

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

---

## ***From the President:***

*Dear ACT friends and colleagues,*

*So happy to say that many of us will soon gather together in Houston!  
If you haven't registered, go to our newly renovated website where  
you can register online through Paypal!*

[www.constructivistassociation.org](http://www.constructivistassociation.org)

*We have a rich program lineup! On Saturday we have created a track  
for teaching to support the interests of local educators in the Houston  
area.*

*Our conference venue: The Woodlands Resort & Conference Center,  
2301 N. Millbend Drive, The Woodlands, TX 77380. Phone: 281-  
367-1100 Fax: 281-364-6299*

- *Use the following Reference ID: 60Y679 Association for  
Constructivist Teaching*

*This month we have an interview of board member Kate Chechak,  
Education Consultant in New York City. She has been a member for  
3 years. Currently Kate serves as the ACT Communications  
Committee Chair. You will be receiving updates from her to generate  
good discussions and interaction online through email, Facebook,  
and yahoogroups, with a goal of expanding our visibility and  
membership.*

*I want to thank Christian Schmid, Core Design Group, Johnson City,  
for redesigning our website and making it function for our purposes.  
On our newly renovated website you can locate our newsletter  
archives. We have our journal archives available, as well as links to  
Facebook and yahoogroups where you can connect with members  
and colleagues who are interested in engaging in dialogue about  
constructivist teaching, research and practice.*

*We seek images for our online forums - pictures of children and  
adults learning in active constructivist settings!! Send to:  
[broderic@etsu.edu](mailto:broderic@etsu.edu)*

*Jane Tingle Broderick  
ACT President*

## **Board Members**

### **Jane Tingle Broderick President**

East Tennessee State University  
Johnson City, TN  
[broderic@etsu.edu](mailto:broderic@etsu.edu)

### **Julie Rainer Dangel Past President**

Georgia State University  
Atlanta, Georgia  
[ECEJAR@langate.gsu.edu](mailto:ECEJAR@langate.gsu.edu)

### **Carolyn Hildebrandt President Elect**

Department Head and Professor of  
Psychology  
University of Northern Iowa  
Waterloo, IA  
[carolyn.hildebrandt@uni.edu](mailto:carolyn.hildebrandt@uni.edu)

### **Jim Pelech Membership Chair**

Benedictine University  
Lisle, Illinois  
[jpelech@ben.edu](mailto:jpelech@ben.edu)

**Brenda Fyfe**  
Webster University  
St. Louis, MO  
[fyfebv@webster.edu](mailto:fyfebv@webster.edu)

### **Carolyn Black Conference Chair**

University of Houston  
University of Houston Charter School  
[cfblack@uh.edu](mailto:cfblack@uh.edu)

**Teresa Harris**  
Madison University  
Harrisonburg, VA  
[harristt@jmu.edu](mailto:harristt@jmu.edu)

**Kathryn Castle**  
Oklahoma State University  
Stillwater, OK  
[Kathryn.castle@okstate.edu](mailto:Kathryn.castle@okstate.edu)

**Kate Chechak** 1  
Education Consultant  
New York, NY  
[kate.chechak@gmail.com](mailto:kate.chechak@gmail.com)  
[integratetech.wordpress.com](http://integratetech.wordpress.com)

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

**BOARD MEMBER INTERVIEW** *with Kate Checkak, Education Consultant in NYC; [integratetech.wordpress.com](http://integratetech.wordpress.com)*

**By Jane Tingle Broderick, ACT President**

JTB: Can you share a bit about your background and what led you into your chosen profession?

KC: I never really wanted to be an educator because I had a terrible experience in elementary school. I spent a lot of days in the resource center looking over an algorithm that I didn't understand.

