Abstract:
The reform movement has spawned many changes in the educational practices of American educational institutions since its inception in 1983. While many of these changes have not directly touched the classroom interaction patterns of teachers and students, one, the rebirth of constructivist strategies and philosophy, has lead many practitioners to rethink their fundamental approaches and to change their basic teaching patterns. However, this tidal shift in practice has left many of us confused and frustrated, and asking this question: What is constructivism and how does it relate to what I already know about teaching? This paper seeks to answer that question, especially for parents and Board members who often feel responsibility for the ultimate consequences of educational practice. This article takes the form of an old fashioned primer, briefly connecting constructivism to 15 related concepts that are far more universally known and accepted. The article is also constructivist in nature, attempting to demonstrate the learning process while explaining it.

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Gale Document Number: GALE|A80856259
community. Particularly in large districts, they are more representative of their communities than members of Congress. According to the National School Boards Association, nationwide, 44 percent of school boards are female (more than twice the rate of the U.S. House of Representatives and the U.S. Senate), and 21.8 percent of the school boards members surveyed were African-American and 6 percent were Latino. Knowledge about public schools. Are they aware of the biggest issues in your district? Do they seem to understand your district’s policies, guidelines, needs, challenges, and strengths. A commitment to serving the public. All school stakeholders should view the classroom as a community for discussion and exchange of ideas. Students in the classroom are responsible for the defense, proof, justification, and communication of their ideas to the community. These ideas can only be accepted as truth if they can make sense to the community. […] In order to apply social constructivism theories in the education arena, teachers and school leaders need to shift and reshape their perspectives. Both must move from being “people who teach” to being “facilitators of learning.” A good constructivist teacher is one who questions students’ answers, without regard to whether they are right or wrong, to make sure the student has a good grasp of the concept.