Quiz 5

EDTC 6320.60 Dr. Sullivan

Define constructivism in your own words. Give a simple example of what a constructivist learning assignment would look like. On page 49 of your text, you will see the problem areas for designing a constructivist environment that instructional designers encounter. Choose two of those potential problem areas listed on page 49 and discuss briefly how you would address those problem areas in your constructivist learning example.

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Define constructivism in your own words. Give a simple example of what a constructivist learning assignment would look like.

Constructivism is when learners construct meaning by building on their background knowledge, experience and make sense on those experiences. They construct knowledge through critical thinking, manipulatives, primary resources, and hands-on activities.

An example of a constructivist learning assignment would be a Problem Based Learning assignment. With PBL assignments learners collaborate in groups to create meaning and context by exploring new ideas and experiences, generating hypotheses, problem solving.

For instance, teacher talks about a problem in our environment such as contamination. Students have to work in groups to use critical thinking by using their background knowledge. They would explore new ideas and create a hypothesis to find a solution to the problem. They would gather resources, facts and tools to solve the problem. After collaborating they would create a recycled product or craft to expose their possible solution to the problem with contamination in our environment. For example, recycling milk cartons and creating bird feeder with those.

On page 49 of your text, you will see the problem areas for designing a constructivist environment that instructional designers encounter. Choose two of those potential problem areas listed on page 49 and discuss briefly how you would address those problem areas in your constructivist learning example.

- Problem area: *Seduction of media/production values.* "Many Web resources are of high presentation quality and compete well with entertainment media. But instructional designers should be careful in their selection of these media resources. We often gravitate to cool video clips that look and sound compelling, but don't really further understanding of the content." (Dempsey & Reiser, 2011)

In order to make a selection of media resources, I would do an extensive research on educational videos and review them to make sure they meet the targeted content. In case there were no interesting videos that deliver the information, then I would assign my students to create one. There are several educational websites that provide video ideas and editing tools to help the students create videos on their own. With the required tools, such as a camera, computer and access internet, I would have the students work in groups to collaborate and create a video about the specific subject. They will be excited to use technology and at the same time they'll be learning and discussing about the learning content.

- Problem area: *Ties to privilege and access.* "In work settings, lower-paid workers often receive technical training that is less engaging and authentic when compared to management training." (Dempsey & Reiser, 2011)

In a low budget school is difficult to order enough supplies to meet the school year instructional units. With the technology courses I have taken at the university, I have learned there are hundreds of web 2.0 tools that are free to school instruction and help the students enthusiastically learn. I'm teaching at a low-budget school and with the help of grants we have gotten computers and technology needed for school instruction. Just like the problem area appointed, we didn't receive technical training at all. I learned and incorporated technology to make my instruction more engaging thanks to the courses I have taken at the university. The school principal observed my classes and was very impressed with the students' performance. This coming year I will be training all teachers at Myra Green Middle School to incorporate web 2.0 tools and get students engaged with constructive lessons. Schools that don't have sufficient funds to pay a technologist should use their own personnel who have the skills to share their ideas and show examples at staff developments or meetings.

Chapter 6

How would the authors of Chapter number six supports or refute the work of the Russian psychologist Lev Vygotsky? Specifically, would the authors support or refute Vygotsky's ideas that technology (tools) and culture not only change the way people learn, but change the way people think? Provide an example (or non-example if you personally refute the work of Vygotsky) from your own experience.

The authors of Chapter six support the work of the Russian psychologist Lev Vygotsky by explaining the importance of his work. They say Vygotsky's ideas are helping us see the general result in the impact of technology within the learning environment.
"The concept of historically changing tools for thinking that arises from human cultures in Vygotsky's theory fit well with the notion that technologies provided tools that changed thinking processes in people" (Dempsey & Reiser, 2011). They also mention that new forms of technology made a transformation with the new ways they were using it. It made activities easier and changed the tools for thinking.

One of the examples that come to my mind is Online Degree Programs. Before online courses were offered at universities, it was very difficult for some people to continue their education by pursuing a Masters or any other degree. Today with the help of technology our way of thinking about education has completely changed. We don't have to be physically at the university that might be 300 miles away from home. Instead we can be at the comfort of our home, living room, bedroom, patio, office, and a library, practically anywhere in order to be in class. If we use the required technology; computer and internet access, then we can take online courses and continue

our education. The way we learn and think while taking these courses is also by using technology. For example, we meet through Blackboard; a video/conference room where our professors can proceed with their presentations by using a variety of tools such as PowerPoint, Videos, Audio, Picture slides, Web surfing, and many other tools which help students visualize the content and understand the subject to meet our professor's expectations. Technology has taught us to collaborate to create great quality projects/products. Classmates can keep in touch with more tools of technology; email, video chatting-Skype, social networks, Google docs and many more. So yes, Vygotsky's theory is correct, technology has changed the way we think and has made activities easier. Using technology in educations has changed our way or thinking, we now know that everything is possible. With the new forms of technology we can expand our education.