I got into teaching by coaching sailing in Rochester, on Lake Ontario. One day when I was teaching sailing a friend of the family, who taught elementary school, came by to see me work, and she told me that she saw a "teacher" in me. She invited me to visit her second grade classroom in School #22 in the inner city of Rochester. This teacher had been teaching for more than 30 years and saying she had a "hands on" approach was an understatement. She had a tool box with nails and hammers and scrap wood that she said was important because, "kids need to bang stuff." She had a kiddie pool that she called "the pond" with fish and tadpoles swimming around. She taught me that there are other ways to teach than the way I had been exposed to as a student.

Following this experience, I won a small teaching scholarship in high school for attending college. It was for an essay I wrote about my teaching experience at school #22. I attended Old Dominion University (ODU) and studied education in my undergraduate degree. After I completed my undergraduate degree I entered the Masters Program, where Dr. Katherine Kersey was the director of the program and professor of Positive Discipline. I told her going into the program that I wanted to study abroad, and she agreed to help me work this out. I was able to go to Edith Cowan University in Perth, Australia where I took courses for credit.

## **Rheta DeVries**

Retired from Northern Iowa University  
currently living in  
Little Rock, AR  
[rheta.devries@mchsi.com](mailto:rheta.devries@mchsi.com)

## **Joanne Falinski**

Consultant  
[jmfalinski@aol.com](mailto:jmfalinski@aol.com)

## **Liz Fogel**

The Disney Company  
[lizfogel@gmail.com](mailto:lizfogel@gmail.com)

## **Seong Bock Hong** *Treasurer*

The University of Michigan-Dearborn  
Dearborn, MI  
[seong@umich.edu](mailto:seong@umich.edu)

## **Jennifer Thompson**

### **Conference Program Chair**

Science Coach, Juneau School District  
Juneau, Alaska  
[Jennifer.Thompson@jsd.k12.ak.us](mailto:Jennifer.Thompson@jsd.k12.ak.us)

## **Constance Kamii**

University of Alabama  
Birmingham, AL  
[ckamii@uab.edu](mailto:ckamii@uab.edu)

## **Linda Kroll**

Mills College  
Oakland, CA  
[lindak@mills.edu](mailto:lindak@mills.edu)

## **Calvert E. Schlick, Jr**

Peekskill Museum  
Peekskill, NY  
[drschlick@aol.com](mailto:drschlick@aol.com)

## **Esperanza Uribe Ahumada, Lic. Psi.**

Centro de Estudios de Educación  
Constructivista en México  
[espeurib@yahoo.com](mailto:espeurib@yahoo.com)

## **Alice Wakefield**

Old Dominion University  
Norfolk, VA 2  
[awakefie@odu.edu](mailto:awakefie@odu.edu)

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

JTB: Can you share information about your teaching (ideas on how to share - what makes it unique to you, how does it inform your research, how does it align with current trends in education and constructivist pedagogy / principles)?

KC: After I graduated with my Masters degree in 2001, I began my teaching career at the Newsome Park Math, Science, Technology Elementary School a magnet school in Newport News Virginia. Pete Bender was my principal and Marsha White was my mentor. During that time I kept a connection with Jack Robinson and Alice Wakefield, both professors at ODU who frequently came to Newsome Park to work with teachers. Alice spread her knowledge of Math Talk and constructivist math and Jack was interested in action research about formative assessment. Something Jack always said left a big impact on me: *Assessment is not for teachers. It's for students.*

This idea led us to the action research project I developed with Lisa Coffman, another teacher at Newsome Park. We thought of ways to put assessment into the hands of children. There were two things we did that made a huge difference and they are so simple. We made a list that we gave to the class. When children demonstrated an understanding of some content, we would put their names on the list and it was the job of each student to demonstrate their understanding and get their name on the list. Students would seek out those on the list to explain their solutions, their processes, and understanding of the related content. When students were able to demonstrate mastery, we charted their progress.

With this approach the children know exactly where they are at all times. They were very motivated to achieve and even asked for help during lunch when they needed it. The second thing we did was to generate a list of cognitive strategies to use as prompts for a child to choose from in order to learn something. For instance, imagine the problem in your head, draw a picture, write a statement of the problem, ask a friend, create a plan etc... We could review their learning daily, and go back to check prior plans when they needed to compare their progress. Lisa and I found these very simple shifts in our practice to be career changing.

