

# **Constructivism**

**C. A. Bowers**

**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 unmask 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 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.

*Critical Constructivism Primer* Joe L. Kincheloe, 2005 The Critical Constructivism Primer introduces education students to the study of knowledge; how it is inscribed by particular values and produced in problematic ways; whose interests it serves; and how it shapes the identities of those who consume it. Critical constructivism is an epistemological position that examines the process by which knowledge is socially constructed. Joe L. Kincheloe takes readers through the basic concepts and alerts them to the dangers of objectivism, reductionism, and the pathological views of self and world that emerge if

students and educators are unaware of the construction of knowledge by dominant power interests. The book is essential reading for individuals who want to become researchers and educators.

*Constructivism* Eleanor R. Lehman, Barbara Louise Hopkins Grabowski, 1995

Constructivism in Practical Philosophy James Lenman, Yonatan Shemmer, 2012-08-02

This volume presents twelve original papers on the idea that moral objectivity is to be understood in terms of a suitably constructed social point of view that all can accept. The contributors offer new perspectives, some sympathetic and some critical, on constructivist understandings - Kantian or otherwise - of morality and reason.

**Making Natural Knowledge** Jan Golinski, 2008-07-22 Arguably the best available introduction to constructivism, a research paradigm that has dominated the history of science for the past forty years, *Making Natural Knowledge* reflects on the importance of this theory, tells the history of its rise to prominence, and traces its most important tensions. Viewing scientific knowledge as a product of human culture, Jan Golinski challenges the traditional trajectory of the history of science as steady and autonomous progress. In exploring topics such as the social identity of the scientist, the significance of places where science is practiced, and the roles played by language, instruments, and images, *Making Natural Knowledge* sheds new light on the relations between science and other cultural domains. A standard introduction to historically minded scholars interested in the constructivist programme. In fact, it has been called the 'constructivist's bible' in many a conference corridor.—Matthew Eddy, *British Journal for the History of Science*

*Constructivism and Practice* Carol C. Gould, 2003 *Constructivism and Practice*

advances the understanding of the role of construction and model creation and reflects on the relationship of these models to social practices.

Radical Constructivism in Action Leslie P. Steffe, Patrick W. Thompson, 2002-11-01  
Over the last twenty-five years Ernst von Glasersfeld has had a tremendous impact on mathematics and science education through his fundamental insights into the nature of knowledge and knowing. *Radical Constructivism in Action* is a new volume of papers honouring his work by building on his model of knowing. The contributions by leading researchers present constructivism in action, tying the authors' actions regarding practical problems of mathematics and science education, philosophy, and sociology to their philosophical constraints, giving meaning to constructivism operationally. The book begins with a retrospective analogy between radical constructivism's emergence and changes in what is thought of as certain scientific knowledge. It aims to increase understanding of constructivism and Glasersfeld's achievement, and is vibrant evidence of the continued vitality of research in the constructivism tradition.

**Gan's Constructivism** Kristin Romberg, 2019-01-08 This compelling new account of Russian constructivism repositions the agitator Aleksei Gan as the movement's chief protagonist and theorist. Primarily a political organizer during the revolution and early Soviet period, Gan brought to the constructivist project an intimate acquaintance with the nuts and bolts of "making revolution." Writing slogans, organizing amateur performances, and producing mass-media objects define an alternative conception of "the work of art"—no longer an autonomous object but a labor process through which solidarities are built. In an expansive analysis touching on aesthetic and architectural theory, the history

of science and design, sociology, and feminist and political theory, Kristin Romberg invites us to consider a version of modernism organized around the radical flattening of hierarchies, a broad distribution of authorship, and the negotiation of constraints and dependencies. Moving beyond Cold War abstractions, Gan's Constructivism offers a fine-grained understanding of what it means for an aesthetics to be political.

