



Some GUIDELINES FOR Proposal

The following provides ACT's philosophy and vision of Constructivist teaching for the conference; it also provides an example (guideline) of a proposal.

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 and actions.

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

Summary of Constructivist Teaching Actions
<p><i>Autonomy</i></p> <p>Actions: <i>Explaining to others, demonstrating to others, creating one's own definitions, analyzing one's own performance, and analyzing the newly created schema and their contexts.</i></p>
<p><i>Meaningful and Authentic Activities and Products</i></p> <p>Actions: <i>Structuring classroom activities and lessons by problems or situations that are relevant to the students' everyday life or related to authentic tasks from the "real world."</i></p>
<p><i>The Mechanics of Creating New Knowledge</i></p> <p>Actions: <i>Activating prior knowledge, connecting to prior knowledge, connecting and using different knowledge forms/modes, multisensory connections, creating knowledge through and with others, compare/contrast, classifying, explain/demonstrating, hypothesizing/predicting, evaluating, summarizing, and monitoring one's thinking processes, and reorganizing one's schemas.</i></p>
<p><i>Disequilibrium</i></p> <p>Actions: <i>Asking questions the teacher knows the students may not be able to answer with their present schema or suggesting projects that require a modification of their present schemas.</i></p>

An example of a Proposal (A Guideline)

**Please note – all presentations for the 2025 ACT Conference are expected to be in-person, as we are transitioning back to a face-to-face event without virtual options.*

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

(Note 1: **SESSIONS ARE 75 MINUTES IN LENGTH**).

(Note 2: The following entries are mandatory.)

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 (e.g., connection to conference theme)?

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 and create their own review knowledge through the creation of an authentic product.

Outline the sequence of activities of this session and how they represent Constructivist pedagogy.

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, I 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 (**Summarizing, Explaining to others, 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, it is an entirely new problem.
- You think of it on your own.
- It is different from 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 your partner, be prepared to share with the entire group.

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

Do you have any technology needs or specific needs related to your presentation? NONE