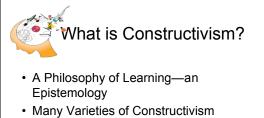
Education 173 Cognition and Learning in Educational Settings

Constructivism







- Not a coherent theory
- Knowledge is the Result of an Inventive Process

Ideas Are Constructed

- · Philosophical Idealism - Reality is in our heads
- Psychological Constructivism
- The mind invents reality Sociocultural Constructivism
- The categories of our experience are given to use by our culture



Where is the Mind?

- In the Individual
- · In the Social Actions of Communities?
- Both?
- · Degrees of Constructivism
 - One extreme: Radical constructivism
 - · There is no external reality
 - Another extreme: Naïve realism
 - · Minds have direct access to external truth

The Learner Must Construct Knowledge

- Is Constructivism:
 - A theory of learning
 - Or a theory of teaching?
- Is Lecturing Compatible with Constructivism?
 - It is if the student is activity processing the lecture, and constructing meaning from it.
- · Are Student-Centered Approaches More Likely to Assure Knowledge Construction? - Maybe so

Situated Cognition

Knowledge is:

- Bound to the context in which it is learned
- Deeply enmeshed in cultural institutions, roles, tools, and symbols
- Made meaningful by its uses
- Limited in transferability
- Situated Cognition Theory • Connects (And Corrects) Psychology with Anthropology





Implications of Situated Cognition Theory

- Questions Abstract (Context-Free) Assessment and Instruction

 Promotes "authentic" assessment
 Promotes "authentic" instruction
- Questions General (Context-Free) Cognitive
 Abilities
- Does intelligence make sense?
 Questions Broad Transfer

 Does transfer really happen?
 Is it difficult?



 Suggests that Teachers Should "Situate" Knowledge in Multiple Contexts

