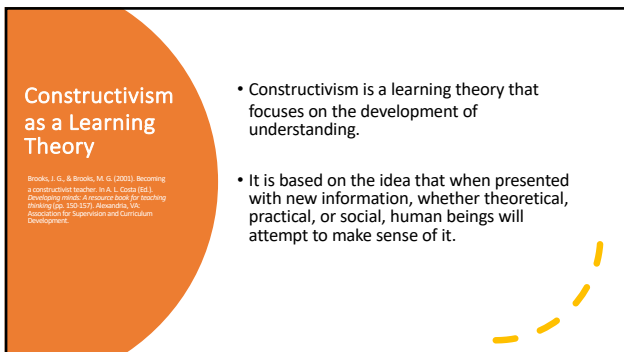
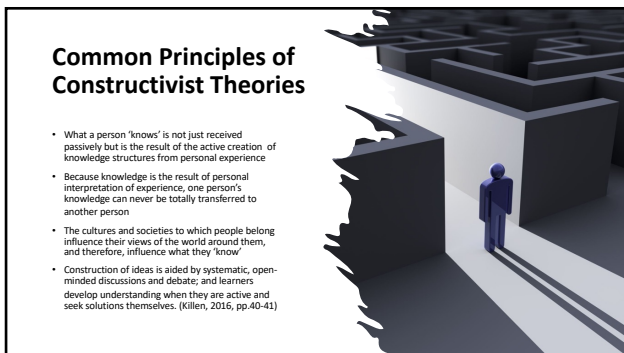


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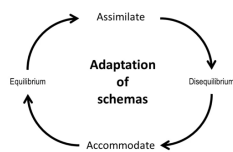
What do you see in your mind's eye,
when you hear . . ?

“Walking the dog”

4

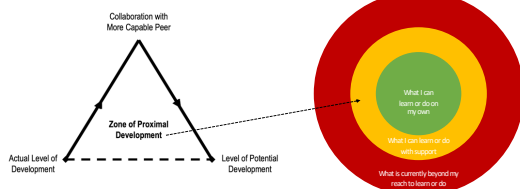
A Piagetian Constructivist Perspective on the Learning Process: *Why the Problem/Challenge you select is critical*

- **Disequilibrium** – disturb or challenge students' ideas (*map doesn't seem to be working*)
- **Assimilation** – students place new ideas in existing schema (*forced to add new details to our existing map*)
- **Accommodation** – students modify schema to fit new ideas (*forced to redraw entire map*)
- **Equilibrium** – students is satisfied with new understanding (*map seems to be working again*)

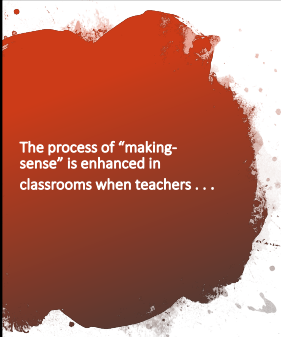


5

A Vygotskian Constructivist View of Learning: *Why Dialogue & Collaboration are Critical*



6



The process of "making-sense" is enhanced in classrooms when teachers . . .


- Structure lessons around "big" concepts and ideas.
- Seek and value students' points of view.
- Challenge students' suppositions.
- Pose problems of emerging relevance for students.
- Give students the opportunity to discuss concepts, idea, hypotheses, and evaluate their own and each others' artefacts.
- Assess what is practiced, and practice what is assessed.

7

Although most teachers profess agreement with the Constructivist view of learning, it doesn't always translate into their teaching practice. There are a number of reasons for this . . .

Reason	Segment Color
Teaching in a high-stakes subject area or testing environment, teachers are often worried about how their students will perform on exam.	Orange
They simply don't know how to translate constructivist learning theory into pedagogical practice.	Green
School administrators or local colleagues don't support constructivist pedagogy.	Orange

8



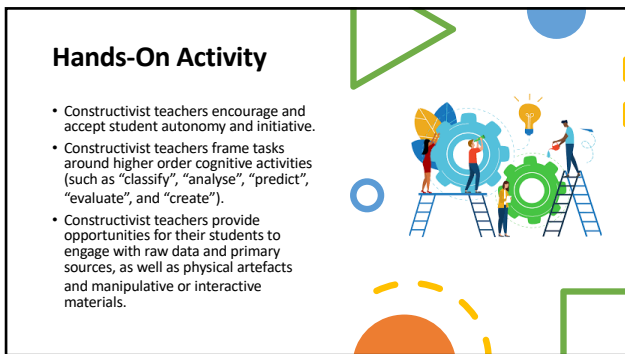
Teachers who resist constructivist pedagogy usually do so for one of three reasons . . .

- A long-term commitment to their current pedagogical approach.
- A belief their current approaches are already effective (and that constructivist approaches may not achieve the same outcomes, ie. success on exams).
- A concern with classroom "control".

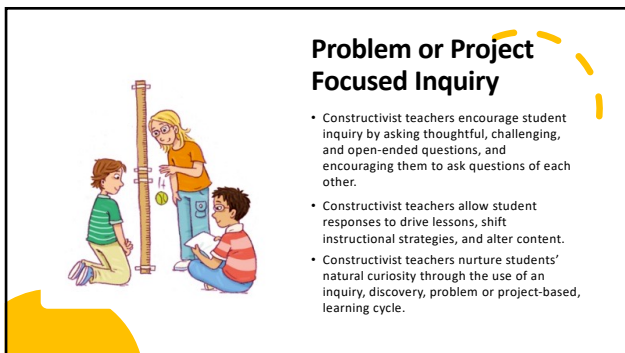
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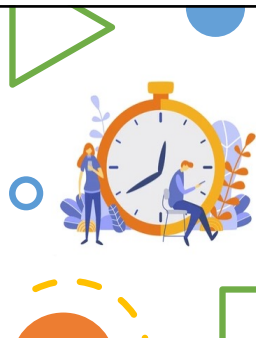
Dialogic Interaction

- Constructivist teachers encourage students to engage in dialogue, both with the teacher and with each other.
- Constructivist teachers seek elaboration of students' initial responses.
- Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.
- Constructivist teachers engage students in experiences that challenge students' misconceptions, or contradict their initial hypotheses.

13


Time on Task

- Constructivist teachers allow wait time after posing questions.
- Constructivist teachers provide time for students to construct relationships between ideas, and create their own schema and metaphors.
- Constructivist teachers provide time for reflection on learning.
- Constructivist teachers allow for greater project and practice time and less time on lecturing to the students.



14

How does the constructivist approach to teaching and learning compare to your experience of school education?



15
