

Designing for Learning

Six
Elements
in
Constructivist
Classrooms

George W. Gagnon Jr.
Michelle Collay

Designing For Learning Six Elements In Constructivist Classrooms

George W. Gagnon, Michelle Collay



Designing For Learning Six Elements In Constructivist Classrooms:

Designing for Learning George W. Gagnon, Michelle Collay, 2001 This book shows educators how to rethink teaching by challenging their beliefs about knowledge and learning It helps teachers organize for student learning rather than plan for teacher telling by applying constructivist learning theory in the classroom It presents a constructivist perspective on how to arrange classroom events for student learning Specific examples from a range of grade levels and subjects are offered Classroom vignettes and questions are also provided An introduction explains constructivist learning design e g elements of the design techniques for building community and teacher learning circles Six chapters present essential elements that show how theory is applied directly to classroom learning 1 Developing Situations 2 Organizing Groupings 3 Building Bridges 4 Asking Questions 5 Arranging Exhibits and 6 Inviting Reflections Chapter 7 Productive Assessment Not Just a Closing Activity focuses on situation assessment groupings assessment bridge assessment questions assessment exhibit assessment reflections assessment and learning circle consideration The concluding section focuses on teaching learning designs e g dancing a design choosing music for the dance rehearsing the dance dancing together and inviting others to the dance Contains 75 references SM

Designing for Learning George W. Gagnon, Michelle Collay, 2022-02-28 Introducing CLD Constructivist Learning Design a new and different way of thinking about learning and teaching Teaching and learning are two sides of the same coin this ground breaking book realizes that and builds on the pioneering work of Piaget and Vygotsky to offer a new approach to the constructivist classroom Learn how to organize groups build bridges ask questions arrange exhibits and invite reflection in the creation of whole new and successful teaching learning designs A major new work for students of teaching teachers administrators and parents who want to know how to apply constructivist learning theory in the classroom

Using Technology to Support High-Impact Educational Practice Karen S. Ivers, 2018-12-01 Emphasizing the importance of preparing students for the global workforce this title explains how to teach using the latest educational technology As technology becomes more advanced and accessible it gives rise to new delivery methods of instruction and learning High Impact Educational Practices including collaboration diversity global learning service and project based learning and research and writing can be used to strengthen students readiness for the demands of the 21st century global community and workforce This book helps current and future K 12 educators to better understand high impact educational practices and why they are important It provides educators with ideas of how to use technology to support high impact educational practices in their classrooms and helps them to create just equitable and inclusive learning environments that support 21st century learning

Constructivist Learning Design George W. Gagnon, Michelle Collay, 2005-12-21 Use the Constructivist Learning Design CLD six step planning framework to engage students in constructivist learning events that meet standards based outcomes

Faith-Based Education That Constructs HeeKap Lee, 2010-08-09 Constructivism is everywhere It is a hot issue at this time in the field of philosophy education technology and religion However can

constructivism be an alternative approach in faith based education While some conclude that Jesus knew learning was an active knowledge creating process and that he always encouraged his disciples to think deeply and go beyond the surface level others would find that constructivism undercuts faith based education because of its claims to relativity For example constructivists claim that meaning is imposed on the world by us rather than existing in the world independently from us Thus they proclaim that truth is relative to particular times places and people Christians hold that truth does exist absolutely So how can there be a way forward for faith based educators who see the good in the constructivist approach In Faith Based Education that Constructs readers will find a unique approach whereby constructivism may appropriately be applied to a faith based education setting Although disagreement can occur between constructivism and faith based education this book concludes that constructivist thought and Christian faith based education are in the end congruent and harmonious in significant ways Those faith based educators who continue to hold cautionary views of radical constructivist assertions against absolute truths need not disregard all other aspects of constructivism

Teaching Acting with Practical Aesthetics Troy Dobosiewicz,2019-09-23 Teaching Acting with Practical Aesthetics uses constructivist pedagogy to teach acting via Practical Aesthetics a system of actor training created in the mid 1980s by David Mamet The book melds the history of Practical Aesthetics Practical Aesthetics itself educational theory and compatible physical work into the educational approach called Praxis to create a comprehensive training guide for the modern actor and theatre instructor It includes lesson plans compatible voice and movement exercises constructivist teaching materials classroom handouts and a suggested calendar for Acting courses Written for Acting instructors at the college and secondary levels Acting scholars and professionals looking for a new way to perform Teaching Acting with Practical Aesthetics offers detailed instructions to help students sharpen their performing skills and excel on stage

