

Radical Constructivism in Action

Building on
the Pioneering Work of
Ernst von Glasersfeld

Edited by Leslie P. Steffe

and Patrick W. Thompson



Radical Constructivism In Action Building On The Pioneering Work Of Ernst Von Glasersfeld

**Robert J Wright, James Martland, Ann K
Stafford**



Radical Constructivism In Action Building On The Pioneering Work Of Ernst Von Glasersfeld:

Radical Constructivism in Action Leslie P. Steffe, Patrick W. Thompson, 2002-11 Over the last twenty five years Ernst von Glasersfeld has had a tremendous impact on mathematics and science education through his fundamental insights into the nature of knowledge and knowing Radical Constructivism in Action is a new volume of papers honouring his work by building on his model of knowing The contributions by leading researchers present constructivism in action tying the authors actions regarding practical problems of mathematics and science education philosophy and sociology to their philosophical constraints giving meaning to constructivism operationally The book begins with a retrospective analogy between radical constructivism s emergence and changes in what is thought of as certain scientific knowledge It aims to increase understanding of constructivism and Glasersfeld s achievement and is vibrant evidence of the continued vitality of research in the constructivism tradition

Thinking with Data Marsha Lovett, Priti Shah, 2007 First Published in 2007 Routledge is an imprint of Taylor Francis an informa company

Radical Constructivism Andreas Quale, 2008-01-01 This book addresses the topic of science education from the viewpoint of the theory of radical constructivism It takes a closer look at the image of science that is projected in the presentation of it to students and to the general public This leads into a broad discussion of the notions of learning and knowing specifically referring to issues of epistemology the nature of scientific knowledge and ontology what science can tell us about the world and the implications of these issues for science education In particular a detailed analysis is given of the dichotomy of relativism vs realism and its consequences for the concept of truth in science

Interactive Marketing Christopher Miles, 2010-05-18 This book critically examines the rhetoric surrounding current trends in the adoption of tropes of interactivity in marketing communication Concepts such as viral advertising customer generated content brand communities and the whole panoply of Web 2 0 mediated marketing technologies all have their foundations in an overt positioning of interactivity as the savior of effective marketing communication Yet what exactly is meant by interactivity in these contexts and how far does it represent a revolution in the methodologies of marketing Anchoring his analysis in a critique of the assumptions of control embedded in current marketing communication models and the rhetorical analysis of exemplar texts from the Marketing Management Customer Relationship Management Viral Marketing and Buzz Marketing paradigms Chris Miles investigates the constructions and reconstructions of discourse that surround the uses of interactivity in contemporary marketing discourses In doing so he offers a radical new model of marketing based upon a recursive constructivist understanding of communication that uses metaphors of invitation and exploration to rebuild interactivity at the center of marketing The work culminates in a reading of the theory of Relationship Marketing that uses autism as an allegory to interrogate the communicative paradox at the heart of this contemporary marketing panacea

The Challenges of Educating People to Lead in a Challenging World Michael K. McCuddy, Herman van den Bosch, Wm. Benjamin Jr. Martz, Alexei V. Matveev, Kenneth O. Morse, 2007-06-10 This volume explores the challenges of

educating professionals to succeed in a complex uncertain and global business world The book contains intellectual concepts and practical advice from leaders in innovative education around the globe It will help educators and the educational enterprise become more innovative efficient and effective in addressing the teaching learning challenges associated with helping students prepare to face their own challenges