I met Alice Wakefield while I was at Newsome Park. She was a professor from Old Dominion who was working in a close mentoring relationship with teachers at the school. She supported our action research and encouraged us to present at ACT, which we did in 2002. Our presentation was titled, *The High Stakes Journey of a 1<sup>st</sup> Year Constructivist Teacher*. It was exciting to present. I continued to attend ACT conferences and became active in the organization. I became a board member in 2008.

Around this time I got it in my head that I had to go to New York City to teach. I loved working with the children in the low socio-economic community at Newsome Park where I felt that my teaching was making an impact on the children, and yet New York City was where I felt I needed to go. I learned about a position at a K-8 program in Manhattan called the School at

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

Columbia University. I was so excited when I got a call back for an interview, as I was not having luck with the public schools in the city. They were impressed with my knowledge and theory base, as well as my knowledge of technology. They flew me in and I presented a video of my classroom during *Math Talk*. I was hired to teach there in 2003, and continued there until the middle of last year when I had a baby.

Being a founding teacher of a new school was not easy. I worked late into the night developing curriculum and planning. The expectations were very high. The teachers at the school were all committed and many were young like me. The energy was high during those first few years. Quickly, I became known for using technology in the classroom and won the Teach Tech award for work I did with Garageband and poetry. This is another project that I presented at ACT. What I did was to teach poetry in a workshop style, and I also taught a mini-unit on lyrics. I then taught the children how to use Garageband and they began to create their own albums. I called it *Poetry, Music and a Garageband*. I also taught this workshop at James Madison University for their Teaching Academy one summer.

Recently, I've just completed my Masters degree in School Administration from City College. Last year, during my research class, I chose to turn some action research in my classroom into a case study. I called it New Dimensions of Reading. That year I had been given 5 iPads to pilot in my classroom. I decided to see how they would impact reading and used them for book clubs. I developed a rubric based on the tools children had access to when reading their ebooks and charted how it changed their reading. I started the project in September 2010 and I gave birth to my first baby on October 15. I had planned the project ahead of time during the summer, and was involved in the hiring of my replacement in the classroom so that I could plan closely with her and follow up during the year remotely, with some time in the classroom for videotaping. The project is the focus of my presentation at ACT this year: *New Dimensions of Reading: The iPad in the Elementary Classroom*. I will be sharing the strengths and challenges the iPad can add to literacy in the constructivist classroom. Participants will also spend time using the iPad as a reading tool and explore its potential for use in the classroom. I initially presented on this project at the 2011 [Teach21](#) Conference in June. My presentation and work with reading and the iPad was recently featured in the newspaper [Education Update](#).

JTB: What is your current focus? I know you have not been teaching at the School at Columbia University since your son was born.

KC: I am developing a business as an education consultant. Currently I am working as a math consultant in one school, and as a technology integration consultant at another. I keep up a blog about integrating technology into the classroom. Right now my blog entries are focused on the iPad because that's what schools are interested in.

I find that it is very difficult for teachers to know what to do with technology nor do they have the time to search everywhere for good apps. A lot of my posts are geared toward age groups

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2. , n. 3

and topics, so teachers can find information targeted to their specific classroom needs. For instance, [Learn to Read Apps: Listen Up Kindergarten and First Grade Teachers!](#)

Additionally, I make suggestions about how to use the app in the classroom. Most blogs or websites miss that step. They just tout what's new and cool and forget the developmentally appropriate part and how it fits into already established good teaching methods. When I consult, I present at faculty meetings, poll teachers beforehand and search for apps specific to the learning needs of the children in their classrooms and of course come in and help implement the technology in the classroom. It has been really exciting. I suggest that educators interested in integrating technology in thoughtful, developmentally appropriate ways subscribe to my blog as my weekly posts will be emailed directly to your inbox. [integratetech.wordpress.com](http://integratetech.wordpress.com)

JTB: Can you share about your service?

