

Constructivist Approach To Teaching

David Jermer Martin, Kimberly S. Loomis

The Content Of Science: A Constructive Approach To Its Teaching And Learning Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, Australia., 2012-11-12 A group of science educators with experience of being involved in curriculum development, and in conducting extensive research on many aspects of teaching and learning science, have combined their findings in this volume.; Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching. The experiences of members of the Monash Children's Science Group; specifically three primary teachers and one biology teacher, have also been included so as to present the voices of teachers for whom writing a personal account of their teaching is often an unappealing task.

Building Teachers: A Constructivist Approach to Introducing Education David Jermer Martin, Kimberly S. Loomis, 2013-06-25 Designed from the ground up with a constructivist framework, BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION, 2nd Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Constructivist Teacher Education Virginia Richardson, 1997 First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Constructivism Catherine Twomey Fosnot, 2013-09-18 This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning. Closing the gap between theory and practice, well-known scholars make constructivism accessible by showing its application in everyday classrooms. Building on the

success of the first edition, the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines. An ambitious revision of a now classic text, *Constructivism: Theory, Perspectives, and Practice*, Second Edition is an invaluable resource for practicing teachers, teacher educators, and curriculum specialists in mathematics, science, social studies, and language arts. New for the Second Edition! An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky—offering a more contemporary framework for a psychological theory of learning. New chapters reflecting the school-based reforms that have been initiated since the writing of the first edition—specifically addressing the changes in mathematics, social studies, and teacher education. A new chapter on the emerging field of disability studies—including a critique that unmasks current practices and assumptions that better serve schools rather than students and their families. Contributors: Paul Cobb • Susan Cowey • Rheta DeVries • Eleanor Duckworth • Dewey I. Dykstra, Jr. • George Forman • Catherine Twomey Fosnot • Catherine A. Franklin • June S. Gould • Maxine Greene • Candace Julyan • Randall Stewart Perry • D. Kim Reid • Deborah Schifter • Jan Weatherly Valle • Ernst von Glasersfeld • Betty Zan. Praise for the First Edition! “Provides the reader with many ways of connecting to the central ideas of constructivism . . . highly readable.” —Gifted Child Quarterly “Shows how constructivist theory can inform classroom practices, and . . . provides teachers with a deeper understanding that gives substance to the rhetoric of school reform.” —Journal of Curriculum Studies

Building Teachers David Jerner Martin, Kimberly S. Loomis, 2014 Designed from the ground up with a constructivist framework, *BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION*, 2nd Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully.

Building Teachers: Constructivist Approach to Introducing Education David Martin, Kimberly Loomis, 2006-03-14 Designed from the ground up with a constructivist framework, *BUILDING TEACHERS* helps future teachers create their own understanding of education. As Martin and Loomis address the key topics generally covered in an introductory text, they encourage students to develop their own understandings through connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. By interacting with the materials presented, rather than merely memorizing the text's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner and, in turn, they can help the children in their classrooms learn meaningfully. Important

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Innovations in Teacher Education Clive Beck, Clare Kosnik, 2012-02-01 This book offers a comprehensive, social constructivist approach to preservice education. Written in a clear, accessible style, it presents key principles of teacher education and concrete examples from eight successful programs in Australia, Canada, and the United States. It extends constructivism beyond Piaget and Vygotsky to more recent theorists such as Barthes and Derrida, indicating how such an approach can lead to engaging, effective education. Clive Beck and Clare Kosnik advocate an approach to teacher education that is highly original, linking integration, community components, and inquiry to a degree not commonly found in preservice programs, and they show in detail how to implement these elements.

The Content Of Science: A Constructivist Approach To Its Teaching And learning Australia. Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, 2013-11-26 First published in 1994. Leading scholars in science education from eight countries on four continents and ex-pert practising science teachers (primary and secondary) wrote about the teaching and learning of particular science content or skills, and hence how different science content requires different sorts of teaching and learning. Having shared the papers, they then met to discuss them and subsequently revised them. The result is a coherent set of chapters that share valuable insights about the teaching and learning of science. Some chapters consider the detail of specific topics (e.g. floating and sinking, soil and chemical change), some describe innovative procedures, others provide powerful theory. Together they provide a comprehensive analysis of constructivist learning and teaching implications.

