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4. Evaluate and demonstrate how to use problem posing, problem solving and reflection for learning of self as well as young children.
5. Development of a constructivist curriculum plan derived from relevant interest of children.
6. Application of constructivist evaluation techniques.

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and the process of development will be included with the plan. You may find it helpful to actually work through the steps, so consider a topic of investigation that can be worked through in a matter of 1 – 2 weeks for this assignment.

\_\_\_\_\_ Each student will use their knowledge of constructivist curriculum and it's development in relation to their persona

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When the class is to be offered, appropriate dates for the semester will be used.

<p>1) Class 1</p>	<p>Go over syllabus and answer questions.</p> <p>Write a page or two about your thoughts regarding curriculum and its development. Share your experiences with curriculum. If you have ideas of how constructivism fits into curriculum, add those thoughts too. Send to instructor as an email attachment.</p> <p>Read chapter 1 in <i>Early childhood curriculum: A constructivist perspective</i>.</p> <p>To retrieve recording at a later date:  <i>Dial 1-800-230-8546</i>  <i>Use your normal participant pin which is 8930399.</i>  <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091011.</i>  <i>You will then be asked to give the chapter code. We will use 0</i>  <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
<p>2) Class 2</p>	<p style="text-align: center;">Seminar style discussion on chapter 1</p> <p>Begin research to discover meanings for terms          Individualism / Individualist          Collectivism / Collectivist          You will use these terms in next week Blackboard meeting.</p>
<p>3) Class 3</p>	<p>Blackboard meeting. Do not call or come in to class.</p> <p>Each student is to consider the following terms in regards to meaning and how it affects learning, teaching and curriculum.          Individualism / Individualist          Collectivism / Collectivist          I have not given you the definitions to these two words. You need to research the terms on your own and then sign into the forum on Blackboard titled “</p> <p>Within this forum, each student is expected to share their thoughts and develop discussions within your peer group.          Be thoughtful and thorough. Please develop a strong discussion between your peers. These thoughts will be extended on within the Blackboard participation and assignment that will take place (DATE).</p> <p>Each student is to describe and compare the role and processes of education in</p>

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	<p>their personal and traditional cultural settings. Consider the role and processes within education settings and you have experienced as a student and as a teacher. Which roles, processes and styles do you feel are more appropriate to how you learn and see others learning? Consider the information you have researched as well as lecture and discussions in the prior blackboard forum; This assignment will be turned on using the assignment section of Blackboard.</p> <p><i>Early childhood curriculum: A constructivist perspective.</i></p>
4) Class 4	<p>Seminar style discussion on chapter 2</p> <p>Read choice of 2 articles on Blackboard. Participate in Black Board Forum discussions that correlate with the article of choice. Forum is classed "Week of (DATE) Article Discussion Options"</p> <p><i>Early childhood curriculum: A constructivist perspective.</i></p>
5) Class 5	<p>Lecture Topic: The three types of knowledge as described by Piaget</p> <p>Write a minimum 2 page paper where you articulate your understanding of the 3 types of knowledge. Please provide examples from within your community, culture and school that well help explain your understandings</p> <p><i>Early childhood curriculum: A constructivist perspective.</i></p>

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	<p>discussed earlier in the class regarding individualist and collectivist cultures that you may work with. How are and could authentic tasks, choice and decision making action fit into your classroom environment?</p> <p><i>Early childhood curriculum: A constructivist perspective.</i></p>
8) Class 8	<p>Lecture topic: <i>Problem posing, problem solving, and reflection.</i></p> <p>Read choice of 2 articles on Blackboard. Participate in Black Board Forum discussions that correlate with the article of choice. Forum is classed "Week of (DATE) Article Discussion Options"</p> <p>Prepare a small presentation of your mid-way project. Please explain the reason for choice of activity, What you knew, what you needed to learn, now you gained that information and process for completion.</p>

9)

Mid-way project sharing – Project due to instructor by end of class tomorrow. You will be given opportunity to clarify your explanation  
2 1 Tsdring – Project due to instructor

: Write a 2 – 3 page paper sharing your thoughts and reflections on constructivist models of instruction that you feel you have in place currently, which would you like to try out? Why? What are some examples that you can use from your past experiences that show how these models of instruction may or may not be useful within your classroom environments?

13)

16)

Round robin sharing a bit about your project.

Read article about place based education.



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Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO box 755590 University of Alaska Fairbanks, Alaska 99775-5590  
Phone: (907) 474-5655 | TTY: (907) 474-1827 | FAX: 474-5688 Email: [fydos@alaska.edu](mailto:fydos@alaska.edu)

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.  
801 Gruening Bldg., P.O. Box 755720  
Fairbanks, Alaska 99775-5720  
Phone: (907) 474-5314 Fax: 1-800-478-5246

\* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

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- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

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We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: [fyddl@uaf.edu](mailto:fyddl@uaf.edu)

[http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html)

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- Check with your email program's Help.
  
- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.
  
- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667