

GUIDELINES - These guidelines serve to assist you when creating your proposal submission. These guidelines are listed to help explain our Constructivist philosophy, and these are meant to provide you with inspiration and/or clarification as you create your own.

You do not have to follow them verbatim or in any particular sequence. Additionally, please do not feel that you must refer to or cite these in your own proposal; instead, please feel free to use these to help provide a deeper understanding of Constructivist principles.

What is Constructivism? Constructivism is a philosophy based on the concept that knowledge is not passed on, rather that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it through new experiences.

What does one see, hear, and see students doing in a Constructivist classroom? Since Constructivism is a philosophy, it does NOT prescribe exact classroom behaviors. The guidelines below provide direction in developing a Constructivist classroom:

Learning Guideline 1: *Since knowledge is a subjective construction, people learn by creating their own philosophy, core values, rules, procedures, theories, and definitions.*

Learning Guideline 2: *The brain is wired differently for different people, and this is due to experience, genetics, and different development rates.*

Learning Guideline 3: *Knowledge manifests itself in different forms and in different contexts.*

Learning Guideline 4: *We feel before we learn; feelings and emotions are the starting point for the construction of knowledge.*

Learning Guideline 5: *Students learn when they connect to their prior knowledge and modify or reorganize their prior knowledge or thinking schemes.*

Learning Guideline 6: *Students learn when they are continuously presented problems questions, or situations that force them to think differently. It is cognitive disequilibrium or cognitive perturbations that can initiate the learning process.*

Learning Guideline 7: *People learn and make mental connections by applying the “Essential Eight”: (1) creating patterns or categories; (2) self-explaining and teaching others; (3) comparing and contrasting; (4) summarizing; (5) hypothesizing and predicting /evaluating, and theorizing (6) multisensory learning; (7) metacognition; and (8) real- world problems.*

Learning Guideline 8: *Students learn by working with other people who are the source of contradictions, different perspectives, and confirmation.*

Learning Guideline 9: *Contemporary society provides the parameters for what skills are necessary for survival and also acts as the source for real-world problems for students to study.*

Learning Guideline 10: *A person learns by creating knowledge at different levels of complexity and thinking.*

Learning Guideline 11: *A person learns by organizing knowledge into a hierarchical, connected, and complex framework.*
