PUTTING CONSTRUCTIVIST LEARNING THEORY INTO PRACTICE

Using Educational Technology to Engage Students and Enhance Their Learning

Amanda B. Albert & Jamie L. Emery | November 3, 2017
"CONSTRUCTIVIST OR DISCOVERY LEARNING MOVES FROM EXPERIENCE TO LEARNING AND NOT THE OTHER WAY AROUND."

COOPERSTEIN AND KOCEVAR-WEIDINGER
WHAT IS CONSTRUCTIVISM?

Learning is a process of messy construction in which students take charge and responsibility for their own learning and librarians facilitate knowledge creation rather than impart their wisdom.
CONSTRUCTIVIST TOP 5

- Complex + Challenging Learning Environment
- Social Negotiation + Shared Responsibility
- Multiple Representations of Content
- Understanding Knowledge is Constructed
- Student-Centered Instruction
"Meaning cannot be taught; it must be fashioned by the learner via artful design and effective coaching by the teacher."

WIGGINS AND MCTIGHE
BUILD A CONSTRUCTIVIST CLASSROOM

Perform a needs assessment prior to the instruction session

Pose a question for students to answer that is relevant to their lives

Describe how the lesson authentically represents what practitioners actually do

Provide students with an opportunity to reflect

Give students feedback
ADDING A PIECE TO THE PUZZLE

ACTIVE LEARNING

CONSTRUCTIVISM
LIBRARIANS SHOULD RELINQUISH INTELLECTUAL AUTHORITY IN THE CLASSROOM AND BECOME A “COACH WHO HELPS STUDENTS TO ENGAGE IN A LARGER COMMUNITY OF SCHOLARS” RATHER THAN BEING AN “ARBITER OF KNOWLEDGE”

JONASSEN, 2003
USING TECHNOLOGY TO ENHANCE STUDENT ENGAGEMENT

BENEFITS
Active learning, participation, engagement, mini-assessments

CHALLENGES
Time, time, time

CONSIDERATIONS
Student learning outcomes, assessment goals, not tech for tech's sake
TECHNOLOGY ENHANCED ASSESSMENT

**BENEFITS**
Interactive digital record of student learning; provide feedback and feed forward

**CHALLENGES**
Learners can become passive receptacles, consuming messages rather than learning meaningfully

**CONSIDERATIONS**
Assess the efficacy of tech tools by asking: are learners active, constructive, authentic, intentional, and collaborative?
## POLL EVERYWHERE

### TOOL
Poll-taking software that accepts responses via phone, browser, or Twitter

### ENGAGEMENT
Ask question and students respond in real time; give students options in order to decide what they want to learn

### ASSESSMENT
Immediate feedback allows you to cover content quickly and address confusion in class
What is a library catalog? Choose the best answer?

- It is a searchable database of resources. 11%
- It is a searchable database of cats. 11%
- It is a searchable database of resources the library owns, and it tells you if you can check them out or not. 89%

When poll is active, respond at PollEv.com/amandaalbert741
Text AMANDAALBERT741 to 37607 once to join
GOOGLE SHEETS

**TOOL**
Collaborative spreadsheet

**ENGAGEMENT**
Students record engagement with research process by answering specific questions on shared, labeled spreadsheet

**ASSESSMENT**
Evaluation of student responses, often by commenting directly on spreadsheet
### What is your research topic?

1. Homelessness and its effects on women and their children
2. Unequal Opportunity of Education
3. Children in poverty
4. How homelessness affects women and children

#### List 3-5 possible search terms you might use to find sources using a Boolean Search String.

<table>
<thead>
<tr>
<th>Search Term 1</th>
<th>Search Term 2</th>
<th>Search Term 3</th>
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<tbody>
<tr>
<td>Homelessness</td>
<td>Women</td>
<td>Poverty</td>
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<tr>
<td>Education</td>
<td>Race</td>
<td>Discrimination</td>
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#### Using keywords, search SLOTh to find a source that you would consider using in your research paper.

- **Poverty In The United States, n.p.: Gate. Cengage Learning, 2011.**
  - This source talks about poverty in America. It talks about different backgrounds that people come from and what causes the issue in the situation that they are in.
  - Talks about the racial divide between Caucasian and African American students and the discrmination that come with the discrimination along with the negative affects that it could have.
  - This article talks about how every kid has the right to an education. Kids with disabilities have the right to an education but have a harder time learning than other kids. The article also talks about the pre-teaching, school administration policies, and experiences with children with disabilities.
  - This article talked about a study conducted to see after a young mother had her baby it was the push she needed to get out of homelessness. This is directly relevant for our topic because like our lady’s it takes a two year span of pregnant women and see their progress.

#### Describe how this article is relevant to your project/assignment/topic. Consider the purpose of the article, the format, and the content presented.

- **Poverty In The United States, n.p.: Gate. Cengage Learning, 2011.**
  - I want to learn more about the different causes and effects of these women. I want to learn the statistics.
  - I want to find more on other factors that affect this education gap among children, since there are many factors like economical status and geographic location that play a role in it. I also want to find out the psychology of child going through these systems and being carried into adulthood.
  - I want to learn more about the challenges that kids face in having a disability.
  - I want to look into the causes of homelessness in young women. By adding the subtopic abuse, I was able to find a lot more articles relevant to our topic.

#### What idea, source, or author do you want to find more about based on the source you just found?

- **Poverty In The United States, n.p.: Gate. Cengage Learning, 2011.**
  - Causes, domestic abuse, pregnant women/women with children, resources
  - Government role in discrimination, education, online discrimination, global education inequality
  - Child welfare, low family income, child homelessness
  - This sounds like a super relevant article. Great find! If you're looking for more articles like this, search terms like "transition" or "motivation" might be useful.

