

*“Teachers elicit students’ ideas and experiences in relation to key topics, then fashion learning situations that help students elaborate on or restructure their current knowledge.*

*Students are given frequent opportunities to engage in complex, meaningful, problem-based activities.*

*Teachers provide students with a variety of information resources as well as the tools (technological and conceptual) necessary to mediate learning.*

*Students work collaboratively and are given support to engage in task-oriented dialogue with one another.*

*Teachers make their own thinking processes explicit to learners and encourage students to do the same through dialogue, writing, drawings, or other representations.*

*Students are routinely asked to apply knowledge in diverse and authentic texts, to explain ideas, interpret texts, predict phenomena, and construct arguments based on evidence, rather than to focus exclusively on the acquisition of predetermined “right answers”.*

*Teachers encourage students’ reflective and autonomous thinking in conjunction with the conditions listed above.*

*Teachers employ a variety of assessment strategies to understand how students’ ideas are evolving and to give feedback on the processes as well as the products of their thinking.”*

**Mark Windschitl, “Framing Constructivism as the Negotiation of Dilemmas”, in Review of Educational Research Summer 2002, Vol. 72, No 2, page 137  
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