasize the flexible use of pre-existing knowledge rather than the recall of prepackaged knowledge.

Views on Transfer

- **Authentic tasks under meaningful contexts**

  Transfer happens when you can apply the knowledge in different and real situations.

- **Reflection**

  Transfer happen best when the learner has an opportunity to reflect on what they're learning.

- **Scaffolding**

  Constantly facilitate thinking and perform what is already known.

Instructional Design

Principles:

- Identification of the context.
- The capability of the learner to manipulate information.
- Information to be presented in different ways.
- Problem solving skills
- Assessment focused on transfer of knowledge.
- Active engagement: It encourage students to share their knowledge by participating to exhibition

Instructional Design

Tasks:

- To instruct the student on how to construct meaning, as well as how to effectively monitor, evaluate, and update those constructions;
- to align and design experiences for the learner so that authentic, relevant contexts can be experienced.

⇒ Experience more and gain more.

⇒ Collaboration becomes important.

⇒ Reconsider the world and expand their horizons.

Formulating a Curricula

- Shift in Focus (Behaviorist—Cognitivist—Constructivist)

- Flexible Learning Objectives

- The role of instruction in the constructivist view

  To promote collaboration with others.

  To show the multiple perspectives.

  To arrive at self-chosen positions to which they can commit

  themselves.
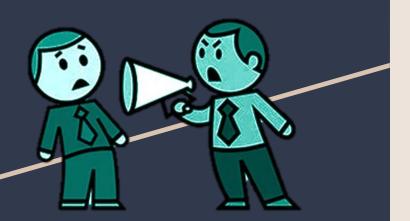
Constructing Assessment

- **Virtual exhibition presentation:**

  Assess the art work including description and analyse each piece.It helps to communication of students´ ideas and understanding

- **Peer review session**

  Student can review their peers art works by giving quality feedback.It helps to engage students in critical discussions

Critical Reviews

- **Minimally guided instructions**

  ⇒ Be lost and frustrated

- **Ignore empirical studies**

  ⇒ Ineffective learning

- **Inadequately exposure to tangible objects**

  ⇒ Lack of knowledge acquisition

- **Common Curricula**

  ⇒ Fail to address the diverse cognitive processes of learners

Design Task – **Padlet**: Boards & Sandboxes

Purpose: Develop art knowledge about Marine Art

Material: Padlet (create text, audio, pictures, videos)

Guidance:

1. **Thinking**: Brainstorm ideas within the Marine Art.
2. **Doing**: Creating the artwork via group collaboration.
3. **Sharing**: Upload, organize, and share documents.
4. **Discussion**: Comment, vote on, and like posts.
5. **Assessment**: like numbers, creativity, and efficiency.
6. **Reflection**: Write what they learned today.
7. **Lifelong Learning:** Encourage further creation of new work.

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Question

What is the usefulness of constructivism across different subjects?

New Attachment Picker

:Padlet