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Nota di contenuto	Cover; Contents; Foreword; Preface; Acknowledgments; About the Authors; Introduction: Learning Design; Situation Section: Constructivist Learning Design; Elements of the Design; Groups Section: Learning Considerations; Bridge Section: What is Learning?; Task Section: Learning Characteristics; Exhibit Section: Fairy Tales Learning Episodes; Reflection Section: Precedents for Constructivist Learning Design; Concluding Remarks: Where Do We Stand?; Chapter 1 - Designing Situations; Situation Section: Defining Guiding Questions; Purpose of a Situation Element; Topic for a Situation Element Assessment in a Situation ElementGroups Section: Co-Constructing the CLD; Considerations for Designing a Situation Element; Bridge Section: Questions for Analyzing Situations; Task Section: Revising a Situation Element; Characteristics of a Situation Element; Exhibit Section: Example Situation Elements; Reflection Section: Precedents for a Situation Element; Concluding Remarks: Thoughts on Designing Situations; Chapter 2 - Organizing Groups; Situation Section: Deciding on Groups; Purpose of a Groups Element; Topic for a Groups Element; Assessment in a Groups Element

Groups Section: The Power of Collaborative Thinking
Considerations for Organizing a Groups Element;
Bridge Section: Questions for Forming Groups;
Task Section: Revising a Groups Element;
Characteristics of a Groups Element;
Exhibit Section: Example Groups Elements;
Reflection Section: Precedents for a Groups Element;
Concluding Remarks: Thoughts on Arranging Groups;
Chapter 3 - Building Bridges;
Situation Section: Surfacing Prior Knowledge;
Purpose of a Bridge Element;
Topic for a Bridge Element;
Assessment in a Bridge Element;
Groups Section: Connecting with Student Thinking
Considerations for Building a Bridge Element
Bridge Section: Questions for Structuring Bridges;
Task Section: Revising a Bridge Element;
Characteristics of a Bridge Element;
Exhibit Section: Example Bridge Elements;
Reflection Section: Precedents for a Bridge Element;
Concluding Remarks: Thoughts on Building Bridges;
Chapter 4 - Crafting Tasks;
Situation Section: Crafting a Task;
Purpose of a Task Element;
Topic for a Task Element;
Assessment in a Task Element;
Groups Section: Thinking together to Make Meaning;
Considerations for Crafting a Task Element
Bridge Section: Questions for Framing Tasks
Task Section: Revising a Task Element;
Characteristics of a Task Element;
Exhibit Section: Example Task Elements;
Reflection Section: Precedents for a Task Element;
Concluding Remarks: Thoughts on Crafting Tasks;
Chapter 5 - Arranging Exhibits;
Situation Section: Defining the Nature of an Exhibit;
Purpose of an Exhibit Element;
Topic for an Exhibit Element;
Assessment in an Exhibit Element;
Groups Section: The Power of Students Presenting Their Thinking;
Considerations for Arranging an Exhibit Element
Bridge Section: Questions for Encouraging Exhibits

Sommario/riassunto

Use the Constructivist Learning Design (CLD) six-step planning framework to engage students in constructivist learning events that meet standards-based outcomes.
