Abstract

The article presents a study on the usage of the Constructionist Theory of learning in Teacher Education. Two different assessment procedures were used: quantitative (questionnaire) and qualitative (interview) to try to understand the complexity of the problem. 41 Portuguese university students enrolled in the same curricular subject and their teacher agreed to participate. Results showed that the participants positively valued the construction and usage of materials for their academic development and for their professional career. These results are similar to previous results obtained in Spanish university students, which reinforces the positive effects of the Construccionist Theory of Learning in Teacher Education.

Keywords

Self-made materials, cooperation, instruction.