Systemics of Incompleteness and Quasi-Systems Gianfranco Minati, Mario R. Abram, Eliano Pessa, 2019-06-20 This book contains the proceedings of the Seventh National Conference of the Italian Systems Society The title Systemics of Incompleteness and Quasi Systems aims to underline the need for Systemics and Systems Science to deal with the concepts of incompleteness and quasiness Classical models of Systemics are intended to represent comprehensive aspects of phenomena and processes They consider the phenomena in their temporal and spatial completeness In these cases possible incompleteness in the modelling is assumed to have a provisional or practical nature which is still under study and because there is no theoretical reason why the modelling cannot be complete In principle this is a matter of non complex phenomena to be considered using the concepts of the First Systemics When dealing with emergence there are phenomena which must be modelled by systems having multiple models depending on the aspects being taken into consideration Here incompleteness in the modelling is intrinsic theoretically relating changes in properties structures and status of system Rather than consider the same system parametrically changing over time we consider sequences of systems coherently We consider contexts and processes for which modelling is incomplete being related to only some properties as well as those for which such modelling is theoretically incomplete as in the case of processes of emergence and for approaches considered by the Second Systemics In this regard we consider here the generic concept of quasi explicating such incompleteness The concept of quasi is used in various disciplines including quasi crystals quasi particles quasi electric fields and quasi periodicity In general the concept of quasiness for systems concerns their continuous structural changes which are always meta stable waiting for events to collapse over other configurations and possible forms of stability whose equivalence depends on the type of phenomenon under study Interest in the concept of quasiness is not related to its meaning of rough approximation but because it indicates an incompleteness which is structurally sufficient to accommodate processes of emergence and sustain coherence or generate new equivalent or non equivalent levels The conference was devoted to identifying discussing and understanding possible interrelationships of theoretical disciplinary improvements recognised as having prospective fundamental roles for a new Quasi Systemics The latter should be able to deal with problems related to complexity in more general and realistic ways when a system is not always a system and not always the same system In this context the inter disciplinarity should consist for instance of a constructionist incomplete non ideological multiple contradiction tolerant Systemics always in progress and in its turn emergent

Indigenous Knowledge Kai Horsthemke, 2021-01-11 Although the manifestation of what is taken to be indigenous knowledge could presumably be traced back roughly to the origins of humankind the idea of indigenous

knowledge is a fairly recent phenomenon It has arguably gained conceptual and discursive currency only over the past half century with a veritable slew of conferences workshops special journal editions and anthologies devoted to the topic Yet there has been no treatise that offers a comprehensive critical examination of this notion Accounts of indigenous knowledge usually focus on explanations of indigenous local traditional African and the like but to date not a single defense of indigenous knowledge has bothered to explain the particular understanding of knowledge the authors are working with Indigenous Knowledge Philosophical and Educational Considerations s critique of the idea of indigenous knowledge should in no way be understood as an endorsement of the evils of colonial conquest and ongoing exploitation oppression and subjugation Nor should it be taken as an indication of a failure on the part of the Kai Horsthemke to sympathize with the struggle of indigenous peoples the world over for a dignified and sustainable way of life for personal and communal space and for self determination The aim of the book is to provide especially indigenous educators with theoretical tools for critical reflection and interrogation of their own and others preconceptions assumptions and epistemic practices and customs

Engaging Young Children in Mathematics Douglas H. Clements, Julie Sarama, 2004 Engaging Young Children in Mathematics Standards for Early Childhood Mathematics Education brings together the combined wisdom of a diverse group of experts involved with early childhood mathematics The book originates from the landmark 2000 Conference on Standards for Pre kindergarten and Kindergarten Mathematics Education attended by representatives from almost every state developing standards for young children s mathematics federal government officials mathematicians mathematics educators researchers from mathematics education early childhood education and psychology curriculum developers teachers policymakers and professionals from organizations such as the National Conference of Teachers of Mathematics and the National Association for the Education of Young Children The main goal of the Conference was to work collectively to help those responsible for framing and implementing early childhood mathematics standards Although it has its roots in the Conference the expanded scope of the standards and recommendations covered in this book includes the full range of kindergarten to grade 2 The volume is organized into two main parts and an online appendix <http://www.gse.buffalo.edu/org/conference> Part One Major Themes and Recommendations offers a framework for thinking about pre kindergarten grade 2 mathematics education and specific recommendations Part Two Elaboration of Major Themes and Recommendations provides substantive detail regarding young students understandings of mathematical ideas Each Part includes five parallel subsections Standards in Early Childhood Education Math Standards and Guidelines Curriculum Learning Teaching and Assessment Professional Development and Toward the Future Implementation and Policy As a whole the book presents comprehensive summaries of research that provide specific guidelines for standards curriculum and teaching takes the recent reports and recommendations for early childhood mathematics education to the next level integrates practical details and research throughout and provides a succinct but thorough review of research on the topics sequences and learning

trajectories that children can and should learn at each of their first years of life with specific developmental guidelines that suggest appropriate content for each topic for each year from 2 year olds to 7 year olds This is an indispensable volume for mathematics educators researchers curriculum developers teachers and policymakers including those who create standards scope and sequences and curricula for young children and professional teacher development materials and students in mathematics education early childhood trainers teacher educators and faculty in mathematics education

