

# Construct

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Integration

Web 2.0

Open Learning  
Environments

Constructivism





# **Constructivism**

Authenticity

Prior Learning

Multiple  
Representation

Teacher as Guide



# Constructivism

Authenticity

Prior Learning

Multiple  
Representation

Teacher as Guide

Past  
Now  
Reflection  
Integration

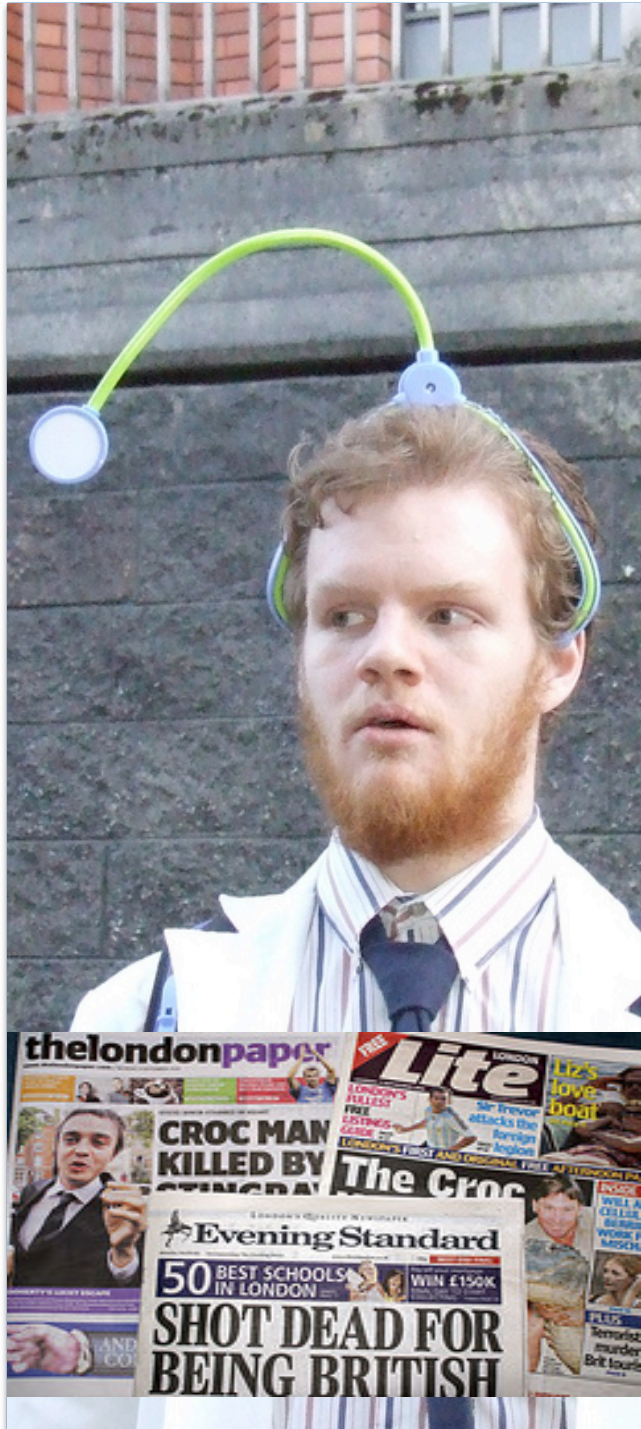
# Authenticity



## Past knowledge

◆ "real" materials

# Authenticity



## New Learning

- ◆ Materials
- ◆ Personal Interest
- ◆ Real world thinking

Jonnasen (1999)



# Authenticity

## Reflection

Is this activity "real" or is it too simulated?

Will activities require that students use real world thinking? How?

# Authenticity

## Integration

Will the use of a particular web 2.0 technology enable students to cultivate their ability to think like a practitioner in the real world?

# Prior Learning

## My Self-Summary

Hi i'm [redacted] a very loveing and careing had there heart broken way to many love going to movies out to eat and o home playing guitar and singing and building something or just out rideing a

## What I'm Doing With My Life

NOTHING MUCH JUST WAITING FOR TH TO COME ALONG....

## I'm Really Good At

building computers shooting pool rolle playing the guitar and singing.

## The First Thing(s) People Usually Notice

ummm. my eyes my hight i'm strong.

## My Favorite Books, Movies, Music, and

A i dont read books. B comady. C wha good.

U  
**Obviously** →

## The SIX Things I Could Never Do Witho

1 my mom 2 my bother in law. 3 my co two tell time. 6 my hands.

## I Spend a Lot of Time Thinking About

cars music movies haveing a girl friend

## On a Typical Friday Night I Am

shooting pool or at home watching tv

## The Most Private Thing I'm Willing to A

i mad out with my hand one time whe

## You should message me if:

(A) you're not a aleon (B) you like me (c)



# Past knowledge

- ◆ Factual knowledge



# Prior Learning

## **New Learning**

Prior learning is more significant than the presentation of new information itself.

(Rochelle, 1995).

# Prior Learning

## Reflection

- ◆ How can I help students identify prior knowledge?
- ◆ How will they integrate new and old learning?

# Prior Learning

## **Integration**

How can web 2.0 tools be used to elicit prior knowledge?

How can web 2.0 technologies enable students to integrate prior and new learning?



# Representation



## Past Learning

I would choose multiple representations of content for students.

# Representation

## **New Learning**

Effective teaching entails access to diverse representations of content and a variety of mediums to construct meaning. (Gardner 1999)

# Representation

## Reflection

- ◆ What representations are appropriate for particular student?
- ◆ How many representations will be enough?



# Representation

## Integration

How can web 2.0 enable students to access multiple representations of content?

How do web 2.0 technologies enable students to demonstrate their understanding in diverse ways?

# Teacher<sup>as</sup> Guide



## Past Learning

Teacher as guide

- ◆ Sequencing
- ◆ Simplify content
- ◆ Provide extra resources

## New Learning

Active learning =  
deeper learning (Marlowe 1998)

Constructivist teachers  
support integration of  
prior and new learning  
(Kincheloe 2005)

# Teacher<sup>as</sup> Guide

## Reflection

Rather than focus on only content, how can I help students understand?

If I simplify content for students, am I helping or hindering their learning?



## Integration

How might web 2.0 enable authentic learning?

How might web 2.0 enable integration of new and prior learning?

How might web 2.0 enable teacher as a guide?

How might web 2.0 tools enable students as active meaning makers?

# Image: References

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