

# 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

- Situated Learning ([Jean Lave](#))
- [Invitational Learning](#) ()

## Instructional design theories and learning models:

- [Case-Based Learning](#)
- [Cognitive Apprenticeship](#) ([Allan Collins](#))

## 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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Tobin, K., & Tippins, D. (1993). Constructivism as a referent for teaching and learning. In K. Tobin (Ed.), *The practice of constructivism in science education* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum Associates.

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