Teaching Number Robert J Wright, Garry Stanger, Ann K Stafford, James Martland, 2006-08-30 The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge The authors show how to advance children's learning across five stages of early arithmetical learning emergent perceptual figurative initial number and facile number This provides for increasingly sophisticated number strategies across addition subtraction multiplication and division as well as developing children's number word and numeral knowledge and their ability to structure number and have grouping strategies The approach used nine guiding principles for teaching Each chapter has clearly defined teaching procedures which show how to take the children onto the next more sophisticated stage The teaching procedures are organized into key teaching topics and each includes a clearly defined purpose detailed instructions activities learning tasks and reinforcing games lists of responses which children may make application in whole class small group and individualised settings a link to the Learning Framework in Number see Early Numeracy second edition 2005 how the guiding principles for teaching can be used to allow teachers to evaluate and reflect upon their practice Primary practitioners in Australia the United States the United Kingdom and Canada have tested the teaching procedures which can be used in conjunction with each country's numeracy strategy Primary teachers especially of the early years mathematics co ordinators heads of school mathematics advisers special educationalists learning support personnel teacher assistants lecturers in initial teacher training and educational psychologists will all find this book invaluable

Enabling Mathematics Learning of Struggling Students Yan Ping Xin, Ron Tzur, Helen Thouless, 2022-07-11 This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with learning disabilities and classroom practices that address these difficulties This linkage between research and practice celebrates teachers as learners of their own students mathematical thinking thus contributing an alternative view of mathematical progression in which students are taught conceptually The research based volume presents a unique collaboration among researchers in special education psychology and mathematics education from around the world It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education PME and the North American Chapter of the PME Working Groups The authors of chapters in this book who have been collaborating extensively over the past 7 years are from Australia Canada the United Kingdom and the United States

Piaget's Genetic Epistemology for Mathematics Education Research Paul Christian Dawkins, Amy J. Hackenberg, Anderson Norton, 2024-01-02 The book provides an entry point for graduate students and other

scholars interested in using the constructs of Piaget's genetic epistemology in mathematics education research. Constructs comprising genetic epistemology form the basis for some of the most well developed theoretical frameworks available for characterizing learning particularly in mathematics. The depth and complexity of Piaget's work can make it challenging to find adequate entry points for learners not least because it requires a reorientation regarding the nature of mathematical knowledge itself. This volume gathers leading scholars to help address that challenge. The main section of the book presents key Piagetian constructs for mathematics education research such as schemes and operations, figurative and operative thought, images and meanings, and decentering. The chapters that discuss these constructs include examples from research and address how these constructs can be used in research. There are two chapters on various types of reflective abstraction because this construct is Piaget's primary tool for characterizing the advancement of knowledge. The later sections of the book contain commentaries reflecting on the contributions of the body of theory developed in the first section. They connect genetic epistemology to current research domains such as equity and the latest in educational psychology. Finally, the book closes with short chapters portraying how scholars are using these tools in specific arenas of mathematics education research including in special education, early childhood education, and statistics education.

Early Numeracy Robert J Wright, James Martland, Ann K Stafford, 2006-01-05. Unlike many books based on research work, this book doesn't just let teachers know what is going wrong with children's learning; it actually gives some practical advice about what to do next. The whole book is based upon extensive observation and recording of individual children and their difficulties with mathematics. These children are the most difficult to plan for in a busy classroom, and the authors appreciate the small steps and the different learning styles/approaches needed for these children. This approach fits well with the NNS wave and Springboard materials but takes the analysis of the individual's difficulties to a more detailed level. The book brings together research carried out across a range of countries and therefore shows the versatility of the approaches taken. This will be a very useful book for trainee teachers as it exemplifies how to use assessment to feed into teaching. It will be helpful for class teachers and mathematics coordinators as well as SENCOs to assist in improving the teaching and learning for specific children in our schools. Mary Briggs, Primary and Early Years PGCE Coordinator, Institute of Education, University of Warwick. This is a highly practical resource that will be appreciated by classroom and specialist teachers alike. It will provide teachers new to the Math Recovery program with practical help and support to diagnose errors and misconceptions in early numeracy. Practicing Math Recovery Specialists will be thrilled with the addition of four new highly focused assessments and an elaboration of the Learning Framework in Number. Early Numeracy is admirably grounded in international research and well established theory, characteristics that are much sought after in the current data-driven educational environment. Like many others, I was drawn to Math Recovery after reading the first edition of Early Numeracy. This second edition is a treasure; it is exciting to consider the impact it will have on children and teachers and to the growth of the Math Recovery program. Audrey

