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### ***Constructionist experiences across educational levels***

*Constructionism is often seen as a paradigm for promoting learning at primary or middle-school levels. However, it can apply at all levels. I will share some experiences that include several attempts of constructionist implementations at university level.*

### **About speaker**

**Ana Isabel Sacristán**, PhD (from the University of London, UK) is a full researcher at the Department of Mathematics Education of the Centre for Research and Advanced Studies (Cinvestav-IPN) in Mexico City, where she has worked since 1989. Her main area of research is on the teaching and learning of mathematics through digital infrastructures. She is particularly fond of the constructionism paradigm as a basis for the design of digital infrastructures and learning environments where students can explore, and build ideas and concepts through programming activities.

She has many academic papers in that area, but has also developed tasks and authored materials for the Mexican Ministry of Education, in particular those for the national "Teaching Mathematics with Technology" program, on the use of computer programming activities for mathematical learning. She has trained teachers across Mexico and has co-lead a nation-wide research and evaluation on the use of technological tools in Mexican classrooms. She has also been part of many international committees, including the International Programme Committee of the 17th ICMI Study on "Mathematics Education and Technology—Rethinking the Terrain" and been a visiting professor in several countries, including the Institute of Education of the University of London in England; UQÀM, in Canada; and the French Institute of Education at Lyon-ENS in France.