

CONSTRUCTIVISM (LEARNING THEORY)

DEFINITION

The constructivist learning theory explains that we learn by 'constructing' knowledge in our minds through interaction with our environments. Constructivism argues that learners have an active role in thinking things through, mulling them over, and coming to logical conclusions. We also build on our prior knowledge, like a builder constructing his skyscraper.

KEY CONCEPTS

- Learning is a cognitive process
- We learn through experiences
- We learn through social interactions
- We use prior knowledge to make sense of new information
- Learning occurs in linear stages
- Students should learn actively rather than passively

Constructivism And Education

**Marie Larochelle, Nadine
Bednarz, James W. Garrison**



Constructivism And Education:

Constructivism and Education Marie Larochelle, Nadine Bednarz, James W. Garrison, 1998-08-13 An international collection dealing with the constructivist approach to education Constructivism in Education Leslie P. Steffe, Jerry Gale, 2012-10-12 Unique in offering a multidisciplinary perspective on key issues of alternative epistemologies in education this collection includes contributions from scholars in family therapy epistemology and mathematics science and language education These respected researchers were brought together to develop the theme of constructivism as it applies to many diversified fields This book examines key distinctions of various constructivist epistemologies comparing and contrasting the various paradigms Each section provides both keynote positions on a particular alternative paradigm as well as critical comments by respondents regarding that position Several chapters also present a synthesis of the alternative epistemological perspectives **Constructivism** Catherine Twomey Fosnot, 2013-09-18 This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning Closing the gap between theory and practice well known scholars make constructivism accessible by showing its application in everyday classrooms Building on the success of the first edition the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines An ambitious revision of a now classic text *Constructivism Theory Perspectives and Practice Second Edition* is an invaluable resource for practicing teachers teacher educators and curriculum specialists in mathematics science social studies and language arts New for the Second Edition An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky offering a more contemporary framework for a psychological theory of learning New chapters reflecting the school based reforms that have been initiated since the writing of the first edition specifically addressing the changes in mathematics social studies and teacher education A new chapter on the emerging field of disability studies including a critique that unmasks current practices and assumptions that better serve schools rather than students and their families Contributors Paul Cobb Susan Cowey Rheta DeVries Eleanor Duckworth Dewey I Dykstra Jr George Forman Catherine Twomey Fosnot Catherine A Franklin June S Gould Maxine Greene Candace Julyan Randall Stewart Perry D Kim Reid Deborah Schifter Jan Weatherly Valle Ernst von Glasersfeld Betty Zan Praise for the First Edition Provides the reader with many ways of connecting to the central ideas of constructivism highly readable *Gifted Child Quarterly* Shows how constructivist theory can inform classroom practices and provides teachers with a deeper understanding that gives substance to the rhetoric of school reform *Journal of Curriculum Studies* **Constructivism and the Technology of Instruction** Thomas M. Duffy, David H. Jonassen, 1992 First Published in 1992 Routledge is an imprint of Taylor Francis an informa company *Creating and Sustaining the Constructivist Classroom* Bruce A. Marlowe, Marilyn L. Page, 2005-04-20 Updated Edition of Bestseller Marlowe and Page bring together constructivist theory with step by step guidance and ready to use checklists to make

constructivist learning a reality in your classroom

Psychology for the Classroom: Constructivism and Social Learning

Alan Pritchard, John Woollard, 2013-05-13 Psychology for the Classroom Constructivism and Social Learning provides a lively introduction to the much debated topics of talk and group collaboration in classrooms and the development of interactive approaches to teaching The authors provide a background to research in constructivist and social learning theory offering a broad and practical analysis which focuses on contemporary issues and strategies including the use of e learning and multimedia Throughout the book theory is linked with its practical implications for everyday teaching and learning and chapters incorporate the history of constructivist and social learning theory and key thinkers pedagogical implications practical strategies for the classroom constructivist theory and e learning Case studies and vignettes demonstrating best practice are used throughout the text illustrating how monitored collaboration between learners can result in an effective learning environment where targets are met Essential reading for practising teachers and students this book is a valuable guide for those looking to provide effective teaching and learning within a constructivist framework

