

# Constructivism A Holistic Approach To Teaching And Learning

**Chris Stabile, Jeff Ershler**

**Holistic Education Resource Book** Peter Schreiner, Esther Banev, Simon Oxley, The book comes out of the ecumenical movement and is one outcome of the Holistic Education Study Process of the World Council of Churches. It contributes to a dialogue between education philosophy and religious education, spiritual education and the search for peace and justice, reconciliation and healing as a yearning of all human beings.

**Integrated and Holistic Perspectives on Learning, Instruction and Technology** J.M. Spector, T.M. Anderson, 2005-12-17 One outcome of recent progress in educational technology is strong interest in providing effective support for learning in complex and ill-structured domains. We know how to use technology to promote understanding in simpler domains (e.g., orientation information, procedures with minimal-branching, etc.), but we are less sure how to use technology to support understanding in more complex domains (e.g., managing limited resources, understanding environmental impacts, etc.). Such domains are increasingly significant for society. Technology (e.g., collaborative tele-learning, digital repositories, interactive simulations, etc.) can provide conceptually and functionally rich domains for learning. However, this introduces the problem of determining what works in which circumstances and why. Research and development on these matters is reflected in this collection of papers. This research suggests a need to rethink foundational issues in educational philosophy and learning technology. One major theme connecting these papers is the need to address learning in the large - from a more holistic perspective. A second theme concerns the need to take learners where and as they are, integrating technology into effective learning places. Significant and systematic progress in learning support for complex domains demands further attention to these important issues.

*A Conceptual Framework for Educational Objectives* A. Dean Hauenstein, 1998 *A Conceptual Framework for Educational Objectives* introduces a framework for holistic learning that restructures the traditional taxonomies of the cognitive, affective, and psychomotor domains while unifying them and reducing the number of categories and subcategories with a new behavioral domain. The author discusses the application of a student-centered curriculum and instruction by integrating subject areas, while working from the concept of constructivism, in which individuals construct their knowledge from their

own experiences. This proposal makes the assumption that students cannot learn material without an experience with it, and creates a much simpler taxonomy focused on the same traditional domains, yet applies much more easily to the whole learning process so that no part of the learning process is left. Holistic learning leads to complete, effective teaching with a more focused and less complex system.

**Seven Curricular Landscapes** Clifford Mayes, 2003 *Seven Curricular Landscapes* offers a holistic presentation and critique of what the author considers to be the seven major types of curricula. This book, which is suitable for both upper-division and graduate education courses, differs from previous holistic approaches in that it closely considers the holistic implications of postmodernism, adds new categories and terms to the holistic repertoire, includes the latest developments in transpersonal theory, examines the Existentialist curriculum as a spiritual phenomenon, and discusses the curricular implications of both Eastern and Western spirituality.

Constructivism and Education Marie Larochelle, Nadine Bednarz, James W. Garrison, 1998-08-13 An international collection dealing with the constructivist approach to education.

«**Hola! A holistic approach to foreign/second language learning for kids**» Manuel MEGÍAS ROSA, 2014-05-19 In *Didactic Approaches for Teachers of English in an Internacional Context*, the editors have selected articles that provide an overview of the current methodology of integrated language and culture instruction, with the understanding that the English language is completely embedded within a broader cultural framework. The papers further define this topic into creative inter-cultural approaches to teaching, including: content-based instruction in English through CLIL, holistic language-learning for children, the parallel development of linguistic and cultural competence, and a study of language structures and discourse.

