

Evaluation Rubric: Constructivist Teaching Strategies

	Always	Somewhat	Never	Comments
Conceptual Change Model (Posner et al., 1982)				
“Learning occurs against the background of the learner’s current concepts” (Posner et al., 1982, p. 212).				
Current concepts or prior-knowledge is valued for the potential to solve problems.				
New methods explored create tensions with existing concepts.				
New concepts are intelligible, plausible and fruitful.				
Driver’s Instruction Model (found in Matthews, 1994).				
Construction of meaning is influenced by existing knowledge.				
Learners are responsible for their own learning.				
Learners are given the opportunity to explain and test their ideas.				
Attempts to restructure and rethink ideas and views are supported.				
Multiple-Perspectives				
Learners have the opportunity to exchange and negotiate ideas.				
Collaboration is actively supported and encouraged.				
Problems represent the complexity of real-life issues.				
Authenticity				
Problems and issues are significant, relevant and engaging.				
Learners participate in the culture and language of the subject as it is used outside of school.				
Learners make connections between school experiences and their own lives.				

References:

Matthews, M. R. (1994). *Science Teaching: The Role of History and Philosophy of Science*. Psychology Press. New York: Routledge, chapter 7.

Posner, G.J, Strike, K.A, Hewson, P. W & Gertzog, W.A (1982). Accommodation of a scientific conception: Toward a theory of conceptual change. *Science Education*. 66(2), 211-227.