Constructivism in Science Education Michael R. Matthews, 1998-02-28 Constructivism is one of the most influential theories in contemporary education and learning theory It has had great influence in science education The papers in this collection represent arguably the most sustained examination of the theoretical and philosophical foundations of constructivism yet published Topics covered include orthodox epistemology and the philosophical traditions of constructivism the relationship of epistemology to learning theory the connection between philosophy and pedagogy in constructivist practice the difference between radical and social constructivism and an appraisal of their epistemology the strengths and weaknesses of the Strong Programme in the sociology of science and implications for science education The book contains an extensive bibliography Contributors include philosophers of science philosophers of education science educators and cognitive scientists The book is noteworthy for bringing this diverse range of disciplines together in the examination of a central educational topic

Constructivist Education in an Age of Accountability David W. Kritt, 2018-01-16 This book contrasts authentic approaches to education with classroom practices based primarily on standards external to the individuals who are supposed to learn While other books tend to promote either a desperate scramble for meeting standards or determined resistance to neoliberal reforms this book fills that gap in ways that will inspire practitioners prospective teachers and teacher educators Mandates pay only lip service to constructivist and social constructivist principles while thwarting the value of both students and teachers actively creating understandings Authors in this book assert the central importance of a range of constructivist approaches to teaching learning and thinking inviting careful reflection on the goals and values of education

Art of Constructivist Teaching in the Primary School Nick Selley, 2013-12-19 First Published in 1999 This book arose from a growing awareness of student teachers need for an easy informative and inspiring book about the constructivist approach On hearing that label students tend to react either with Isn't that marvellous the answer to all my

problems or Sounds fine in theory but I couldn't do it Both are wrong This book may help to get the balance right

The Content Of Science: A Constructivist Approach To Its Teaching And learning Australia. Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, 2013-11-26 First published in 1994 Leading scholars in science education from eight countries on four continents and expert practising science teachers primary and secondary wrote about the teaching and learning of particular science content or skills and hence how different science content requires different sorts of teaching and learning Having shared the papers they then met to discuss them and subsequently revised them The result is a coherent set of chapters that share valuable insights about the teaching and learning of science Some chapters consider the detail of specific topics e.g. floating and sinking soil and chemical change some describe innovative procedures others provide powerful theory Together they provide a comprehensive analysis of constructivist learning and teaching implications

Children's Science, Constructivism and Learning in Science Beverley Bell, 1993 Investigation of science education for children Covers views of learning the educational implications of children's science a constructivist view of learning and teaching for conceptual change Includes references Produced as part of the study materials for students of educational issues in science and technology ECS810

Constructivism Reconsidered in the Age of Social Media Chris Stabile, Jeff Ershler, 2015-12-16 No longer relegated to just the classroom learning has become universal through the use of social media Social media embodies constructivism itself as the users engage in the development of their own meaning And constructivism is relevant to education and learning theory and technological advance can be better understood in the light of one another This volume explores particular areas influenced by constructivist thinking and social media such as student learning faculty development and pedagogical practices practical and useful ways to engage in social media and dialogue and discussions regarding the nature of learning in relation to the technology that has changed how both faculty and students experience their educational landscape This is the 144th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

The Practice of Constructivism in Science Education Kenneth G. Tobin, 2012-11-12 This volume provides a needed elaboration of theories and potential applications of constructivism in science education Although the term constructivism is used widely there has been a dearth of materials to guide science educators concerning the potential of constructivism to influence what is done in the field In fact there has been a tendency for constructivism to be viewed as a method that can be used in a classroom This view tends to diminish the power of constructivism as a way of thinking about education and in particular about science education The chapters in this book address the need to document the theoretical roots of constructivism and to describe how practitioners have applied constructivist oriented beliefs in the practice of K-12 teaching of science and mathematics as well as teacher education Not only does this book contain different theoretical perspectives on constructivism but it also features a chapter that critiques

constructivism as an epistemology Specific topics covered include cooperative learning the negotiation of meaning problem centered learning social construction of knowledge science in culturally diverse settings curriculum planning and implementation and instructional technology Issues associated with the preparation and enhancement of science teachers and the reform of science education are also explored

