

Summary of Constructivist Teaching Methods

	Posner (1982)	Osbourne & Freyburg (1985)	Chiappetta & Koballa, Jr. (2006) <i>(Italicised text added by me)</i>	<i>My summary</i>
1	Must be dissatisfied with existing conditions	Ascertain existing ideas	Orientation <i>This is X.</i>	<i>assess</i>
			Elicitation <i>What do the students think about X?</i>	<i>disprove</i>
2	The scientific concept must be intelligible	Provide context (relate to personal experiences)	Clarification <i>Tell me all about X.</i>	<i>misconceptions through discussion</i>
			Conflict <i>In these well-known examples, X isn't like that!</i>	
3	The scientific concept must be plausible	Facilitate exchange of views , compare ideas	Construction <i>Let's formulate a better theory.</i>	<i>discover better theory through experimentation and discussion</i>
			Evaluation <i>Let's test that theory.</i>	
4	The scientific concept must be useful in a variety of situations	Provide opportunities for students to use the new ideas in familiar settings	Application <i>What does that mean in these new situations?</i>	<i>test theory and apply to daily life</i>
			Review <i>What have we learned? How have students' viewpoints changed?</i>	