Murray Lead Teacher Midwest Math Recovery Training Center Minneapolis This text has been fully updated to include developments and refinements brought about by widespread international application of the assessment tools in the Mathematics Recovery Programme The book will help practitioners to identify and provide detailed analyses of all children but especially those who are able and those who underachieve in early numeracy It will enable teachers learning support personnel numeracy consultants and educational psychologists to advise colleagues and parents on children s number knowledge and strategies for early numeracy The Mathematics Recovery Programme has been successfully applied in Australia the United Kingdom and Ireland the United States and Canada both in specialist interventions and classroom settings The revised version shows how familiarisation with and understanding of the diagnostic assessment tools has allowed teachers to become more knowledgeable in understanding children s difficulties and misconceptions and more skilled and confident in planning programmes of intervention and monitoring the children s progress This new edition includes Integrated frameworks of useful tasks for assessing children s number knowledge and strategies Four separate and revised diagnostic assessment interviews Assessments for addition and subtraction strategies Base Ten Arithmetical strategies Early Grouping strategies and Advanced Grouping strategies in the four operations How the assessment process has impacted significantly on teachers professional development and contributed to the raising of standards in early numeracy

Exploring Education at Postgraduate Level Anne O'Grady, Vanessa Cottle, 2015-09-25 There is a growing demand for educational professionals to develop a more critical understanding of the key and emerging debates in education so that they can better meet the challenges and demands placed upon them Exploring Education at Postgraduate Level represents a range of perspectives from educational experts to academic researchers and highlights the key issues surrounding contemporary education Organised into three parts and drawing on key issues in education theory policy and practice the book considers areas such as SEN evaluating learning ESOL and gender Featuring reflective questions case studies and summaries of core ideas the chapters include Troublesome learning journey Applying educational thinkers to contemporary educational practice Values production through social and emotional learning Policy research In defence ad hocery We are all critically reflective now The politics of critical reflection in higher education and in the work place Developing critical thought about SEN The refuge of relativism Aimed at supporting students on Masters level courses this accessible but critically provocative text is an essential resource for those wishing to develop a more critical understanding of the role purpose and function of educational systems and practices

Beyond Constructivism Richard A. Lesh, Helen M. Doerr, 2003-05-01 This book has two primary goals On the level of theory development the book clarifies the nature of an emerging models and modeling perspective about teaching learning and problem solving in mathematics and science education On the level of emphasizing practical problems it clarifies the nature of some of the most important elementary but powerful mathematical or scientific understandings and abilities that Americans are likely to need as foundations for success

in the present and future technology based information age Beyond Constructivism Models and Modeling Perspectives on Mathematics Problem Solving Learning and Teaching features an innovative Web site housing online appendices for each chapter designed to supplement the print chapters with digital resources that include example problems relevant research tools and video clips as well as transcripts and other samples of students work <http://tcct.soe.purdue.edu>

booksULandULjournals modelsULandUL modeling This is an essential volume for graduate level courses in mathematics and science education cognition and learning and critical and creative thinking as well as a valuable resource for researchers and practitioners in these areas **The Oxford Handbook of Human Capital** Alan Burton-Jones, J. -C. Spender, 2012-05-10

Macroeconomic research on human capital the stock of human capabilities and knowledge has been extensively published but to date the literature has lacked a comprehensive analysis of human capital within the organization The Oxford Handbook of Human Capital has been designed to fill that gap providing an authoritative inter disciplinary and up to date survey of relevant concepts research areas and applications Specially commissioned contributions from over 40 authors reveal the importance of human capital for contemporary organizations exploring its conceptual underpinnings relevance to theories of the firm implications for organizational effectiveness interdependencies with other resources and role in the future economy Unlike neoclassical macroeconomic concepts of human capital human capital in organizations is shown to be dynamic and heterogeneous requiring new theories and management frameworks The systemic role of human capital is explored revealing it as the lynchpin of social structural and other forms of intangible and tangible capital Connections between human capital and organizational performance are investigated from HR management procurement alignment value appropriation and accounting perspectives Links between micro and macro perspectives are provided through analyses of inter firm human capital mobility national and regional human capital formation regimes and industry employment relations practices This Handbook is designed for scholars and graduate students of organization and management theory strategy entrepreneurship knowledge and intellectual capital accounting IT HR IR economic sociology and cultural studies For policy makers and practitioners it should provide an up to date guide to the nature and role of human capital in contemporary organizations and the roles that government industry and other extra firm institutions can play in facilitating its development