**Cross-Cultural Studies in Curriculum** Claudia Eppert, Hongyu Wang, 2007-09-14 This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and perspectives on the subject of curriculum theory and practice. It is a very timely work in light of the progressively globalized nature of education and educational studies and the increasing

**The Practice of Constructivism in Science Education** Kenneth G. Tobin, 2012-11-12 This volume provides a needed elaboration of theories and potential applications of constructivism in science education. Although the term constructivism is used widely, there has been a dearth of materials to guide science educators concerning the potential of constructivism to influence what is done in the field. In fact, there has been a tendency for constructivism to be viewed as a method that can be used in a classroom. This view tends to diminish the power of constructivism as a way of thinking about education, and in particular, about science education. The chapters in this book address the need to document the theoretical roots of constructivism and to describe how practitioners have applied constructivist oriented beliefs in the practice of K-12 teaching

of science and mathematics, as well as teacher education. Not only does this book contain different theoretical perspectives on constructivism, but it also features a chapter that critiques constructivism as an epistemology. Specific topics covered include: \* cooperative learning, \* the negotiation of meaning, \* problem centered learning, \* social construction of knowledge, \* science in culturally diverse settings, \* curriculum planning and implementation, and \* instructional technology. Issues associated with the preparation and enhancement of science teachers and the reform of science education are also explored.

**Constructivist Learning Environments** Brent Gayle Wilson,1996

**Constructivism Reconsidered in the Age of Social Media** Chris Stabile,Jeff Ershler,2016-01-05 No longer relegated to just the classroom, learning has become universal through the use of social media. Social media embodies constructivism itself as the users engage in the development of their own meaning. And, constructivism is relevant to education, and learning theory and technological advance can be better understood in the light of one another. This volume explores: particular areas influenced by constructivist thinking and social media, such as student learning, faculty development, and pedagogical practices, practical and useful ways to engage in social media, and dialogue and discussions regarding the nature of learning in relation to the technology that has changed how both faculty and students experience their educational landscape. This is the 144th volume of this Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

Innovations in Teacher Education Clive Beck,Clare Kosnik,2012-02-01 This book offers a comprehensive, social constructivist approach to preservice education. Written in a clear, accessible style, it presents key principles of teacher education and concrete examples from eight successful programs in Australia, Canada, and the United States. It extends constructivism beyond Piaget and Vygotsky to more recent theorists such as Barthes and Derrida, indicating how such an approach can lead to engaging, effective education. Clive Beck and Clare Kosnik advocate an approach to teacher education that is highly original, linking integration, community components, and inquiry to a degree not commonly found in preservice programs, and they show in detail how to implement these elements.

Constructivism in Education Leslie P. Steffe,Jerry Gale,2012-10-12 Unique in offering a multidisciplinary perspective on key issues of alternative epistemologies in education, this collection includes contributions from scholars in family therapy, epistemology, and mathematics, science, and language education. These respected researchers were brought together to develop the theme of constructivism as it applies to many diversified fields. This book examines key distinctions of various constructivist epistemologies, comparing and contrasting the various paradigms. Each section provides both keynote positions on a particular alternative paradigm as well as critical comments by respondents regarding that position. Several

chapters also present a synthesis of the alternative epistemological perspectives.

The False Promises of Constructivist Theories of Learning C. A. Bowers,2005 In *The False Promises of Constructivist Theories of Learning: A Global and Ecological Critique*, C. A. Bowers examines why constructivist-based educational reforms fail to take into account these current critical issues: the deepening ecological crisis, globalization, and undermining of the world's diverse cultural commons. Special attention is given to the ethnocentrism and Social Darwinism that created the foundations for the ideas of Dewey, Piaget, and Freire. Also considered is how the neo-liberal promoters of economic globalization share their taken-for-granted assumptions. Additionally, Bowers explains how teachers in different cultures can contribute to the revitalization of their cultural and environmental commons without engaging in the cultural imperialism that characterizes constructivist approaches to educational reform.

