A Tentative Model of the Link between Constructivist Learning Approach and Attention-Deficit/Hyperactivity Disorder

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Abstract

This paper examine whether Constructivist-Learning Approach could be used to help learners with Attention-Deficit/Hyperactivity Disorder (ADHD). Preliminary work is discussed here; in which the author seeks to determine the reason why Constructivist-learning is difficult for learners with ADHD. Results based on literature analysis lead to recommendations of two stages: (1) why we think ADHD learners might find it difficult to engage in a constructivist learning environment, (2) how ADHD learners could benefit from constructivist-approach, for instance through the managed use of pedagogy model. Tentative model of the link between constructivist principles and ADHD is presented which is married to positive aspects of being ADHD.