Designing for Learning George W. Gagnon, Michelle Collay, 2001 This book shows educators how to rethink teaching by challenging their beliefs about knowledge and learning It helps teachers organize for student learning rather than plan for teacher telling by applying constructivist learning theory in the classroom It presents a constructivist perspective on how to arrange classroom events for student learning Specific examples from a range of grade levels and subjects are offered Classroom vignettes and questions are also provided An introduction explains constructivist learning design e g elements of the design techniques for building community and teacher learning circles Six chapters present essential elements that show how theory is applied directly to classroom learning 1 Developing Situations 2 Organizing Groupings 3 Building Bridges 4 Asking Questions 5 Arranging Exhibits and 6 Inviting Reflections Chapter 7 Productive Assessment Not Just a Closing Activity focuses on situation assessment groupings assessment bridge assessment questions assessment exhibit assessment reflections assessment and learning circle consideration The concluding section focuses on teaching learning designs e g dancing a design choosing music for the dance rehearsing the dance dancing together and inviting others to the dance Contains 75 references SM

Designing Environments for Constructive Learning Thomas M. Duffy, Joost Lowyck, David H. Jonassen, 2012-12-06 The idea for this book grew out of a NATO Advanced Research Workshop held at the Catholic University at Leuven Belgium We are grateful to NATO for support in conducting this workshop and for support in the preparation of this book We are particularly grateful for their emphasis on designing the workshop to build collegiality They suggested that we hold the meeting in a small town and that we organize evening activities to keep the group together and to promote informal and extended discussions What sage advice The excitement grew over the three days as we shared understandings and enriched our perspectives Indeed there was even a proclaimed near conversion to a constructivist perspective from one colleague trained in traditional instructional design methods While we report this as a bit of a humorous anecdote it most clearly reflects the sense of excitement that developed We would also like to thank the staff at the Catholic University for their great support during the workshop Their efforts and their good cheer were important components in the success of the meeting In particular we would like to thank Jan Elen Catherine Vermunicht and Jef Vanden Branden Finally we would like to thank the personnel at Indiana University for their help in assembling this book Deborah Shaw prepared the index We thank her for the skill and speed with which she was able to work

Constructivism Catherine Twomey Fosnot, 2005 Building on the success of the first edition the author have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines Midwest

Constructivist Teacher Education Virginia Richardson, 1997 First published in 1997

Routledge is an imprint of Taylor Francis an informa company **Teaching the Primary Curriculum for Constructive Learning** Michael Littledyke, Laura Huxford, 2013-10-23 First Published in 1998 There is a current preoccupation with educational standards with claims that overall standards of achievement have fallen The purpose of this book therefore is to address the question of how children learn across the primary National Curriculum subjects with implications for effective teaching approaches The book emphasises a constructivist view of learning which acknowledges that children have views and attitudes which are formed as a result of experiences in and out of school and that these must be taken into account if meaningful and transferable learning is to be achieved Teaching and Learning with Technology Concetta M. Stewart, Catherine C. Schifter, Melissa E. Markaridian Selverian, 2010-07-02 Today new media is both augmenting and extending the traditional classroom with a variety of technology based tools available to both students and faculty and has created new virtual classrooms for anywhere anytime availability to education Despite the enormous potential for technology to support the educational enterprise in this emerging creative economy technologies are still not yet fully integrated in the classroom and their association with educational outcomes is as yet unclear This book profiles scholarly work from around the world to examine closely the effectiveness of the newest media in education at bridging the gaps among and between teachers students and subject matter at all levels from K 12 through adult education These pieces are theory based investigations with implications for future research theory and application Contributors examine how the fields of education and new media have evolved and are continuing to evolve pedagogically and practically from predominantly instructivist with a passive one way teaching format to constructivist including teacher and learner controlled sensorially immersive and socially interactive exchanges This book will be of interest to students and faculty in the areas of new media in education including distance learning online learning and virtual learning **Constructivist Learning Environments** Brent Gayle Wilson, 1996

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