**Constructivism in Science Education** K. V. Sridevi, 2008 Study conducted at Demonstration Multipurpose School and Kendriya Vidyalaya situated in Mysore, Karnataka, India.

*The Practice of Constructivism in Science Education* Kenneth George Tobin, 1993 First Published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

The False Promises of Constructivist Theories of Learning C. A. Bowers, 2005 In *The False Promises of Constructivist Theories of Learning: A Global and Ecological Critique*, C. A. Bowers examines why constructivist-based educational reforms fail to take into account these current critical issues: the deepening ecological crisis, globalization, and undermining of the world's diverse cultural commons. Special attention is given to the ethnocentrism and Social Darwinism that created the foundations for the ideas of Dewey, Piaget, and Freire. Also considered is how the neo-liberal promoters of economic globalization share their taken-for-granted assumptions. Additionally, Bowers explains how teachers in different cultures can contribute to the revitalization of their cultural and environmental commons without engaging in the cultural imperialism that characterizes constructivist approaches to educational reform.

Conquering Constructivism Pravin Bhatia, 2018-04-30 This book is about improving

intelligence and learning in students from Class V to Post-graduation. It uses constructivism as the idea to improve learning and intelligence. Constructivism has existed on earth since the beginning of civilization. The Bhagavad Gita is based on questions and answers. Lord Krishna did not spoon-feed Arjuna with solutions. He could have stopped the war if he wanted, but he inspired Arjuna to think and then choose what he considered was right. Constructivism is about constructing new and better knowledge at every step of learning from what is available in textbooks. We cannot solve today's problems with yesterday's ideas and we cannot survive until we learn to use our minds creatively to create intelligent solutions to solve the problems of life. This should be the sole concern of education. India can become a superpower within a few years if it does. Twenty-five percent of India's population is in the classroom. This population is young and vibrant. It can be upgraded endlessly if education inspires students to construct new knowledge as per their objectives. Education did not use constructivism because it did not till now have a technique to use it, though our national documents wanted it to be used in the classroom. The technique is now available. It has already benefitted six million students. It improves learning, results, admissions and attendance. It also reduces learning and teaching time. I request teachers and parents to spread this divine technique. It will prove to be the revolution that this nation and the world so badly needs and deserves.

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.

**Constructivism in Ethics** Carla Bagnoli, 2013-07-18 Ten specially written essays define the term 'constructivism' and ask crucial questions about the foundation of morality.

**Key Works in Radical Constructivism** Ernst von Glasersfeld, 2007-01-01 Key Works on Radical Constructivism brings together a number of essays by Ernst von Glasersfeld that illustrate the application of a radical constructivist way of thinking in the areas of education, language, theory of knowledge, and the analysis of a few concepts that are indispensable in almost everything we think and do.

*RADICAL CONSTRUCTIVISM* Ernst von Glasersfeld, 2013-08-06 First Published in 1995. In the past decade or two, the most important theoretical perspective to emerge in mathematics education has been that of constructivism. This burst onto the international scene at the controversial Eleventh International Conference on the Psychology of



Mathematics Education in Montreal in the summer of 1987. No one there will forget von Glasersfeld's authoritative plenary presentation on radical constructivism, and his replies to critics. Ironically, the conference, at which attacks on radical constructivism were perhaps intended to expose fatally its weaknesses, served as a platform from which the theory was launched to widespread international acceptance and approbation. Radical constructivism is a theory of knowing that provides a pragmatic approach to questions about reality, truth, language and human understanding. It breaks with the philosophical tradition and proposes a conception of knowledge that focuses on experiential fit rather than metaphysical truth. It claims to be a useful approach, not the revelation of a timeless world. The ten chapters of this book present different facets in an elegantly written and thoroughly argued account of this epistemological position, providing a profound analysis of its central concepts.

