**Assessment of Constructivist Elements**

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|  | **Fully****met** | **Partially****met** | **Not met** | **Comments** |
| **1** **a)** **Knowledge construction (CIM)** |  |  |  |  |
| 1. Learners are stimulated to access prior knowledge
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| 1. Learning activities allow a number of interpretations
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| 1. Learning environment provides intellectual support
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| 1. Learners are motivated to participate in the learning activities
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| 1. Learners have access to information banks
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| 1. Learners have access to discussion forums
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| 1. Learners manipulate objects in the environment
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| 1. Multimedia and hypermedia are provided for learners to access information and construct knowledge
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| **1 b) Conceptual Change Model** |  |  |  |  |
| 1. Learners are exposed to a variety of perspectives
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| 1. Learners have the opportunity to discover, explore and test new understandings
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| 1. Learners are required to reflect on their learning
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| **2 a) Process focus** |  |  |  |  |
| 1. Learning involves planning and organization of information
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| 1. Learners are provided the opportunity to develop new interpretations and perspectives
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| 1. Learners must differentiate between relevant and irrelevant information
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| 1. The activity promotes knowledge construction using a variety of information sources
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| **2 b) Predict-Observe-Explain (POE)** |  |  |  |  |
| 1. Presenters describe the focus of the demonstration
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| 1. Observers predict what they think they will see and describe why
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| 1. Observers describe what they see
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| 1. Observers reconcile relationship between what they saw and what they predicted
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| **3. Multiple perspectives** |  |  |  |  |
| 1. Discussion provides learners with the opportunity to exchange perspectives and reconcile inconsistencies
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| 1. Learners are exposed to a variety of perspectives that can be incorporated into their understanding
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| 1. Learning activities reflect the complexity of real-life problems
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| 1. Learners have the opportunity to collaborate with a variety of stakeholders
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| **4. Situated Cognition** |  |  |  |  |
| 1. The learning environment supports constructivist learning
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| 1. The problem is interesting, relevant and engaging
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| 1. The way the problem is presented is interesting, relevant and engaging
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| 1. The problem is embedded in a realistic context
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| **5. Meta-cognition** |  |  |  |  |
| 1. Students are encouraged to be self-regulatory, self-mediated and self-aware
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| 1. Learners examine personal beliefs about the activity and their learning
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| 1. Learners are asked to articulate their problem-solving process
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| 1. Learners have the opportunity to suggest ways to improve the activity and their performance in the future
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| **6. Cognitive apprenticeship** |  |  |  |  |
| 1. Students receive appropriate support for learning
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| 1. Modeling of performance and thinking assist learners in completing the task
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| 1. Coaching allows the learner to improve personal performance
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| 1. Scaffolding provides a framework to support student learning and performance
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| **7. Process-based assessment** |  |  |  |  |
| 1. Assessment tests learning outcomes
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| 1. Assessment involves demonstration of skills
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| 1. Learners set their own goals
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| 1. Learners determine their own strategies
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| 1. Learners monitor their own learning
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| 1. Learners represent what they know in a structured and visual manner
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| 1. Learners are evaluated from multiple perspectives
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| **Additional Comments** |  |  |  |  |

Adapted from *Set Criteria* retrieved from http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CGAQFjAD&url=http%3A%2F%2Fcmapspublic3.ihmc.us%2Frid%3D1208298924411\_499532215\_4123%2Fset%2520criteria.doc&ei=2qERUJ-VO8qoiQKaxoCIDA&usg=AFQjCNGP9eV6dMc6or0PWTouFdCPdTVATg