

Shifts in Thinking About Education Influenced In Part by Constructivist Philosophy

<i>Pedagogical Concept</i>	<i>Older View</i>	<i>Newer View</i>
Relationship Between Ideas	Hierarchical	Networked
Environment	Structured	Informal
Thinking	Lower order, linear skills valued; convergent thinking, memorization	High-order, nonlinear thinking valued, convergent and divergent thinking, application of knowledge, critical and creative thinking
Instructional Goal	Memorization	Inquiry and invention
Relationship Between Student and Teacher	Instructors are experts with learners as passive receptors	Instructors are seen as mentors with students as active participants
Teacher Role	Fact teller	Architect of school experience by creating opportunities for discovered learning
Student Role	Listener	Discoverer of learning with guidance from teacher and other resources
Classroom Activity	Didactic	Interactive
Approach to knowledge	Accumulation of facts, centered in the classroom/ school	Transformation and application of facts, knowledge sources both in and outside of the classroom/school
Role of Technology	Drill and practice reinforcement, information defined by the machine/ system	Active agent for new knowledge via simulation, nonlinear links, multimedia, interactivity
Assessment	Norm-referenced measures, standardized testing, objective measurement, scales, teacher-centered assessment	Criterion-referenced, portfolios of achievement, self-assessment, rubric based
Success	Based on quantity of knowledge	Based on quality of understanding and application