

# What is Radical Constructivism?

- Inspired by the work of **Jean Piaget** (1896–1980), the pioneer of the study of cognitive development in children.
- Based on the idea that the **individual** is the central element in meaning-making.
- Individual focuses on their own **experiences**; the child is the creator of their own knowledge.
- Development is a natural human process which is primary to learning.
- Individual students actively construct their own mathematical realities.

# Radical Constructivism

**Leslie P. Steffe, Patrick W. Thompson**



## Radical Constructivism:

**RADICAL CONSTRUCTIVISM** Ernst von Glasersfeld, 2013-08-06 First Published in 1995 In the past decade or two the most important theoretical perspective to emerge in mathematics education has been that of constructivism This burst onto the international scene at the controversial Eleventh International Conference on the Psychology of Mathematics Education in Montreal in the summer of 1987 No one there will forget von Glasersfeld's authoritative plenary presentation on radical constructivism and his replies to critics Ironically the conference at which attacks on radical constructivism were perhaps intended to expose fatally its weaknesses served as a platform from which the theory was launched to widespread international acceptance and approbation Radical constructivism is a theory of knowing that provides a pragmatic approach to questions about reality truth language and human understanding It breaks with the philosophical tradition and proposes a conception of knowledge that focuses on experiential fit rather than metaphysical truth It claims to be a useful approach not the revelation of a timeless world The ten chapters of this book present different facets in an elegantly written and thoroughly argued account of this epistemological position providing a profound analysis of its central concepts 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 *Radical Constructivism in Action* Leslie P. Steffe, Patrick W. Thompson, 2002-11-01 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

**Neurophilosophy of Free Will** Henrik Walter, 2009-01-23 Walter applies the methodology of neurophilosophy to one of philosophy s central challenges the notion of free will Neurophilosophical conclusions are based on and consistent with scientific knowledge about the brain and its functioning Neuroscientists routinely investigate such classical philosophical topics as consciousness thought language meaning aesthetics and death According to Henrik Walter philosophers should in turn embrace the wealth of research findings and ideas provided by neuroscience In this book Walter applies the methodology of neurophilosophy to one of philosophy s central challenges the notion of free will Neurophilosophical conclusions are based on and consistent with scientific knowledge about the brain and its functioning Walter s answer to whether there is free will is It depends The basic questions concerning free will are 1 whether we are able to choose other than we actually do 2 whether our choices are made intelligibly and 3 whether we are really the originators of our choices According to Walter freedom of will is an illusion if we mean by it that under identical conditions we would be able to do or decide otherwise while simultaneously acting only for reasons and being the true originators of our actions In place of this scientifically untenable strong version of free will Walter offers what he calls natural autonomy self determination unaided by supernatural powers that could exist even in an entirely determined universe Although natural autonomy can support neither our traditional concept of guilt nor certain cherished illusions about ourselves it does not imply the abandonment of all concepts of responsibility For we are not mere marionettes with no influence over our thoughts or actions

**Radical Constructivism ; ...** Glasersfeld, 1995 Workflow-based Process Controlling Michael Zur Muehlen, 2004 Workflow based Process Controlling Systems provide companies with the ability to measure the operational performance of their business processes in a timely and accurate fashion The combination of workflow audit trails with data warehouse technology and operational business data allows for complex analyses that can support managers in their assessment of an organization s performance The increasing maturity of business process management and data warehouse systems enables the design and development of advanced process oriented management information systems Michael zur Muehlen discusses the integration of workflow audit trail data with existing data warehouse structures and develops a reference architecture for process oriented management information systems Starting with an organizational and technical analysis of process organizations this book provides a comprehensive documentation of business process management workflow technology and existing standardization efforts The proposed reference architecture is validated in an industry context A prototypical implementation of the reference architecture and its integration with a

commercial business process management system are demonstrated as well This book is directed at both practitioners and academics in the fields of business process management management accounting and information systems research

