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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
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.

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Titolo	CKGSB knowledge / Cheung Kong Graduate School of Business
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