

An example of a Proposal (A Guideline)

****Again, please do not feel like you need to fashion your own proposal exactly like this; instead, this is meant to provide an example of an accepted proposal that you can feel free to refer to for inspiration as you create your own.***

Proposal Title: A Constructivist Approach to Review Sessions (It's Not for Dummies!)

The purpose of the Session: The purpose of this session is to engage participants in the application of Constructivist learning strategies to create a learner-centered review session.

Goals & Outcomes of the Session:

Participants will:

- A. Review and critique student review products which are based on Constructivism
- B. Create a plan for implementing the Constructivist philosophy in the review process

Intended Audience:

Middle school, Secondary School, Undergraduate, Teacher Education

How does this session's topic relate to and promote Constructivist pedagogy?

This session presents a platform for promoting creativity, student autonomy, and a Constructivist approach to the review process. Students are enabled to be autonomous learners (A principle) and create their own review knowledge through the creation of an authentic product.

Presentation Format: In -person

Outline the sequence of activities of this session and how they represent Constructivist pedagogy (For the format you are using)

1. Introduction to Session
2. Participants write out what the traits of a successful review session are. There will be a partner share, including coming to a consensus. (**Activating Prior Knowledge, Explaining to others**)
3. Group will share their ideas via a Board Share: One partner will put on the board what they chose, and the other will explain. (**Explaining to others**)
4. Presenter Explanation: As a High School Math Teacher I was frustrated with the review session, as I realized it was becoming a "Blow-off" session. Walking through a Barnes and Noble store one day it and came upon a couple of those "Dummies Manuals For..." It suddenly dawned on me that I could have students create their own Dummies Manual for review (**Multisensory learning**); they could also use and refer to it on the day of the test (Students were always asking for an open-notes test). Students could work on this with a partner or by themselves. Pass out examples of student Dummies Manuals. Two discussion Prompts;

- A. How do these examples align with our responses from #2; What are the pros and cons of this type of activity? (**Compare/Contrast, hypothesizing, Connecting to Prior knowledge, Disequilibrium**).
- B. Below are some student comments; what learning guidelines align with these comments. (**Compare/Contrast, hypothesizing, Connecting to Prior knowledge, Disequilibrium**).

- We also learned to work together ... so we can come to an easier understanding.
- I like reviewing with a partner...it also gives you another outlook on the chapter.
- ...Allowed me to think creatively... I reviewed my notes and picked the two topics that I thought were important and then I broke it down and summarized it. I then designed a booklet and assembled everything together.
- We think we know something, but as soon as we need to talk about it and contribute something new, is an entirely new problem.
- You think of it on your own.
- It is different than studying for a quiz because there has to be examples and details. The examples came from my understanding of the topic and were my own creation.
- ...and we begin to ask “Why?” and really apply what we learned to a new situation.



5. U TURN (YOUR TURN)

Personal Example (other types of platforms) you will use in your practice/ Can this activity prepare students for Standardized tests?/ Advantages/Disadvantages (Addressing disadvantages). Discuss with partner, be prepared to share with entire group.

(**Autonomy, Compare/Contrast, hypothesizing, Connecting to Prior knowledge, Disequilibrium**).

6. Do you have any technology needs or specific needs related to your presentation?

N/A