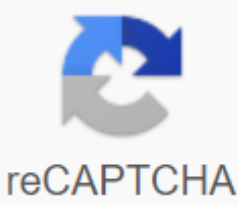




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Social constructivism theory vygotsky

Constructivism is the philosophical and scientific position that knowledge poses through an active construction process. (Mascolol and Fischer, 2005) As long as there were people asking questions, we had constructivist classrooms. Constructivism, the study of learning, is about how we all have a sense of our world, and that really hasn't changed. (Brooks, 1999) Background Constructivism and social constructivism are two similar learning theories that share many underlying hypotheses, and an interpretive epistemological position. Both approaches Social Constructivism Deep roots classical antiquity. Socrates, in dialogue with his disciples, asked directed questions that led his students to realize for themselves the weaknesses of their thinking. Learning is seen as an active, not passive, process where knowledge is constructed, not acquired The construction of knowledge is based on personal experiences and the continuous testing of hypotheses Each person has a different interpretation and construction of the knowledge process, based on past experiences and cultural factors. The emphasis is on the collaborative nature of learning and the importance of the cultural and social context. It is believed that all cognitive functions are at the origin of, and are explained as products of social interactions Learning is more than the assimilation of new knowledge by learners; it is the process by which learners have been integrated into a knowledge community. Believed that constructivists like Piaget had neglected the essentially social nature of language and, therefore, did not understand that learning was a collaborative process. Subsumptions Underlying Jonassen (1994) proposed that there are eight characteristics that emphasize constructivist learning environments and apply to both perspectives: constructivist learning environments provide multiple representations of reality. Multiple representations avoid oversimplification and represent the complexity of the real world. Constructivist learning environments focus on building knowledge embedded in the reproduction of knowledge. Constructivist learning environments focus on authentic tasks in a meaningful context rather than in abstract teaching outside context. Constructivist learning environments offer learning environments such as real contexts or case learning instead of predetermined teaching sequences. Learning environments encourage thoughtful reflection on the experience. Constructivist learning environments allow the construction of knowledge dependent on context and content. Constructivist learning environments support the collaborative construction of knowledge through social negotiation, not through competition among learners for recognition. Epistemology The default epistemology in education is an empirical/reductionist approach to teaching and learning. learning. on the other hand, the interpretation of the two perspectives is interpretation, where it is believed that knowledge is acquired through involvement in content rather than by imitation or repetition (Kroll and LaBoskey, 1996). There is no absolute knowledge, just our interpretation of it. Knowledge acquisition therefore requires that the person take into account the information and - based on past experiences, personal opinions and cultural backgrounds - to construct an interpretation of the information presented to them. Students structure their own sense based on their previous knowledge and experience. New ideas and experiences are compared to existing knowledge, and the learner constructs new or adapted rules to make sense of the world. In such an environment, the teacher cannot be responsible for the learning of the students, since the vision of the reality of each will be so different and the students will come to the learning already possessing their own constructions of the world. Teaching styles based on this approach therefore mark a conscious effort to move from these traditional didactic, memory-oriented objectivist models (Cannella and Reiff, 1994) to a more student-centered approach. The principal theorists John Dewey (1933/1998) are often cited as the philosophical founder of this approach. Bruner (1990) and Piaget (1972) are considered the leading theorists among cognitive constructivists, while Vygotsky (1978) is the leading theorist among social constructivists. Dewey John Dewey rejected the idea that schools should focus on repetitive and burping memorization - proposed a method of directed living - students would engage in hands-on and real workshops in which they would demonstrate their knowledge through creativity and collaboration. Students should have the opportunity to think for themselves and express their thoughts. Mr. Dewey called for education to be based on real experience. He wrote: If you have any doubts about how learning is going, engage in a sustained investigation: study, think, consider other possibilities and come to your evidence-based belief. Piaget Piaget rejected the idea that learning was the passive assimilation of given knowledge. Instead, he proposed that learning be a dynamic process with successive stages of adaptation to reality in which learners actively build knowledge by creating and testing their own theories of the world. Although less contemporary and influential, it has inspired several important educational principles such as: Learning Sensitivity to Preparing Children Acceptance of Individual Differences Learners do not have the knowledge that is imposed on them - they create it for themselves A common misunderstanding regarding constructivism is that instructors should never tell students anything directly, but rather, rather, always allow them to build knowledge for themselves. It is actually confusing a theory of pedagogy (teaching) with a theory of knowledge. Constructivism assumes that all knowledge is built from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a conference involves active attempts to build new knowledge. Bruner Influenced by Vygotsky, Bruner focuses on the role of teacher, language and teaching. He believed that different processes were used by learners in problem solving, that problems varied from person to person, and that social interaction was the source of good learning. Bruner draws on the Socratic tradition of learning through dialogue, encouraging the learner to come and