

# Theory of constructivism

Sociology



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The paper "Theory of Constructivism" is a wonderful example of a sociology essay. Constructivists suggest that there is a uniqueness in a person's reality from others, thus affect the learning proceeds from the natural need which develops the understanding skills required to complete a significant task; hence learners should generate hypotheses, raise questions and test its validity. Learners should challenge experiences and ideas which create the inner mental conflict; thus for learners and teachers to explore conceptual understanding, student's mistakes should be viewed with much optimism. Constructivism suggests that individual creates reality through people's interaction with other individuals. Individual's meaning, in fact, is based on their cultural background and the society in which they come from.

According to constructivism theory, individuals living in rural areas, have a different perceived reality than those living in bigger towns and the urban regions. Social constructionism encourages individualized meanings and recommends that having two truth doesn't mean that one of the two facts is false, however, one's previous social interaction is of immense importance to the development and growth of knowledge (Individualised Knowledge Construction). With regards to reality, constructivism believes that human activities construct reality and that society member invent world's property hence fact cannot be discovered since before its social intervention because it never existed. On knowledge issue, constructivism argues that knowledge is a man's product and outcome, which is culturally and socially constructed by people who create meaning as they interact with one another as well as the environment that they live in. Learning in social constructivism occurs when someone is engaged in particular social activities but not shaped by external forces (Individualised Knowledge Construction). Humanism

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increases individuals learning through development hence promoting essential needs and motivations to an individual. It considers various factors relating to how someone learns. Humanistic theory solves mental components which influence efficient and accurate learning since individual-centered approach, based solely on how someone perceives himself or herself. To achieve growth and self-development depends on one's ability, which occurs through therapy by fostering healthy development. Health development is encouraged through provisions of sincerity, empathy and positivity to the clients, hence learning should be individually centered. The facilitator should be objective, show warmth as well as encourage the clients and guide the learner to a higher place of inner satisfaction and self-actualization. In humanism, much focus should occur on personal development that emphasizes individuals emotions, thoughts and feelings, hence learning helps in nurturing full potential for human growth. Logic-based positivism ties to the social and physical context of ones learning experience since what an individual learns, tend to associate with the situation in which it is determined. The logical positivism, however, does not correctly work in constructive theories since school learners fail to transfer readily outside the school for other relevant tasks. Logical positivism also fails to explain how individuals who have sophisticated mathematical knowledge in one setting are unable to apply the same operation in a different environment. Exogenous constructivism differs from endogenous and dialectical constructivism since it has an external reality which reconstructs when knowledge forms, hence someone's mental structure develops to depict the world's organization. Also, the cognitive psychology comprising the conceptualization of information processing, calls attention to <https://assignbuster.com/theory-of-constructivism-essay-samples/>

how we build and explain informational networks based on realities experienced. On the other hand, endogenous constructivism concentrates on a person's internal knowledge that focuses on developing individuals knowledge motivated by inner mental conflicts that occur when people try to cope with mental challenges. Dialectic constructivism sees knowledge acquisition as the social intersection of peoples interaction composed of sharing, and learners as well as mentors debate. Situated cognition supports the importance attached to a cultural and social context where learning originates. Knowledge conceives and connects to situations where learning occurs hence expertise and thinking constructed is associated with the immediate learning experience in social and physical context. Regarding personal experience on the feeling of constructivism, people try to make sense of new expertise through relating to what is known about the topic. The learning experience is non-effective since learners acquire knowledge and facts through active construction process rather than passively receiving information; hence people must build their understanding. The learning experience in constructivism is exploratory learning since learners pre-existing knowledge is excellent emphasize, and learners' conceptualization gives immediate context for interpreting new learning. If the construction of individualized knowledge negates, various negative implications for learning effectiveness might occur in that there will be no authentic task and learners will have great difficulties in understanding.