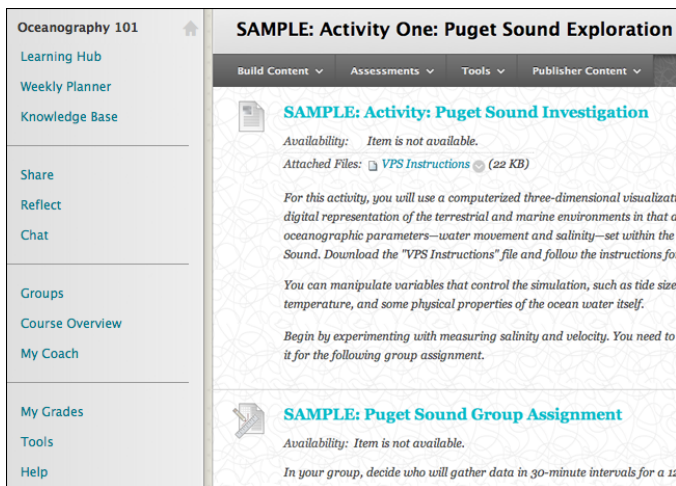# Course Structure: Constructivism

In a constructivist course, students are actively involved in the learning process as you facilitate by asking questions and proposing ideas. As they are challenged to blend their own experiences with new ideas, they create more complex and critical theories.

Students can collaborate in **Groups**, the **Share** blog, and the **Knowledge Base** wiki. The journal in **Reflect** allows students to process their knowledge individually.

This course structure works well for courses with experiments, research projects, and field trips as central parts of the curriculum.

What does the course menu look like?

Using your course menu

The following table describes the content areas and course tools included in the Constructivism course structure.

Content Type	Description
Learning Hub	The **Learning Hub** is your central instructor-designed content area. To provide your students with an easy-to-navigate and familiar environment, you can create folders for each topic. Include similar content, such as readings, movies, and assignments. These materials prepare students to demonstrate synthesis of their existing knowledge with new concepts in their blogs, wiki pages, and groups.
Weekly Planner	The customizable module page provides students with an overview of current course information such as **Announcements**, **My Calendar**, **To Do**, **What's New**, and **My Tasks**.
Knowledge Base	In the **Knowledge Base** course wiki, student create course content by adding resources, definitions, images, and links to multimedia on topics that you propose.

Content Type	Description
	As students create and edit pages together, the wiki tracks changes and additions so you can observe each student's contribution as well as the final product.
Share	In the **Share** blog, offer starter questions or scenarios to prompt students to share unique perspectives in their entries. Peer commenting further challenges and develops the learners' ideas.
Reflect	In the **Reflect** journal, students write about learning experiences and track their expansion of knowledge across time. Journals are visible only to you and the individual.
Chat	Use the live, text-based **Chat** area for additional class meetings, question-and-answer sessions, real-time interaction in asynchronous courses, virtual office hours, and student project planning time. As thought-provoking questions arise in the discussion forums, schedule chat sessions so students can continue the conversations live.
Groups	Create private, collaborative workspaces in **Groups** for smaller sections of students to build knowledge together. For example, each group can research a theory and then show the rest of the course members how to apply it across situations. You can change the composition and size of groups for new projects throughout the term.
Course Overview	In the **Course Overview** content area, provide materials that students can access throughout the semester. Include a syllabus or other basics, such as grading policies, textbook information, and important dates. If chat sessions are mandatory, be sure to list dates so students can adjust their schedules.
My Coach	Create profiles for yourself, other instructors, teaching assistants, and guest lecturers participating in your course in **My Coach**. Include contact information such as email addresses, phone numbers, office hours, and location.
My Grades	Students can see the status of gradable items such as assignments, tests, and discussion posts on their **My Grades** pages.
Tools	Give students access to all available course tools on a single page. Add commonly used course tools to the course menu for easy access.
Help	Blackboard Help contains searchable how-to information. Students in need of additional assistance should contact the institution's computing help desk.

Customize the course structure by renaming, removing, hiding, or adding content areas and links to tools.