enlighten himself through reflection. Careful curriculum design is essential for one area to build on the other. Learning must therefore be a process of discovery where learners build their own knowledge, with the active dialogue of teachers, drawing on their existing knowledge. Bruner initiated the change of curriculum based on the notion that learning is an active and social process in which students build new ideas or concepts based on their current knowledge. It provides the following principles of constructivist learning: Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (preparation). The instruction must be structured so that it can be easily entered by the student (spiral organization). The training should be designed to facilitate extrapolation and or fill gaps (beyond the information given). Vygotsky Social constructivism was developed by Vygotsky. He rejected Piaget's hypothesis that it was possible to separate learning from its social context. According to Vygotsky: Each function in the cultural development of the child appears twice: first, socially and, later, at the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This also applies to voluntary attention, logical memory and concept formation. All the higher functions come from real relationships between individuals. (p. 57) Although Vygotsky died at the age of 38 in 1934, most of his publications did not appear in English until after 1960. However, there is a growing number of applications of social constructivism in the field of educational technology. In the 1980s, Dewey and mixed with Piaget's work in developmental psychology in the broad approach to constructivism. The basic principle of constructivism is that students learn by doing rather than observing. Students bring prior knowledge into a learning situation in which they must criticize and reassess their understanding of it. This process of interpretation, articulation and reassessment is until they can demonstrate their understanding of the subject. Constructivist Learning Models 1. Learning Discovery (Bruner) In learning discovery, the student is placed in problem-solving situations where he is required to draw on past experiences and existing knowledge to discover facts, relationships and new information. Students are more likely to retain the knowledge gained by engaging in real and contextualized problem-solving than by traditional methods of transmission. Models that are based on the discovery learning model include: guided discovery, problem-based learning, simulation-based learning, case learning and incidental learning. 1. Piaget's Theory of Cognitive Development (1970)/ Balance Design (1985) Piaget (1970) proposed that children progress through a four-step sequence, supposedly reflecting qualitative differences in children's cognitive abilities. Limited by the logical structures of different stages of development, learners cannot be taught key cognitive tasks if they have not reached a particular stage of development. Later (1985), he expanded this theory to explain how new information is being trained to adapt to the learner's existing knowledge, and existing knowledge is itself modified to reflect new information. The main concepts of this cognitive process are: assimilation: it occurs when a learner perceives new objects or events in terms of existing patterns or operations. This information is compared to existing cognitive structures Hosting: it occurred when existing diets or operations need to be modified to reflect a new experience. Balance: this is the process of master development, encompassing both assimilation and accommodation. The anomalies of the experience create a state of imbalance that can only be resolved when a more adaptive and sophisticated way of thinking is adopted. Social Constructivist 1. The Vygotsky language, culture and knowledge (1934) emphasized the role of language and culture in cognitive development and in the way we perceive the world, and affirmed that they provide frameworks through which we live, communicate and understand reality. He demonstrated the importance of language in learning by demonstrating that in infants, communication is a prerequisite for the child's acquisition of concepts and language. But, it suggests that people learn with meaning and personal to the mind, not only by paying attention to the facts: I do not see the world simply in color and form, but also as a world with meaning and meaning. I don't just see something round and black with both hands; I see a clock.... (p. 39) Language and conceptual patterns that are transmitted through language are essentially social phenomena. Knowledge is not just built, it is co-constructed. 2. The Vygotsky Proximal Development Zone believed that learning learning place in the proximal development zone. In this way, students can, with the help of more advanced adults or children, master concepts and ideas that they cannot understand for themselves. This model has two levels of development: the level of real development - a point the learner has already reached and can solve problems independently. The level of potential development (ZDP) - a point that the learner is able to achieve under the guidance of teachers or in collaboration with peers. The ZDP is the level at which learning takes place. It includes cognitive structures that are still maturing, but cannot mature under direction or in collaboration with others. The Proximal Circle Development Zone: What the student can learn without helping Blue Circle: what the student can learn with ZDP help: entitie area where learning takes place To ensure development in the ZDP, the help/guidance received must have certain characteristics: Intersubjectivity - the process by which two participants who begin a task with different understandings arrive at a shared understanding (Newson and Newson, 1975). This creates common ground for communication as each partner adapts to the other's perspective. Scaffolding - adjusting the support offered during a teaching session to adapt to the child's current level of performance. This captures the form of teaching interaction that occurs as individuals work on tasks such as puzzles and academic assignments. Guided Participation - a broader concept than scaffolding that refers to shared efforts between expert and less expert participants Back to Resources and LiteratureConstructivism and Social Constructivism in the SocialRewardingMostViewedArticles show>true/SocialRewardingMostViewedArticles