

Constructivism

About constructivism

Opposing to [behaviorism](#) and [cognitivism](#), [learning paradigms](#) which begin from a point of view that world external to the learner is objective and real and the learner needs to map it's principles and facts, constructivism as a learning paradigm focuses on the **assumption that learning is an active process** in which the **learner constructs his own interpretation and meaning** of the objective reality mostly **from his prior knowledge and experience**.

Constructivism, developed during the 1990s, views learning as a **process of creating meaning** from experience. Humans *create* meaning from experience rather than *acquire* it. **Construction of new knowledge is the objective of learning** which occurs through interaction of learners prior knowledge and experience.

Learning theories

- [Case-Based Learning](#)
- [Cognitive Apprenticeship](#) (Collins et al.)

Instructional design theories and learning models:

Other important contributors:

- Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner

Critic

Bibliography

[Ertmer PA, Newby TJ. Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. Performance Improvement Quarterly. 1993;6\(4\):50-72.](#)

[Constructivism at Learning Theories.](#)

Read more

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Duit, R. (1995). The constructivist view: A Fashionable and fruitful paradigm for science education research and practice. In L. P. Steffe & J. Gale (Eds.), *Constructivism in education* (pp. 271-285). Hillsdale, NJ: Lawrence Erlbaum Associates.

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