costruttivismo

http://www.roberto-crosio.net/SIS/CALVANI_COSTRUTTIVISMO.pdf Abstract from da Antonio Calvani, *Costruttivismo, progettazione didattica e tecnologie*

Only in a naive view ICT may appear as a neutral, optional tool, with no theoretical, cultural relevance. It actually uses and amplifies the theoretical approaches connected with each different socio-cultural context. ICT, especially with hypertexts, appears particularly suitable for the development of cognitive flexibility - thanks to the adaptable operating system which allows a teacher or a student to obtain a piece of information from different directions.

Constructivist teaching methods

1. give prominence to learning environments – a place where learners can work and help one another to take advantage of a variety of tools and information sources in guided learning or problem solving activities (Wilson, 1996) – rather than instruction carried out as a pre-arranged sequence
2. see a learning environment as a virtual meeting place made of adjustable scaffolding where games of mutual support and shared ownership can take place
3. think that learning processes are emerging, renewing, repeating at intervals rather than linear
4. insist on the importance of the learner, one's own self determination in the choice of a learning path and even of one's objectives
5. emphasize that the paths which can be followed are manifold and knowledge can be seen from a variety of perspectives
6. make extensive use of technologies as amplifiers of communication and interpersonal cooperation

ICT allows the introduction of new teaching methods which take advantage of metacognition and put a class/school in a new scenario of global dimensions. Cooperative learning (Riel, 1993; Koshmann, 1993-1994) acquires new spaces and allows a "net constructivism" (in the cooperative development of archives, hypertexts) which makes the Internet a tool for the active structural building of knowledge rather than a knowledge provider.

In spite of initial difficulties technologies make teachers' work easier giving more space to project planning, while students become more autonomous and interested in their tasks for longer periods. Students increase their individual work, sometimes at different times, and share it more easily with their mates (in a class only the more extrovert ones tend to intervene).