Elementary Science Methods David Jerner Martin, 2003 This text's unique approach guides students in learning by doing. Geared to teachers of preschool through sixth-grade students, it represents the cutting-edge of elementary science teaching with investigations into contemporary topics. Access to InfoTrac College Edition will enhance student understanding.

Art of Constructivist Teaching in the Primary School Nick Selley, 2013-12-19 First Published in 1999. This book arose from a growing awareness of student teachers' need for an easy, informative and inspiring book about the constructivist approach. On hearing that label, students tend to react either with, 'Isn't that marvellous - the answer to all my problems', or 'Sounds fine in theory, but I couldn't do it'. Both are wrong. This book may help to get the balance right.

Teaching STEM Literacy Juliana Texley, Ruth M. Ruud, 2017-12-01 Teaching STEM Literacy is comprised of ready-made, open-ended lessons reviewed and tested by teachers, which help educators integrate STEM learning into the early childhood classroom. Lessons are linked to the Next Generation Science Standards, and encourage creative ideas for three-dimensional STEM learning that are developmentally appropriate and exemplified through children's literature. The three-dimensional STEM learning—content, concepts, and practices—comes in twelve, ready-made open-ended teaching units that make it easy

to teach science and inquiry to young children. This book uses the 5E framework (engagement, exploration, explanation, elaboration, and evaluation) to cultivate children's skills of observation, questioning, and data collection by combining discovery, problem solving, and engineering solutions to authentic questions that young children might ask. Juliana Texley holds a master's in biology and chemistry, and a PhD in curriculum development/science education from Wayne State University, and has over thirty years of teaching experience. She is a graduate-level adjunct professor specializing in educational technology and assessment, science, and science teaching at Central Michigan University and Lesley University in Massachusetts. Texley has been a National Science Teachers Association (NSTA) member for thirty years, and served as president from 2014-2015. She is on the board for Young Voices for the Planet and led the development and evaluation of online learning programs for JASON Learning. Ruth M. Ruud has over thirty-five years of teaching experience ranging from early childhood to undergraduate studies. She has a master's degree in education with additional coursework in all areas of science. A former Delta Education FOSS (Full Option Science System) consultant, Ruth currently works as an adjunct professor teaching physical geography courses at Cleveland State University. She served as president of the Pennsylvania Science Teachers Association and has chaired a number of committees of the National Science Teachers Association (NSTA), is a member of the NSTA Recommends committee, and is the head reviewer for the NSTA Shell Science Lab Challenge.

Elementary Science Methods: A Constructivist Approach David Martin, 2005-07-22 In this pioneering text, Martin uses a constructivist approach to guide students in learning how to teach in a constructivist manner. Grounded in the belief that it is more important for children to learn how to do science than it is for them to learn about science, this text is predicated on the reality that teachers of elementary science do not need to know a great deal of science to be good science teachers, but need to be co-inquirers with their students. To facilitate your students' learning, this text features a wealth of exercises: for teacher candidates, the book includes open-ended inquiry activities that help them to construct their own personal conceptualizations about science content and teaching science in the elementary school; and, it contains over 170 process-oriented, open-ended activities that teachers can use to encourage children to develop and perform their own investigations. The Book Companion CD-ROM, included with each new copy, provides tools and resources, such as additional activities and video, which students can use both in their college course and later in elementary science classrooms. All activities are linked to National Science Education Standards for content, professional development, assessment, and teaching, and the activities contain suggestions of appropriate children's literature. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Elementary Science Methods: A Constructivist Approach David Jerner Martin, 2008-01-31 As the groundbreaking text that pioneered a constructivist approach to elementary science teaching, **ELEMENTARY SCIENCE METHODS: A CONSTRUCTIVIST APPROACH**, Fifth Edition, is based on two fundamental and complementary ideas: it is more important

