Constructivist principles for the design of learning activities

Many educators and cognitive psychologists have applied constructivism to the development of learning environments. From these applications, we can isolate a number of design principles:

1. Create real-world environments that employ the context in which learning is relevant;
2. Focus on realistic approaches to solving real-world problems;
3. The instructor is a coach and analyzer of the strategies used to solve these problems;
4. Stress conceptual interrelatedness, providing multiple representations or perspectives on the content;
5. Instructional goals and objectives should be negotiated and not imposed;
6. Evaluation should serve as a self-analysis tool;
7. Provide tools and environments that help learners interpret the multiple perspectives of the world;
8. Learning should be internally controlled and mediated by the learner.

(from Jonassen D. (1991), Evaluating Constructivist Learning // Educational Technology)
How to create language case studies

(adapted from Explics, 2006)

- choose a topic that corresponds to the themes discussed in class, but about which students do not know too much

- choose a specific problem which might have only local impact and which occurs in Italy

- the roles of the learners should be as authentic and as credible as possible

- prepare a description of the case and some background information

- the expected outcomes and products should correspond to a realistic situation

- design build-up tasks which develop the learners’ ability to complete the overall task

- tasks should be grouped in stages; in order to go to the following stage, the learners must have completed the one before

- the output should cover both oral and written production

- decide how much work is done in class and at home

- the learners’ tasks should be absolutely clear to reduce misunderstanding
BIBLIOGRAFIA E SITOGRAFIA


**EXPICS**
http://www.zess.uni-goettingen.de/expics/
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