Radical Constructivism ; ... Glasersfeld,1995      **Ranulph Galnville and How to Live the Cybernetics of Unknowing** Soren Brier,Phillip Guddemi,Louis H. Kauffman,2016-07-19 A festschrift issue of Cybernetics and Human Knowing focusing on the work of Ranulph Glanville cybernetician design researcher theorist educator and multi platform artist designer performer      **Gandhian Philosophy Nai Talim & Community Engagement Methodology** Dr. Mukul Kuwarlal Chauhan,Prof. Leena Bhagwatrao Taywade,2024-05-01 Buy Latest Gandhian Philosophy Nai Talim Community Engagement Methodology e Book for B Ed 2nd Semester in English specially designed for MGKVP RTMNU Mahatma Gandhi Kashi Vidyapith Rashtrasant Tukadoji Maharaj Nagpur University By Thakur publication      **Non-Western Educational Traditions** Timothy G. Reagan,2004-09-22 This text provides a brief yet comprehensive overview of a number of non Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind opening text for preservice and in service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We and The Other is new to this edition It is a response to feedback about the problems inherent in our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice reflecting not so much a change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed      Teacher and Student Perspectives on Bilingual and Multilingual Education Bui, Hung Phu,Bang, Truong Cong,Nguyen, Cuong Huy,2024-03-07 The field of L2 English English as a second language education is rapidly evolving with new challenges and opportunities emerging due to technological advancements changing student demographics and evolving pedagogical approaches Educators are faced with adapting their teaching practices to meet the diverse needs of learners while keeping up with the latest research and developments in the field However navigating this complex landscape can be daunting especially for those seeking evidence based strategies to enhance their teaching effectiveness and address the diverse needs of learners Teacher and Student Perspectives on Bilingual and Multilingual Education offers a comprehensive solution to the challenges educators face By bringing together leading scholars and researchers this edited volume provides a cutting edge exploration of critical issues in L2 English

education offering educators practical insights and evidence based strategies The book covers various topics including L2 motivation learner engagement classroom assessment corrective feedback and technology integration It provides a holistic field view and equips educators with the tools to enhance their teaching practice      **Well-being In Later Life** Linda J. Garcia, Louise Bélanger-Hardy, Jeffrey W. Jutai, Maria Łuszczńska, 2022-12-30 Advancing the notion of connected autonomy and highlighting the importance of interdisciplinary research in the development of this novel concept this volume explores the possibility of maintaining the freedom to make one's own decisions in later life while also remaining connected to others as well as to things services places and events Through a series of case studies the book examines the importance of preserving self determination as health environmental and social circumstances render autonomy more difficult showing that innovations in social interaction and technology have the capacity to enhance older persons connectedness to their environment while at the same time offering opportunities for self governance As such it will appeal to scholars across the social sciences with interests in ageing and the life course the sociology of science and technology and research methods

*Science Education in Theory and Practice* Ben Akpan, Teresa J. Kennedy, 2020-09-08 This book provides a collection of applicable learning theories and their applications to science teaching It presents a synthesis of historical theories while also providing practical implications for improvement of pedagogical practices aimed at advancing the field into the future The theoretical viewpoints included in this volume span cognitive and social human development address theories of learning and describe approaches to teaching and curriculum development The book presents and discusses humanistic behaviourist cognitivist and constructivist theories In addition it looks at other theories such as multiple intelligences theory systems thinking gender sexuality theory and indigenous knowledge systems Each chapter follows a reader motivated approach anchored on a narrative genre The book serves as a guide for those aiming to create optional learning experiences to prepare the next generation STEM workforce Chapter The Bildung Theory From von Humboldt to Klafki and Beyond is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](https://link.springer.com)      **A Journey in**

**Mathematics Education Research** Erna Yackel, Koeno Gravemeijer, Anna Sfard, 2010-11-30 Our objective is to publish a book that lays out the theoretical constructs and research methodologies within mathematics education that have been developed by Paul Cobb and explains the process of their development We propose to do so by including papers in which Cobb introduced new theoretical perspectives and methodologies into the literature each preceded by a substantive accompanying introductory paper that explains the motivation rationale for developing the new perspectives and or methodologies and the processes through which they were developed and Cobb's own retrospective comments In this way the book provides the reader with heretofore unpublished material that lays out in considerable detail the issues and problems that Cobb has confronted in his work that from his viewpoint required theoretical and methodological shifts advances and provides insight into how he has achieved the shifts advances The result will be a volume that in addition to

