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(constructivism)   .

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.   (Phillips,
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(, 1997;   , 1998;   .
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2)   (Gredler, 1997)   .
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.   (realistic view of

epistemology)   .3)   **2.**

(knower)

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(sensations)   , 1998).

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(Truth)   (truth)   .

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(objectivism)   .   .4)

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(Perkins, 1999;   ·   ,   ,

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(Barnes, 1974; Collins, 1985). '   .
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2.　　　　　(endogenous constructivism　　　　　．

(contextualism)

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ABSTRACT

The implications of constructivism in education

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The latest catchword in educational circles is constructivism, applied both to learning theory and to epistemology. Constructivism has become something akin to a secular religion. We don't need to succumb to each new educational fad, but we do need to rethink about our work in relation to theories of learning and knowledge. In this paper, I tried to give a brief exposition of ideas central to constructivism and then suggest what they mean for our education.

In general, constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually and socially constructs meaning as he or she learns. The dramatic consequences of this view are twofold;　We have to focus on the learner in thinking about learning.　There is no knowledge independent of the meaning attributed to experience constructed by the learner or community of learners.

Although there may be as many definitions of constructivism as there are approaches and variations of approaches, several major principles are common among most constructivism-based approaches to teaching, learning, and assessing.

Constructivists typically emphasize the importance of active construction of knowledge among children. Children are seen as inherently active, self-regulating learners who construct knowledge in developmentally appropriate ways while interacting with a perceived world. Constructivists also perceive learning as a socially situated activity that is enhanced in functional, meaningful, and authentic contexts. Further, constructivists assess student learning in the context of teaching.

Like other theories on education, constructivism is not a quick fix. We'd better think that constructivism is itself a construct. This means that constructivism is fallible, and not a dogma, and that we are capable of testing it within normal human limits, and able to apply it where these tests show it promises to produce good learning.

Key words: Authentic assessment, Constructivism, Epistemology, Learning theory, Objectivism