Paradigm Shifts in 21st Century Teaching and Learning Orakcı, Şenol,2020-04-24 One of the most important transformations in the world today is the adaptation to education and teaching methods that must be made to enhance the learning experience for Millennial and Generation Z students The system in which the student is passive and the teacher is active is no longer the most effective form of education Additionally with the increased availability to information knowledge transfer is no longer done solely by the teacher Educators need to become moderators in order to promote effective teaching practices Paradigm Shifts in 21st Century Teaching and Learning is an essential scholarly publication that examines new approaches to learning and their application in the teaching learning process Featuring a wide range of topics such as game based learning curriculum design and sustainability this book is ideal for teachers curriculum developers instructional designers researchers education professionals administrators academicians educational policymakers and students

Teaching Critical Religious Studies Jenna Gray-Hildenbrand,Beverley McGuire,Hussein Rashid,2022-08-11 Are you teaching religious studies in the best way possible Do you inadvertently offer simplistic understandings of religion to undergraduate students only to then unpick them at advanced levels This book

presents case studies of teaching methods that integrate student learning classroom experiences and disciplinary critiques It shows how critiques of the scholarship of religious studies including but not limited to the World Religions paradigm Christian normativity Orientalism colonialism race gender sexuality and class can be effectively integrated into all courses especially at an introductory level Integrating advanced critiques from religious studies into actual pedagogical practices this book offers ways for scholars to rethink their courses to be more reflective of the state of the field This is essential reading for all scholars in religious studies

Serve and Learn Florence Fay Pritchard, George I. Whitehead, III, 2004-07-22 This volume makes two important contributions First it provides a framework grounded in theory and best professional practice that middle and high school teachers their students and community partners can use to design implement and evaluate service learning projects that address authentic community needs Second it demonstrates ways collaborative service learning can enhance students intellectual development promote their academic achievement strengthen their citizenship skills and accelerate the kinds of educational accountability and reform initiatives emphasized in the national educational standards movement and the 2002 No Child Left Behind Act *Serve and Learn Implementing and Evaluating Service Learning in Middle and High Schools* provides what may be the only comprehensive guide to implementing assessing and celebrating service learning in today's middle and high schools emphasizes and explicates a collaborative approach to service learning in which teachers students and community partners team together to advance learning and meet genuine community needs demonstrates how service learning teams use key elements of standards based education multiple intelligences theory and cooperative learning to guide project development implementation assessment and evaluation offers optional designs for service learning projects that are suitable for use by interns and beginning teachers as well as by experienced and master teachers and that can be used in a developmental sequence by school and community partners to build from small individual projects toward school system and community wide projects and includes end of chapter activities that help those who use the book as a text to practice the model and its strategies and use results to create their own service learning projects The book is organized in three parts that present service learning along a theoretical to practical continuum Part I lays the foundations for the method by proposing a collaborative model for service learning Part II explicates this model and explains the four sets of processes that teams use to commit to a project cooperatively determine students project outcomes and ways to measure them develop learning activities to help students achieve outcomes and then evaluate their projects and celebrate growth Part III provides resources for carrying out the collaborative model A wide range of educators will find this book useful Its distinctive contributions and features are particularly valuable for teacher educators students and community partners already committed to service learning projects to those who are introducing service learning into their practice and to instructional supervisors school administrators and community agencies seeking to create a climate for service learning or to enrich initiatives already underway

Preparing the Next Generation of Teachers for 21st Century Education

Tang, Siew Fun, Lim, Chee Leong, 2018-04-06 As educational standards continue to transform it has become essential for educators to receive the support and training necessary to effectively instruct their students and meet societal expectations To do this fostering education programs that include innovative practices and initiatives is imperative Preparing the Next Generation of Teachers for 21st Century Education provides emerging research on innovative practices in learning and teaching within the modern era While highlighting topics such as blended learning course development and transformation practices readers will learn about progressive methods and applications of 21st century education This book is an important resource for educators academicians professionals graduate level students and researchers seeking current research on contemporary learning and teaching practices

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