explaining Cobb's contributions to the field of mathematics education also provides the reader with insight into what is involved in developing an aggressive and evolving research program. When Cobb confronts problems and issues in his work that cannot be addressed using his existing theories and frameworks, he looks to other fields for theoretical inspiration. A critical feature of Cobb's work is that in doing so, he consciously appropriates and adapts ideas from these other fields to the purpose of supporting processes of learning and teaching mathematics. He does not simply accept the goals or motives of those fields. As a result, Cobb reconceptualizes and reframes issues and concepts so that they result in new ways of investigating, exploring, and explaining phenomena that he encounters in the practical dimensions of his work, which include working in classrooms with teachers and with school systems. The effect is that the field of mathematics education is altered. Other researchers have found his new ways of looking useful to them, and they in turn adapt these ideas for their own use. The complexity of many of the ideas that Cobb has introduced into the field of mathematics education can lead to a multiplicity of interpretations by practitioners and by other researchers based on their own experiential backgrounds. Therefore, by detailing the development of Cobb's work, including the tensions involved in coming to grips with and reconciling apparently contrasting perspectives, the book will shed additional light on the processes of reconceptualization and thus help the reader to understand the reasons, mechanisms, and outcomes of researchers' constant pursuit of new insights.

*Handbook of Research on Mixed Methods Research in Information Science* Ngulube, Patrick, 2021-11-26. Mixed methods research is becoming prevalent in many fields, yet little has been done to elevate mixed methods research in information science. A comprehensive picture of information science and its problems is needed to further understand and address the issues associated with it, as well as how mixed methods research can be adapted and used. The *Handbook of Research on Mixed Methods Research in Information Science* discusses the quality of mixed methods studies and methodological transparency, sampling in mixed methods research, and the application of theory in mixed methods research throughout various contexts. Covering topics such as the issues and potential directions for further research in mixed methods, this comprehensive major reference work is ideal for researchers, policymakers, academicians, librarians, practitioners, instructors, and students.

*Truth Matters* Lambert Zuidervart, Allyson Carr, Matthew J. Klaassen, Ronnie Shuker, 2013-12-01. Why should we seek and tell the truth? Does anyone know what truth is? Many are skeptical about the relevance of truth. *Truth Matters* endeavours to show why truth is important in a world where the very idea of truth is contested. Putting philosophers in conversation with educators, literary scholars, physicists, political theorists, and theologians, *Truth Matters* ranges across both analytic and continental philosophy and draws on the ideas of thinkers such as Aquinas, Balthasar, Brandom, Davidson, Dooyeweerd, Gadamer, Habermas, Kierkegaard, Plantinga, Ricoeur, and Wolterstorff. Some essays attempt to provide a systematic account of truth, while others wrestle with the question of how truth is told and what it means to live truthfully. Contributors address debates between realists and anti-realists, explore issues surrounding relativism and constructivism in education, and the social

sciences examine the politics of truth telling and the ethics of authenticity and consider various religious perspectives on truth. Most scholars agree that truth is propositional being expressed in statements that are subject to proof or disproof. This book goes a step farther: yes, propositional truth is important, but truth is more than propositional. To recognize how it is more than propositional is crucial for understanding why truth truly matters. Contributors include Doug Blomberg (ICS), Allyson Carr (ICS), Jeffrey Dudiak (King's University College), Olaf Ellefson (York University), Gerrit Glas (VU University Amsterdam), Gill K. Goulding (Regis College), Jay Gupta (Mills College), Clarence Joldersma (Calvin College), Matthew J. Klaassen (ICS), John Jung Park (Duke University), Pamela J. Reeve (St. Augustine's Seminary), Amy Richards (World Affairs Council of Western Michigan), Calvin Seerveld (ICS), Ronnie Shuler (ICS), Adam Smith (Brandeis University), John Van Rys (Redeemer University College), Darren Walhof (Grand Valley State University), Matthew Walhout (Calvin College), and Lambert Zuidervaar (ICS).