KC: I have been active as a board member of ACT since 2008. It is so valuable for teachers to be involved in professional organizations and it is something that employers look for. This organization supports my philosophy and principles of teaching and the conference has not only informed my teaching for years, but as a presenter I always find the environment to be supportive and intimate. I have recently become ACT's communications committee coordinator. This allows me to use my technology skills to expand the reach of the organization through the internet. Now that we have a newly renovated website I am working to consistently update our membership and following through frequent email messages, posts to our ACT Facebook page and group, and through our yahoo group where we have had several interesting conversations this year. We plan to post discussion starters to generate future conversations that stem from the input of ACT members, and intend for this outreach to expand our membership.

**Save the date! December 8<sup>th</sup> – 5:30 PM (EST)**

## **Our first ACT Webinar**

### ***A Room to Learn: Rethinking Classroom Environments***

with authors presentation in relation to the release of their new book, published by Gryphon House

**Pam Evanshen and Janet Faulk**

**Description:** Turn classrooms into inspiring learning environments! Based on the latest research about how children learn, see how elementary school teachers make their classrooms into creative spaces that facilitate teaching and learning. With “before” and “after” photos of real classrooms, teachers can examine each area and determine their own classroom's need for improvement.

**Look to our website in November for details on how to connect:** [www.constructivistassociation.org](http://www.constructivistassociation.org)  
**Webinar committee chair:** [arielskyashe@gmail.com](mailto:arielskyashe@gmail.com)

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2. , n. 3

**FROM THE FIELD:** *Introducing ideas and activities from ACT Members in the field*

**Semra Göven**, Assistant Professor, Gazi University, Ankara, Turkey

**Julie Rainer Dangel**, Professor, Georgia State University, Atlanta, GA, USA

## **Primary Education Curriculum in Turkey: A Constructivist Approach**

One tenet of constructivism is that we learn through our experiences and relationships. In Spring 2010, we built a relationship and shared cross-cultural experiences and ideas that view constructivism in education from a global perspective. According to Wang, Lin, Spalding, Odell and Klecka (2011), “globalization is a powerful and emergent influence on education that...is influencing teaching practices and teacher education” (p. 119). Of interest to ACT members is that the Turkish Ministry of Education conducted reformatory work in primary education that led to significant changes in education in Turkey. The most important of these changes is the transition from a behaviourist to constructivist approach to curriculum.

The reformatory work in Turkey began by improving the teaching curricula of the essential primary school subjects taught in the first 5 years (i.e., Turkish, mathematics, life sciences, social sciences, science, and technology). Primary school education in Turkey is composed of 8 year-schools attended by children 6-14 years old. It is compulsory and free of charge in state schools (Basic Law of the Ministry of Education, 2006, p.13). The curriculum for the first 5 years was implemented across the country in the 2005- 2006 academic year. Following the development of this curriculum, curriculum for the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> years were developed and implemented in phases in the 2006-2007 academic year.

## **The Process of Curriculum Development**

The process of the 2004 curriculum development was based on a participatory approach to ensure contributions from related individuals and institutions. Members from 38 civil society organizations, academicians from 8 universities, 26304 students, 9192 parents, 2259 teachers, and 697 supervisors made contributions to the process (TC Ministry of Education, 2005) Commissions of experts were formed for each school subject. Curriculum development involved several processes. First, members examined the educational systems of various countries (Greece, Bulgaria, Ireland, Scotland, Australia, the USA, United Kingdom, France, Germany, and Canada). Second, a detailed literature review was completed. Third, draft curricula were presented to academicians, teachers, supervisors and directors; their opinions were sought and corrections and revisions were made. Next, following these revisions, a certain number of school directors, supervisors, and teachers from each province in Turkey were invited to share their views and the final shape was given to the draft. Finally, the new curriculum was implemented in 120 pilot schools in 9 provinces (Istanbul, Ankara, Izmir, Samsun, Diyarbakır, Kocaeli, Bolu, Hatay, and Van) and revisions were made accordingly.