EduChange Methodology Jiří Pánek et al., Making Knowledge Together Addressing Climate Change through Innovative Place Based Education and Blended Learning is the official name of the Erasmus Strategic Partnership project shortly EduChange The project aimed to innovate our way of teaching about Climate Change in both local and global perspectives via the field course methodology It brought together students and teachers from four European universities University of Malta Utrecht University the Netherlands Norwegian University of Science and Technology Trondheim Norway and Palacký University Olomouc Czechia with an idea that teaching and learning in the field is often rather traditional and teacher led Through EduChange we wanted to transform field courses into innovative creative learning environments in which teachers

students and pupils can create knowledge together We believe that supporting innovation and creativity can be achieved via international partnerships and inter and trans disciplinary approaches This book presents the overall methodology used during the EduChange project Encyclopedia of Communication Theory Stephen W. Littlejohn, Karen A. Foss, 2009-08-18 With more than 300 entries these two volumes provide a one stop source for a comprehensive overview of communication theory offering current descriptions of theories as well as the background issues and concepts that comprise these theories This is the first resource to summarize in one place the diversity of theory in the communication field Key Themes Applications and Contexts Critical Orientations Cultural Orientations Cybernetic and Systems Orientations Feminist Orientations Group and Organizational Concepts Information Media and Communication Technology International and Global Concepts Interpersonal Concepts Non Western Orientations Paradigms Traditions and Schools Philosophical Orientations Psycho Cognitive Orientations Rhetorical Orientations Semiotic Linguistic and Discursive Orientations Social Interactional Orientations Theory Metatheory Methodology and Inquiry **Key Works in Radical Constructivism** Ernst von Glasersfeld, 2007-01-01 Key Works on Radical Constructivism brings together a number of essays by Ernst von Glasersfeld that illustrate the application of a radical constructivist way of thinking in the areas of education language theory of knowledge and the analysis of a few concepts that are indispensable in almost everything we think and do Ernst von Glasersfeld's work opens a window on how we know what we know The present work grew out of a desire to make more accessible this line of thought to highlight its originality and consistency and to illustrate its fecundity in the domains of cognition and learning The first three parts of this book contain texts by Glasersfeld that outline the constructivist approach and explicate the frequently drastic reconceptualizations he has suggested Both the last part and the postscript consist of commentaries by Edith Ackermann Jacques D sautels G rard Fourez Leslie P Steffe and Kenneth Tobin scholars in the fields that Glasersfeld has been concerned with They examine a number of critical aspects pertaining to radical constructivism's current and future development often tracing out paths that warrant further exploration and reflection in particular concerning the sociopolitical dimension of knowledge Key Works on Radical Constructivism is intended as a reference book for researchers educators and students of education and for anyone interested in grasping or deepening their grasp of radical constructivism's tenets ambitions and concerns Readers will discover in this collection of firsthand contributions the contours of a bold contemporary debate about a most compelling current of thought *The How and Why of Teaching Elementary Mathematics* Robert P. Hunting, 2014-03-01 The first edition of The How and Why of Teaching Elementary Mathematics is a resource of over 280 questions and answers spanning a range of topics central to successful and effective mathematics teaching It represents all I know and some things I didn't know based in large part on decades of experience providing training courses workshops and lectures to elementary teachers and teachers to be in mathematics curriculum learning teaching and assessment both in Australia and the United States Content is grouped into 13 broad topics

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Early Number Leading to Place Value Geometry Measurement Number facts and Basic Operations Whole Number
Computation Fractions Decimals Ratio and Proportion Number Systems Principles and Number Sense Pattern Problem
Solving The core audience for this book includes practicing elementary teachers teachers in training and mathematics
teacher educators Parents and carers interested in detailed explanations for methods of mathematics teaching used in
modern elementary classrooms would also benefit from having access to this resource *Beyond Art: A Third Culture* Peter
Weibel, 2005-05-17 A new theory of culture presented with a new method achieved by comparing closely the art and science
in 20th century Austria and Hungary Major achievements that have influenced the world like psychoanalysis abstract art
quantum physics Gestalt psychology formal languages vision theories and the game theory etc originated from these
countries and influence the world still today as a result of exile nurtured in the US A source book with numerous photographs
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today's worlds of art and science

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