*Regional Contexts and Citizenship Education in Asia and Europe* Kerry J. Kennedy, Andreas Brunold, 2015-10-05. This book is concerned with the social and political aspects of regional groupings, particularly how citizenship education fares in regional contexts. The European Union (EU) has revolutionised its political and economic aims into more encompassing social and political goals. The Association of Southeast Asian Nations (ASEAN) on the other hand is still moving towards fuller integration in social and economic terms as South East Asian nations seek a greater role on the global stage and particularly in the global economy. Both the EU and ASEAN have drawn up educational frameworks that collectively work to harness educational achievements which in turn work to fulfill social and economic objectives at the regional level. This book portrays citizenship issues affecting the two regions and describes the way citizenship education can reflect and address these issues. Case studies on EU and ASEAN member countries make up the book's two parts, which analyse among other issues: The Changing Landscape of Citizenship Education in England; Political Didactics and Political Education in Germany; Rethinking a Conceptual Framework for Citizenship Education in ASEAN Countries; Education for ASEANness: A tool to build an ASEAN community. This book explores new ideas on citizenship and comparative education in regional contexts and will be of interest to researchers concerned with the impact of regionalism on social development and to citizenship educators studying the influence of contexts on the construction of citizenship education.

*Theories of Mathematical Learning* Leslie P. Steffe, Pearla Nesher, Paul Cobb, Bharath Sriraman, Brian Greer, 2013-04-03. Chemists working with only mortars and pestles could not get very far unless they had mathematical models to explain what was happening inside of their elements of experience: an example of what could be termed mathematical learning. This volume contains the proceedings of Work Group 4: Theories of Mathematics, a subgroup of the Seventh International Congress on Mathematical Education held at Université Laval in Québec. Bringing together multiple perspectives on mathematical thinking, this volume presents elaborations on principles reflecting the progress made in the field over the past 20 years and represents starting points for understanding mathematical learning today. This volume will be of importance to educational researchers, math educators, graduate students,



of mathematical learning and anyone interested in the enterprise of improving mathematical learning worldwide

*Faithlore* John Fulling Crosby, 2018-06-20 Crosby claims that much of the Bible is myth Since some myth may be true the next step is to label that part of myth adjudged to be untrue such as folklore But myth and folklore are not necessarily the same Lore serves further as an interpretation elucidation embellishment or spin upon the myth This lore in turn may help clarify one's beliefs or it may enable one to see more clearly what is essential to one's faith or nonessential Crosby follows the exegesis and biblical criticism norms of Albert Schweitzer's quest of the historical Jesus with emphasis on mythus pioneer David Friedrich Strauss Theology meets biology and physiology in culmination with all biblical study This takes place in the sapiens brain the supreme source of all language and imagination via which we invent the reality in which we choose to dwell

**Design Cybernetics** Thomas Fischer, Christiane M. Herr, 2019-07-30 Design Cybernetics Navigating the New Design cybernetics offers a way of looking at ourselves curious creative and ethical humans as self-organising systems that negotiate their own goals in open-ended explorations of the previously unknown It is a theory of and for epistemic practices learning designing researching that is deeply committed to the autonomy of others and hence offers no prescriptive methodology Design cybernetics describes design practice as inextricable from conversation a way of enquiring developing shared understanding and reaching the new that harnesses reliable control as well as error and serendipity Recognising circular causality observer dependency and non-determinability design cybernetics extends beyond tenets of scientific research into the creative ethical and aesthetic domain From this perspective design is not an ill-conceived subset of scientific research Instead scientific research emerges as a particularly restricted subset of the broader human activity of design This volume offers a cross-section of design cybernetic theory and practice with contributions ranging across architecture interior lighting studies product design embedded systems design pedagogy design theory social transformation design research epistemology art and poetics as well as theatre and acting Addressing designers design educators and researchers interested in a rigorous practice-based epistemology it establishes design cybernetics as a foundational perspective of design research This is a conceptually elegant well-structured and comprehensive presentation of design cybernetics It fills a gap in the literature of the field Ken Friedman Chair Professor Tongji University This book offers a valuable and timely introduction to second-order cybernetics as society grapples with complex issues like climate change and rising inequality Joichi Ito Director of the MIT Media Lab

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