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2. , n. 3

## The Basic Innovations Introduced in Turkey

The new Primary School curricula led to significant changes in the field of education in Turkey. The most important of these changes follow:

- A transition from behaviourist into constructivist curriculum approach.
- Conformity with the European Union (EU) educational norms which contributed to the formation of a global culture.
- A focus on democratic individuals able to express themselves and lead a life compatible with citizens in other countries.
- Schools changed from “institutions which teach” into “institutions where one learns”.
- Activity-centered curricula assured students’ active participation in the learning process.
- In addition to skills specific to each lesson, the skills common to all the lessons (such as critical thinking, creative thinking, research, communication, problem solving, utilizing information technologies, entrepreneurship, using Turkish grammatically and effectively, and decision making) were also determined.
- The new primary school curriculums aim at instilling in individuals the skills to use in daily life.
- Students’ develop the positive personal characteristics and values such as self-esteem, self-reliance, sociality, patience, tolerance, love, respect, philanthropy, honesty, justice, being open to innovations, patriotism, and preserving and developing the cultural values as part of the new curriculum.

## The Changing Role of the Classroom Teacher in the Application of New Curricula

One outstanding feature of a constructivist approach is that it puts the learner in the centre. The learning environment is extremely important as well as the teacher who provides this environment and facilitates students’ learning. In Turkey, the teachers’ role is to provide students with alternatives appropriate for their individual differences, to create activities specific to individuals, and to create environments in which students can express their thoughts in cooperation (Brooks and Brooks, 1999). The teachers who adopt constructivist theories do not present student-ready knowledge. Instead, they expect children to explore knowledge in situations where they can construct knowledge through activities and guidance (Akpinar and Ergin, 2005). Implications for Turkish teachers with constructivist views include the following (Carpenter, 2003):

- Asking open-ended questions, and allowing wait time after questions,
- Providing opportunities for students to reflect,
- Allowing student responses to drive lessons,
- Encouraging students to converse with each other,
- Providing physical materials for students to use and providing a variety of sensory experiences,
- Focussing on children’s thinking rather than on correct answers,
- Maximizing social interactions between learners,
- Facilitating classroom discussions,
- Continually reappraising the learning taking place,
- Setting problem-centered activities,

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

- Planning based on students' existing ideas,
- Using learning goals and focussing on big ideas,
- Using strategies to enhance conceptual learning, e.g. cooperative learning,
- Providing a number of opportunities for students to represent their knowledge, and
- Nurturing students' natural curiosity.

The role of the teacher in Turkey's reform curriculum, which is based on a constructivist view, is no longer to transfer knowledge, but to support students' active and creative participation, to provide them with guidance, and to form suitable learning environments. A picture here may be more illustrative. Here, students represent their learning as each takes on the role of one of the senses, e.g., smell, touch, and describe the functions of the sense to the class.



Process, as well as product evaluations, are essential in measurement and assessment. Beside traditional measurement and evaluation practices (multiple choice tests, short answer tests, true-false questions, matching, etc), other assessment practices (such as interviews; observations; portfolio evaluation; peer evaluation forms; self-evaluation forms; oral presentation, such as above; performance homework; and research papers; etc.) also exist in the new curriculums.

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

As we in the United States struggle with the role of government in education and the adoption of the Common Core Standards, it is important to recognize and learn from contributions being made in other countries. Following the progress of reform in Turkey will be enlightening. Building relationships and sharing ideas and experiences is one (constructivist) approach to expanding our learning.

## References

Akpinar, E. & Ergin, O. (2005) Yapilandirmaci kuramda fen ogretmeninin rolu [The science teacher's role in the constructivist theory], *Ilkogretim-Online*, 4(2), 55-64.

