

Marks of Constructivism

Lesson Elements	Model
Students share their previous experience with typhoons	<ul style="list-style-type: none"> Identify learners views and ideas (prior knowledge (CIM))
Students are asked to list living and non-living things in their environment and state how those things might be affected by a typhoon	<ul style="list-style-type: none"> Identify learners views and ideas (prior knowledge (CIM)) Given a situation, learners are asked to predict and explain the next outcome (POE)
Students engage in a whole-class discussion about their predictions, agreeing or disagreeing, clarifying	<ul style="list-style-type: none"> Provide stimuli for students to develop, modify and where necessary, change their ideas and views (CIM) Support their attempts to rethink and reconstruct their ideas and views (CIM)
Students study Hong Kong Observatory documentation of the affects of historical typhoons, justifying their choice of which one is the worst	<ul style="list-style-type: none"> Learners test their predictions and explanations by making accurate observations;
Students add to the wall information categories of living and non-living things and the effects	<ul style="list-style-type: none"> Support their attempts to rethink and reconstruct their ideas and views (CIM) Provide stimuli for students to develop, modify and where necessary, change their ideas and views (CIM) New understanding should be reinforced through practice problems, questions and activities (POE) Check observations against their predictions and explanations (POE)
Students are given the purpose and instructions for the activity	<ul style="list-style-type: none"> To seek new understanding, there must exist a dissatisfaction with the existing conception (CCM)
Students engage in WebQuest, using Wikispaces to develop resources and answer guided questions	<ul style="list-style-type: none"> Create opportunities for the learners to explore their ideas and test their robustness in explaining phenomena, accounting for events and making predictions (CIM)
Students discuss their information and plans with the teacher, returning to the WebQuest resources if necessary	<ul style="list-style-type: none"> Support their attempts to rethink and reconstruct their ideas and views. (CIM) The new concept must be intelligible (meaningful), plausible, and satisfactory (CCM) If the observation is inconsistent with their predictions and explanations, then a search for appropriate explanation should be promoted (POE)
Students reflect on their WebQuest learning experience and respond to others not in their group. Questions are provided to offer opportunities to think about thinking	<ul style="list-style-type: none"> New understanding should be reinforced through practice problems, questions and activities (POE) The new concept must be intelligible (meaningful), plausible, and satisfactory (CCM) Support their attempts to rethink and reconstruct their ideas and views. (CIM)
This will occur in the rest of the unit with the artifact creation	<ul style="list-style-type: none"> New understanding should be reinforced through practice problems, questions and activities (POE)