**Constructivist Teacher Education** Virginia Richardson,2005-08-15 First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

*Constructivism and the Technology of Instruction* Thomas M. Duffy,David H. Jonassen,2013-01-11 This book is about the implications of constructivism for instructional design practices, and more importantly, it is about a dialogue between instructional developers and learning theorists. Working with colleagues in each discipline, the editors were amazed to find a general lack of familiarity with each others' work. From an instructional design perspective, it seems that the practice of instructional design must be based on some conception of how people learn and what it means to learn. From a learning theory perspective, it seems obvious that the value of learning theory rests in the ability to predict the impact of alternative learning environments or instructional practices on what is learned. Thus the interchange of ideas between these disciplines is essential. As a consequence of both the information rich environment and the technological capability, business is seen moving away from a fixed curriculum and toward providing information and instruction when it is needed. These changes bring about a window of opportunity establishing a dialogue that will provide for a richer understanding of learning and the instructional environment required to achieve that learning. The editors hope that this book is the beginning of the conversation and that it will serve to spur continued conversation between those involved in learning theory and those involved in the design of instruction.

Constructivist Methods for Teaching in Diverse Middle-level Classrooms Kenneth T. Henson,2004 *Constructivist Strategies for Proactive Middle Level Teachers* is designed to prepare prospective middle level teachers for their first classroom experience and to help in-service teachers improve their teaching skills.Each of the themes in this book addresses a major goal set by the Carnegie Council on Academic Development or by the National Middle School Association particularly selected for middle-level programs. The book employs as its focus constructivism, multiculturalism, and a proactive approach to teaching-all topics of concern/importance to teacher educators.Prospective middle level teachers.

**Applying Standards-Based Constructivism** Pat Flynn, Paul Vermette, Don Mesibov, 2013-09-27 This book provides teachers with practical ways of constructing lessons that will engage students and help them develop personal responsibility for their own learning. State learning standards and related core curricula require students to demonstrate what they know and understand. Students cannot learn to demonstrate their understanding if they sit passively. The authors call for constructivist practices which recognize the important role played by standards and student accountability, and which also acknowledge the practical need for lecture in an appropriate context. This book also shows the links between constructivism and differentiated instruction and other approaches to teaching and learning.

**Constructivism** Eleanor R. Lehman, Barbara Louise Hopkins Grabowski, 1995

*What Children Bring To Light* Bonnie Shapiro, 1995 Bonnie Shapiro clarifies the historical development of constructivism, and employs a constructivist approach in her own methodology. To construct new ideas means to take action based on beliefs about what one is doing when one is learning science. Learning is understood not only as a cognitive experience, but also as one that derives from the emotional, personal, social, cultural, and preconceptual. These often neglected dimensions, which permeate all subject matter learning, are given high status in *What Children Bring to Light*. Six case studies, each emphasizing a very different reception of one teacher's introduction of the topic, light, form the core of the book. Shapiro not only analyzes this core in the book's third part, but shares the thinking that lies behind the research and data collection. "Not only is this book valuable reading for the practitioner, but it is also a model of how curriculum learning theory research can be communicated in an interesting yet scholarly way." —The Science Teacher

**Reality By Design** Joseph Petraglia, 1998-02-01 In the first paragraphs of this volume, the author identifies an authenticity paradox: that the purported real-worldness of a learning environment, technique, or task is so rhetorically potent that educators frequently call attention to it in pedagogical conversations to legitimize their undertakings, while at the same time, terms such as real-world and authentic do not require (and even resist) precise delineation. Using the language of authenticity as a keyhole through which to view contemporary educational theory, Petraglia draws on theories of cognition, education, and knowledge to articulate the interdisciplinarity of constructivism and to expose the unsettling combination of constructivism's social scientific and epistemological commitments. He argues that a full-bodied embrace of constructivist theory requires that educators forgo knowledge as we know it and recommends a rhetorical approach to constructivist instruction that recognizes the cultural, social, and behavioral practices which play an enormous role in defining learners' real worlds. Applying this critique to the field of educational technology, the author does not merely lament constructivist theory's current shortcomings, but offers a means by which these shortcomings can be engaged and, perhaps, overcome.

## Constructivism A Holistic Approach To Teaching And Learning Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Constructivism A Holistic Approach To Teaching And Learning**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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