Brooks, J. & Brooks, (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, S. (2003) *Constructivism, Australian Primary Mathematics Classroom*, 8(1), 29-32.

TC Ministry of Education (2005). Retrieved Feb. 7, 2011 from <http://ttkb.meb.gov.tr/prgmufredat.aspx>.

Basic law of Ministry of Education. (2006). T.C. Milli Egitim Bakanligi Talim ve Terbiye Kurulu Baskanligi Sura Genel Sekreterligi *Milli egitim temel kanunu* [(Ankara, 17. Milli Egitim Surasi).

Wang, J., Lin, E., Spalding, E., Odell, S., and Klecka, C. (2011). Understanding teacher education in an era of globalization. *Journal of Teacher Education*, 62(2), 115-120.

---

## JOURNAL UPDATE from Amy Malkus

We are lucky to have found instructors from the East Tennessee State University Foreign Language Department to translate several articles from our Mexican members, which brings us closer to a 2011 publication date for *the Constructivist*. We seek submissions from our members for 2012 issues of the journal.

- We ask our members to please submit articles and encourage colleagues to submit! Our goal is to build to publishing bi-annually, and build from there.
- Contact Amy with a proposal or submission advice: [malkus@etsu.edu](mailto:malkus@etsu.edu)
- Any members who would like to serve as reviewers can please contact Amy so that their names can be added to our list of reviewers: [malkus@etsu.edu](mailto:malkus@etsu.edu)

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

## NEW PUBLICATIONS:

**Castle, Kathryn (2012).** *Early childhood teacher research: From questions to results.* New York: Routledge. [ISBN-10: 041587758X / ISBN-13: 978-0415877589]

**Description:** What is early childhood teacher research and why is it important? How does a teacher researcher formulate a research question and a plan for doing research? How do teachers apply research results to effect change? *Early Childhood Teacher Research* is an exciting new resource that will address the sorts of questions and concerns that pre- and in-service teachers of young children frequently have when engaging in teacher research.

Accessible and interactive, this book touches upon the important issues every early childhood teacher should know—the uniqueness of early childhood teacher research, reasons for doing it, and how to do it. In this comprehensive guide, Kathryn Castle explores each stage of teacher research, from conceptualization, generating research questions, identifying data sources, gathering and analyzing data, interpreting results, sharing results, to taking action based on results.

Special features included in each chapter:

- Teacher Researcher Journal prompts for the reader to record ideas for research questions and to develop a plan for doing research.
- From the Field provides rich examples of real life early childhood teacher researchers and their perspectives on doing teacher research.
- Reflections ask readers to pause and think deeply about relating content to their own situations.
- Exploration of additional content, websites, resources, and activities are located in each chapter to help the reader go further in constructing their knowledge of teacher research.

If your colleagues have not received this newsletter, please encourage them to join ACT by through Paypal on our website: [www.constructivistassociation.org](http://www.constructivistassociation.org)

**Can't get to our conference? Member benefits include "soon to come" online webinars! First TBA in December.**

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2. , n. 3

## COMMITTEE REPORT

### Conference Committee

- **Chair:** Carolyn Black
- Carolyn and her committee in Houston have been working hard to prepare a wonderful conference, as well as a preconference day, on October 19, where we will visit 3 constructivist schools and close with a research panel.
- You will observe activities including: Ramps and Pathways and other physical knowledge experiences, the Storytelling Project, constructivist math games and Investigations.

### Conference Program Committee

- **Chair:** Jennifer Thompson, [jenjuneau@aol.com](mailto:jenjuneau@aol.com)
- Our program is lining up nicely. Lots of exciting presentations to share once again.

