

CSLPA Learning Theory #3 Guide

First, you **must re-read** my previous threads if you have not read them yet!

Second, the way of writing of Learning Theory #3 is the same, except that the content is different. In Learning Theory #3, you are going to use **Constructivism** to critique the lesson plan. Now that I have scaffolded you for the last three weeks, it is high time that you found appropriate topic for your own critique.

Third, **let's use some metacognition!**

When you write, please use each item in the **self-check list** to make sure your paragraphs are suitable for the context and fully developed.

1. A proper sub-header for this section.
2. **Proper transition:** provide proper transition so that the sections can form a whole paper that makes sense to the readers. Segments of information do not automatically make a coherent article.
3. **Topic sentence:** provide a topic sentence to give both you and your readers a clear direction where you are going in the paragraph.
4. **Describe:** describe cognitive view of learning in general. Use your own word as much as possible and quote only where necessary.
5. **Define:** Define the key concept you are using to critique the lesson plan. The concepts are underlined in the suggested topics. If you want to use any other related terms, define them too before you launch into the analysis. Again, use your own word as much as possible, and quote only where necessary.
6. **Example:** find suitable example of teaching activities in the lesson plan to critique.
7. **Explain:** apply the concept you have chosen to explain how the example teaching activity is effective in helping the students. Details needed!

Make your metacognition visible by using Word's comment bubbles that indicate your writing contains every one of the 7 items listed. Below is an example of how you do this:

"Your paragraph" may go:

A Constructivist Approach to the Lesson Plan

Throughout Mr. Johnson's lesson plan, he incorporates multiple learning theories in order to help students succeed. One learning theory included in this lesson is constructivism, a theory that helps students actively collect information and make sense of it throughout the learning process. When Mr. Johnson has his students create a courtroom, assigns judicial roles, and preforms a judgment, he is having his students become an active part of the learning process. Mr. Johnson includes a main pillar of constructivism into his lesson, social constructivism, or group participation in an attempt to form a collective basis of knowledge. When Mr. Johnson incites group discussion by asking students about the reasoning of Supreme Court Justices and asks whether they correctly determined a just decision, he is encouraging social constructivism. Social constructivism aligns closely with the

Commented [LF1]: 1.A proper sub-header

Commented [LF2]: 2.Proper transition

Commented [LF3]: 3. Topic sentence:

Commented [LF4]: 4. Describe:

Commented [LF5]: 5. Define:

Commented [LF6]: 6. Example

psychological research of Vygotsky and this activity clearly allows students to collectively construct knowledge and heighten understanding as a group. However, Mr. Johnson's lesson also provides for the second form of constructivism: individual constructivism. Aligning closely with Piaget's theory, individual constructivism has students independently construct interpretations of experiences and situations. Mr. Johnson entices individual constructivism when students write majority and minority opinions on the case individually in an attempt to give their unique reasoning for the decision. With both social and individual constructivism, Mr. Johnson presents a well-rounded representation of constructionist theory and accounts for both Vygotsky and Piaget's theories in his implementation. By incorporating these two distinct constructivist theories in his lesson plan, Mr. Johnson is able to more easily achieve his original learning objectives with his students.

Commented [LF7]: 7. Explain

Note: Do you see what happens? When we use our metacognition to evaluate our own writing, it is obvious for us to find where we need to improve. For example, when we go to Comment Bubble 4 (Describe), we can see "you" did not actually give a full description of the theory. Comment Bubble 4 might then prompt you to describe the theory, then you might use your own word to describe more. However, you might find it hard to do so because you have not really "internalized" the theory yet. Therefore, you might want to read the textbook or other materials to help yourself understand the theory so that you can describe it. That is how metacognition helps you with both your knowledge and your writing. Isn't it amazing?! Try it now!