*Constructivism in Practical Philosophy* James Lenman, Yonatan Shemmer, 2012-08-02  
This volume presents twelve original papers on constructivism - some sympathetic, others critical - by a distinguished group of moral philosophers. 'Kantian constructivism holds that moral objectivity is to be understood in terms of a suitably constructed social point of view that all can accept. Apart from the procedure of constructing the principles of justice, there are no moral facts.' So wrote John Rawls in his highly influential 1980 Dewey lectures 'Kantian Constructivism in Moral Theory'. Since then there has been much discussion of constructivist understandings, Kantian or otherwise, both of morality and of reason more generally. Such understandings typically seek to characterize the truth conditions of propositions in their target domain in maximally metaphysically unassuming

ways, frequently in terms of the outcome of certain procedures or the passing of certain tests, procedures or tests that speak to the distinctively practical concerns of deliberating human agents living together in societies. But controversy abounds over the interpretation and the scope as well as the credibility of such constructivist ideas. The essays collected here reach to the heart of this contemporary philosophical debate, and offer a range of new approaches and perspectives.

*John Dewey Between Pragmatism and Constructivism* Larry A. Hickman, Stefan Neubert, Kersten Reich, 2009-08-25 Many contemporary constructivists are particularly attuned to Dewey's penetrating criticism of traditional epistemology, which offers rich alternatives for understanding processes of learning and education, knowledge and truth, and experience and culture. This book, the result of cooperation between the Center for Dewey Studies at Southern Illinois University Carbondale, and the Dewey Center at the University of Cologne, provides an excellent example of the international character of pragmatist studies against the backdrop of constructivist concerns. As a part of their exploration of the many points of contact between classical pragmatism and contemporary constructivism, its contributors turn their attention to theories of interaction and transaction, communication and culture, learning and education, community and democracy, theory and practice, and inquiry and methods. Part One is a basic survey of Dewey's pragmatism and its implications for contemporary constructivism. Part Two examines the implications of the connections between Deweyan pragmatism and contemporary constructivism. Part Three presents a lively exchange among the contributors, as they challenge one another and defend their positions and perspectives.

As they seek common ground, they articulate concepts such as power, truth, relativism, inquiry, and democracy from pragmatist and interactive constructivist vantage points in ways that are designed to render the preceding essays even more accessible. This concluding discussion demonstrates both the enduring relevance of classical pragmatism and the challenge of its reconstruction from the perspective of the Cologne program of interactive constructivism.

### **The Comprehensive Handbook of Constructivist Teaching** James

Pelech, 2010-02-01 While many people talk about the Constructivist philosophy, there has not been a publication that provides a detailed description of what a Constructivist classroom sounds like and looks like. This book fills that void by examining the philosophy, translating it into teaching strategies, and providing over forty examples. These examples come from the elementary level up to and including the collegiate level, and include all content areas. These examples show how the Constructivist educator uses the linguistic mode, the visual mode, and the kinesthetic mode to create a class environment in which the Constructivist philosophy flourishes. Examples of student work are provided; the book also includes chapters on note-taking, Problem-Based Learning (PBL), action research, and other Constructivist resources. Written in user-friendly form, this book presents a concrete and step by step approach for translating the Constructivist philosophy into classroom practice. This book is intended for every Constructivist researcher, practitioner, and teacher-educator. The researcher and teacher-educator will benefit from topics such as the history of Constructivist thought, the principles of Constructivism and action research. This book is more than a list of recipes, and this will be beneficial to the

practitioner. Starting with the principles of Constructivism, and bridging to four basic teaching strategies, the practitioner is guided on how to use different learning modes and “meta-strategies” to create a true Constructivist practice. An educator’s life is made up of one’s philosophy, teaching principles, daily strategies, resources, and research tools. This book provides an in-depth look, from the Constructivist perspective, at each one of these components. In every sense of the word, this book is truly “comprehensive.”

Delve into the emotional tapestry woven by in Experience **Constructivism** . This ebook, available for download in a PDF format ( PDF Size: \*), is more than just words on a page; it is a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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