### Newsletter

- **Editor:** Jane Broderick
- We are seeking "From the Field" articles from members, non-refereed works about your practice. Send submissions to [broderic@etsu.edu](mailto:broderic@etsu.edu)
- We are seeking volunteers interested in writing interview articles of Board members for upcoming newsletters please contact Jane at: [broderic@etsu.edu](mailto:broderic@etsu.edu)

### Membership Committee

- **Chair:** Jim Pelech, [jpelech@ben.edu](mailto:jpelech@ben.edu)
- New members continue to register! Please encourage your friends to join our group.
- **NEW** – Register online at [www.constructivistassociation.org](http://www.constructivistassociation.org)

### Communications Committee

- **Chair:** Kate Chechak, [kate.chechak@gmail.com](mailto:kate.chechak@gmail.com)
- Via email, Facebook, and yahoo group we will send out communications monthly to our members and through extended email lists to generate good dialogue on topics related to constructivist theory and practices.
- Bi-monthly updates will occur during the months just prior to our annual conference.
- Soon we will transition from yahoo groups to a blog for our discussion forums.

### Website Committee:

- Michael Garrett, [zmdg11@goldmail.etsu.edu](mailto:zmdg11@goldmail.etsu.edu)

### Webinar Committee: Organize and host a minimum of three online webinars per year; manage online survey.

- **Chair:** Ariel Ashe, [arielskyashe@gmail.com](mailto:arielskyashe@gmail.com)
- Our first webinar is planned for December; date TBA. Check our website and Facebook for details!
- Website: [www.constructivistassociation.org](http://www.constructivistassociation.org)
- Facebook: <http://www.facebook.com/pages/Association-for-Constructivist-Teaching/144195609005355>

*Thank you all for your support in the work of ACT,*  
~ the ACT Board

# The Association for Constructivist Teaching

September 2011 Newsletter, v. 2., n. 3

**Our Mission:** is to enhance the growth of all educators and students through identification and dissemination of effective constructivist practices in both the professional cultures of teachers and the learning environments of children. It is also to advance educators' understanding of Piaget's constructivism as a scientific theory that explains how human beings construct knowledge and moral values.

**Membership:** is open to anyone who is interested in the field of education. ACT Members are classroom teachers, administrators, supervisors, consultants, college and university personnel, students, parents and retired educators. They live all over the USA and in Mexico, Japan, Australia, Canada, Brazil, and China.

## Benefits of Membership...

THE ACT QUARTERLY NEWSLETTER ... interviews, articles on practice, and book reviews

THE CONSTRUCTIVIST ... An educational e-journal and journal archive

ANNUAL CONFERENCE ... discounted registration fee and early notice of call for presenters

VALUABLE DISCUSSIONS with likeminded colleagues ... on Facebook or yahoo groups

AFFILIATION...with an association committed to supporting you. Go to our website to join using paypal or download our membership form: [www.constructivistassociation.org](http://www.constructivistassociation.org)

WEBINARS FOR PROFESSIONAL DEVELOPMENT ... *First TBA in December 2012*

**Our Website:** Our new site is ready! Thank you to Christian Schmid, Core Design Group, Johnson City, TN for his design and set up, including the migration of materials from our former site. Our goal now is for our former website host, Old Dominion University, to remove our old site from the web.

- New site: [www.constructivistassociation.org](http://www.constructivistassociation.org)
- Website Design by [Christian Schmid](#)

**2011 Annual Conference** in Houston at *the Woodlands Resort & Conference Center, 2301 N. Millbend Drive, The Woodlands, TX 77380. Phone: 281-367-1100 Fax: 281-364-6299*

- Register through Paypal online or download the registration form at: [www.constructivistassociation.org](http://www.constructivistassociation.org)

## Our Journal: *The Constructivist*

As we continue our reviews for the next edition of *The Constructivist*, we encourage you to consider sharing your experiences and inquiries with us. Whether in the area of practice or research, we welcome your submissions.

- Contact our editor, Amy Malkus, at [malkus@etsu.edu](mailto:malkus@etsu.edu) for more information.

Jane Tingle Broderick, ACT Newsletter editor: [broderic@etsu.edu](mailto:broderic@etsu.edu)

Rosemary Geiken, ACT Newsletter copy editor: [geiken@esu.edu](mailto:geiken@esu.edu)