

Implications of constructivism for teaching and learning

- Teachers act as facilitators, supports, guides and models of learning.
- Learning concerns adjusting our mental models to accommodate new experiences.
- Learning concerns making connections between information.
- Instruction should be built around more complex problems, not problems with clear, correct answers.
- Context and personal knowledge have high significance.
- Students should help establish the criteria on which their work is assessed.
- Teachers know more and shouldn't let students muddle around.
- Student learning depends on background knowledge – that's why teaching facts is so necessary (reversed).
- Student interest and effort are more important than textbook content.
- It is sometimes better for teachers, not students, to decide what activities are to be done.
- Sense making and thinking are most important, not knowing content.
- Experimentation replaces rote learning.
- Teaching utilises both skill-based and open-ended approaches.
- Motivation to learn is intrinsic rather than extrinsic (done for its own sake rather than for grades, test scores or rewards).
- Learners often produce unique and personal knowledge.
- Naïve beliefs are used as the starting point for further discussion, exploration and evaluation for development, rather than being discounted as 'wrong'.
- Learning for transfer is important.
- Learners learn best through finding and generating their own knowledge.
- Discovery and guided discovery learning are important.
- Exploration and active learning are important.
- Learning is collaborative and cooperative, not just individual.
- Higher order thinking is significant.
- Classrooms become multidimensional, with different activities at different levels taking place simultaneously.