#### Based on the results you found, list 2-3 other search terms you might use to find more sources:

- Causes of poverty, housing, discrimination
- Education, children with disabilities, discrimination
- Homelessness, young women, motivation

**Librarian comments:**
- This article looks like a good starting place for background info "causes" might be a good keyword to add to a search.
- There are a lot of historical factors that go into disparities in education. It is important to look at government policies that have been put in place to exacerbate or disadvantage African American and other minority students. I think you can narrow your search terms to focus on specific areas of interest.
- The article you chose sounds a little off topic of poverty specifically. Did it discuss children with disabilities who live in poverty? I think your other keywords sound great, but if you want to learn more about kids with disabilities, I would add that to your list of key concepts to search for.
GOOGLE DOCS

**TOOL**
Collaborative document creation and editing tool

**ENGAGEMENT**
Students engage with a secondary source, highlight leads to primary sources and add comments about where they could access them

**ASSESSMENT**
Evaluation of students' highlighted texts and comments
The Return of the Catholic Church

Napoleon came to power in 1799 ready to accommodate the continued presence of religious belief and practice in French society, not least in order to dampen counter-revolutionary opposition. Writings from his youth show that Napoleon had little time for religion but, much like the philosophes, he saw its uses for society. He also appreciated its cost-saving benefits, demonstrated by the state-sponsored re-establishment of religious congregations to run hospitals and schools. Above all, Napoleon recognised that if relations were mended with the Church, it could be used to promote and consolidate his rule throughout France. Ignoring objections from revolutionary opponents of the Church, Napoleon set about formalising its place in France in a way designed to ensure that loyal membership of the Church and the state were no longer mutually exclusive.

At 2a.m. on 16 July 1801 France signed with Rome a document known as the Concordat, the product of eight months of gruelling negotiations. Catholicism was henceforth to be recognised only as ‘the religion of the vast majority of French citizens’, a description that denied the Church any privileged place within the state, and the Church was to give up all claims to property lost during the Revolution. The Concordat’s most dramatic step, however, was to bring the Church under the authority of the state. In measures that recalled the Civil Constitution of 1790, all clergy were required to swear an oath of loyalty to the government, their salaries were to be paid by the state, and dioceses were again redrawn and aligned with administrative divisions. In addition, all bishops were to be appointed by Napoleon, further minimising Rome’s authority. This trend was confirmed in 1802 with the addition to the Concordat of the ‘Organic Articles’. 27 articles developed and announced without consultation with Rome. Article One, requiring that all instructions from Rome be approved by the government, suggested that in this new relationship, papal authority meant little. Napoleon’s Church, like the Gallican Church of the ancien régime, had its own national identity.

Somewhat predictably, relations with Rome soon deteriorated, culminating in what Geoffrey Ellis has described as ‘one of the most extraordinary conflicts between temporal power and spiritual authority history has ever known’. Napoleon increasingly sought to associate his personal rule with the Church, insisting on the pope’s attendance at his coronation ceremony in Paris in 1804, introducing a feast day for the rediscovered ‘Saint Napoleon’, and using the Imperial Catechism recited by children at Sunday School, to suggest that his reign was authorised by God himself.
BUBBLUS

TOOL
Brainstorming and concept mapping tool

ENGAGEMENT
Students create concept/citation maps that illustrate relationships relevant to their research

ASSESSMENT
Evaluation of students' concept/citation maps
PADLET

**TOOL**
Collaborative bulletin board

**ENGAGEMENT**
Students share found sources and evaluations of them via notes on board

**ASSESSMENT**
Evaluation of students' notes
HR 1900: Crossroads: Introduction to Honors
Globalization: Past, Present, Future - Fall 2015

In-Class Research Activity
Instructions:
Find a relatively recent issue of CQ Researcher devoted to your oral presentation research topic. Email it to yourself.
Consult the issue's bibliography to find a lead to another potentially useful source.
Find the full text of that source (or location information if it's a book in the SLU Libraries).
Double click on this padlet to post a note. Include in your note:
First name. Last initial. Topic
CQ Researcher Issue
Found Source (with brief publication information)

Example: Jamie E.
Topic: Boundaries and Usage Regulations for the Arctic
CQ Researcher Issue: Future of the Arctic
Found Source: Arctic Politics: Cozy Amid the Thaw. The Economist, March 24, 2012.
www.economist.com/node/21551029.

Danielle C.
Topic: Undocumented migration into the E.U. from north Africa
CQ Researcher Issue: European Migration Crisis
www.economist.com/node/21551029.

Awais P.
Topic: Regulation of the opening of the Arctic in order to prevent environmental damage
CQ Researcher Issue: The future of the Arctic

Anvi S.
Topic: Trans-Pacific Trade
CQ Researcher Issue: U.S. Trade Policy
Found Source: www.pewglobal.org/2013/04/01/americans-support-for-tpp-remains-untested.

Shreya L.
Topic: Reducing Greenhouse Gas Emissions
CQ Researcher Issue: Climate Change

Romee S.
Topic: Boundaries and Usage Regulations for the Arctic
CQ Researcher Issue: European Migration Crisis
Found Source: Protecting the Oceans
Source Found:
Climate Change 2014: Impacts, Adaptation, and Vulnerability: Intergovernmental Panel on Climate Change.

Emi D.
Topic: Usage Regulations in the Arctic
CQ Researcher Issue: Race for the Arctic
SREX-SPMbrochure_FINAL.pdf.
CONCLUSION

Application of constructivist learning theory via technology-enhanced active learning is not a panacea.

Makes IL instruction as meaningful as possible!

Benefits are worth it!
QUESTIONS?

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• Nicol, D (2008), Technology-supported assessment: A review of research, unpublished manuscript available at http://www.reap.ac.uk/resources.html