for children to learn how to do science than to learn about science, and elementary science teachers do not need to know a great deal of science but rather should be co-inquirers with their students. This text features a wealth of exercises, including open-ended inquiry activities that help teacher candidates construct their own personal conceptualizations about science content and teaching methods. More than 170 process-oriented, open-ended activities, organized by grade level, are suggested to encourage children to develop and perform their own investigations. The Book Companion DVD (available separately) provides valuable tools and resources such as additional activities and video clips that students can use both in their college course and later in elementary science classrooms. All activities and much of the text content are clearly linked to National Science Education Standards (NSES) for content, professional development, assessment, and teaching, and they contain suggestions of appropriate children's literature to encourage interdisciplinary learning. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Social Studies for the Elementary and Middle Grades Cynthia S. Sunal, Mary E. Haas, 2005 Discusses flexible strategies for teaching today's diverse learner the structure of the knowledge to be learned, how to help students reconstruct and present ideas, and how to translate theory and recent research into lesson plans and units. All within a constructivist framework! September 9 2013 - Ingrid Robinson took this book off the CRC shelf and asked that it be added to the Reserve Books Shelf.

Engaging Troubling Students Scot Danforth, Terry Jo Smith, 2004-08-07 Danforth and Smith have written an exceptional book on educating 'troubling' students. It is a clear alternative to current books on educating children with emotional and behavioral disorders, most of which are based on behavioral theories. They offer practical guidance, well illustrated with stories from their own experiences on collaboration, working with families, conflict resolution, social support for students, providing a caring pedagogy, and teacher development. James L. Paul, Professor, Special Education University of South Florida Truly teaching troubling students means connecting with them in ways that can last a lifetime! Teachers are consistently faced with students who behave in disruptive or disrespectful ways. These troubling students are frequently disengaged from both academics and the possibility of meaningful relationships with caring adults. How can teachers engage these students in instruction and learning as well as the development of trust and personal growth? Engaging Troubling Students offers instructional and student support practices grounded in critical constructivism--engaging problematic students in the learning process and building strong relationships with them. These interactions and relationships can have a profound impact on their emotional well-being and learning. Danforth and Smith draw from many academic fields to build this comprehensive resource: History and roots of current issues and dilemmas Theoretical foundation of critical constructivism Teaching practices designed to foster the teacher-student relationship Specific programs addressing conflict, families, inclusive education, and more Filled with rich narrative and directed to teachers working with troubling students

each day, this insightful, practical guide will help lead you as you develop helpful, trusting relationships with them.

Teaching and Learning in Science Brian Hand, Vaughan Prain, 1995 This text for trainee science teachers and practitioners aims to provide a comprehensive theoretical overview of current thought on teaching and learning in science at the upper primary and secondary levels. Provides many classroom examples and case studies, and index. The authors include both academics and classroom teachers. The editors are lecturers in education at La Trobe University.

Teaching Of Biological Sciences Ahmed, 2009 This comprehensive book, written in an easy-to-understand language, covers the entire syllabus of teaching of biological sciences in particular and science teaching in general. In so doing, it takes into account the needs of teacher-trainees and in-service teachers.

The Natural Investigator Michael Lee Bentley, Christine Ebert, Edward S. Ebert, 2000 This text will appeal to professors looking for a thinking teacher's text, based on the most current research, NSES standards, and constructivist theory. Appropriate for both the beginning and advanced science methods courses, it is especially strong in topics pertaining to grades four through eight.

Enquiring Teachers, Enquiring Learners Catherine Twomey Fosnot, 1989

Constructivism in Science Education K. V. Sridevi, 2008 Study conducted at Demonstration Multipurpose School and Kendriya Vidyalaya situated in Mysore, Karnataka, India.

The book delves into Constructivist Approach To Teaching. Constructivist Approach To Teaching is a crucial topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Constructivist Approach To Teaching, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

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- Chapter 4: Constructivist Approach To Teaching in Specific Contexts
- Chapter 5: Conclusion

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3. In chapter 2, this book will delve into the foundational concepts of Constructivist Approach To Teaching. This chapter will elucidate the essential principles that need to be understood to grasp Constructivist Approach To Teaching in its entirety.
4. In chapter 3, this book will examine the practical applications of Constructivist Approach To Teaching in daily life. The third chapter will showcase real-world examples of how Constructivist Approach To Teaching can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Constructivist Approach To Teaching in specific contexts. The fourth chapter will explore how Constructivist Approach To Teaching is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Constructivist Approach To Teaching. This chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Constructivist Approach To Teaching.

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