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***In support of integrated approaches to constructionist designs and interventions: the case of ChoiCo and MaLT***

*Constructionism is now a 50 year-old theory of learning, a theory of educational design and a framework for pedagogical action. In this time, society, educational challenges and the abundance of digital media have brought a diversity of frames, focal points, viewpoints and interventions. In many places silo constructionist perspectives are seen as obsolete or at best ultimate frames for meaning-making through individual and social bricolage. In my talk I will argue for perspectives integrating constructionism in a wider landscape of theories, affordances, educational paradigms and intervention strategies. I will do this by showing what students and teachers have built with two web-based constructionist expressive media, MaLT - turtlesphere and Choices with consequences games (ChoiCo). In my context these are proving to be powerful means for a proximal approach to infusing constructionist perspectives in wide scale initiatives.*

**About speaker**

**Chronis Kynigos** is a Professor at the University of Athens, Greece, and Director of the Educational Technology Lab. He has studied the processes of design of constructionist technologies and classroom interventions, mainly for mathematics education. He has also studied teachers' pedagogies and epistemologies in TPD courses and students' classroom interactions in social contexts involving constructionist activity. He has been responsible for the design of pedagogical specifications of several constructionist media – E-slate, Turtleworlds, the 3D Ma.L.Turtleworlds and the Choices with Consequences Game, ChoiCo, amongst them. He co-organized the “Constructionism” conference in 2012 and 2014. He has been a member of the European Kaleidoscope Network of Excellence (2004–2008) and responsible for the “Remath” and the “M C Squared” European projects integrating constructionism R&D work. He led the mathematics component of the Greek Education Ministry's “Digital School” initiative infusing constructionism into the design of more than 1800 “micro-experiments” for mathematics.