

AGE+ project meeting

A short introduction to constructivism



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Constructivism

- **Constructivism** is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. It has influenced a number of disciplines, including psychology, sociology, education and the history of science.
- Some of the writers who influenced constructivism include:
 - John Dewey (1859–1952)
 - Maria Montessori (1870–1952)
 - Jean Piaget (1896–1980)
 - Lev Vygotsky (1896–1934)

Learning happens in social context

Learners construct understanding together that wouldn't be possible alone

Lev Vygotsky's "zone of proximal development"

Learners with different skills and backgrounds should collaborate in tasks and discussions to arrive at a shared understanding of the truth in a specific field.

Laughter
is not
enemy
to learning

- Walt Disney-

”Learning by doing”

The learner plays an active role in the learning process

The learners are active, they work and find the answers, they make materials etc. (not the teacher)

**TEKEMÄLLÄ
OPPii**

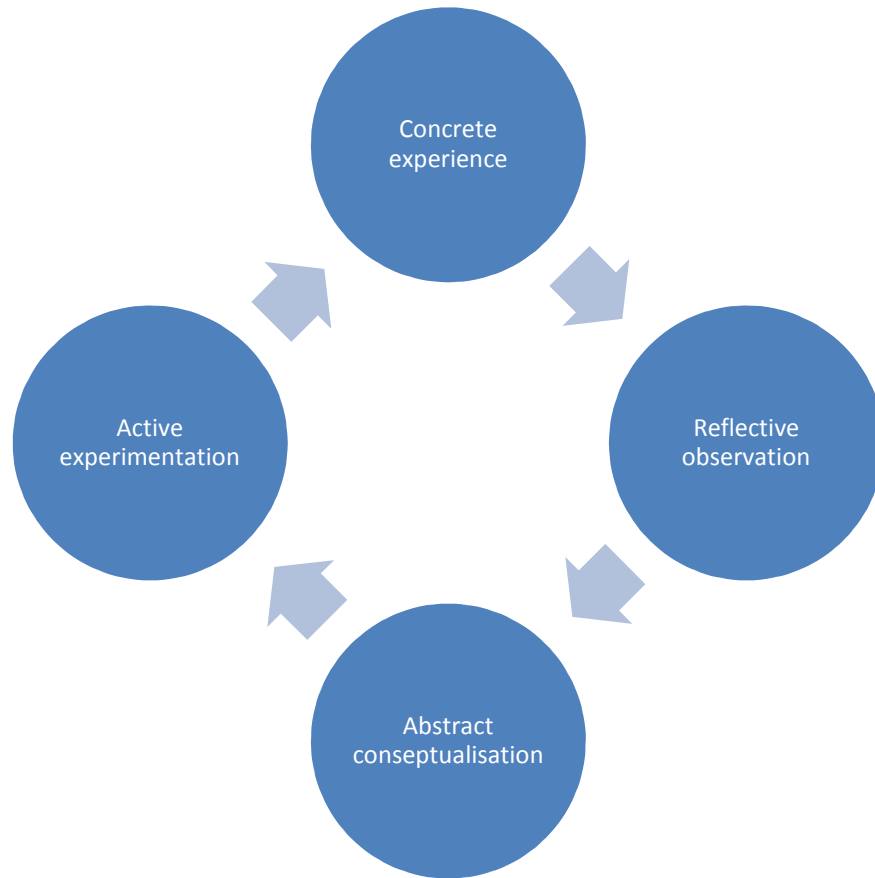
- ROBERT C. SCHLANK -

Focus is on learners and their learning

Constructive learning theory moves focus from the teacher and lecture and puts it upon the learner and their learning.



Reflection

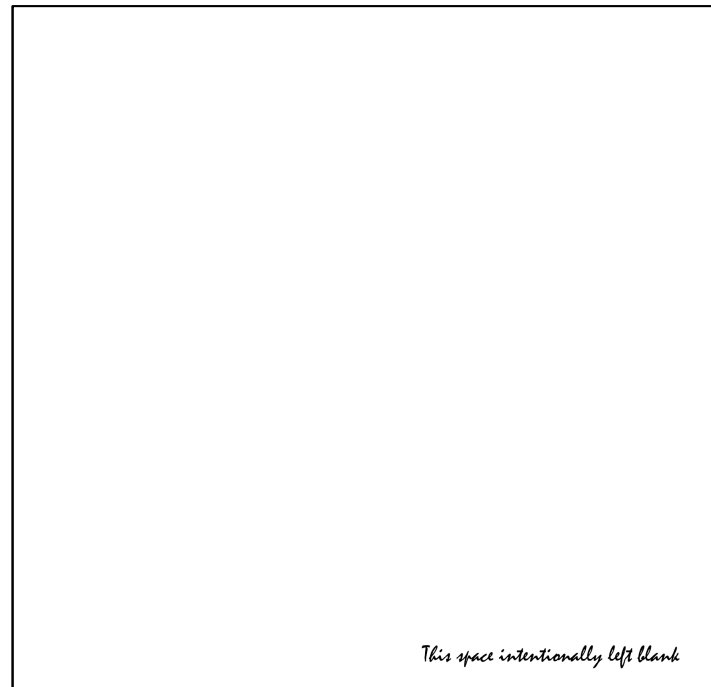


David Kolbe's learning cycle

**NO
LEARNING
WITHOUT
REFLECTION**

Teachers role as facilitators

Teachers have to adapt to the role of facilitators and not teachers. Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content.



Teacher as a fasilitator

- A teacher tells, a fasilitator asks;
- A teacher lectures from the front, a fasilitator supports from the back;
- A teacher gives answers according to a set curriculum, a fasilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions;
- A teacher mostly gives a monologue, a fasilitator is in continuous dialogue with the learners

(Rhodes and Bellamy, 1999)