

## **Annotated Bibliography Over the Constructivism Learning Theory**

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### Annotated Bibliography

Bhattacharjee, J. (2015). Constructivist Approach to Learning-An Effective Approach of Teaching Learning [Review of *Constructivist Approach to Learning-An Effective Approach of Teaching Learning*]. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*, 1(6), 65–74.

Dr. Jayeeta Bhattacharjee is the principal of the Vivekananda College of Education in India.

Bhattacharjee's article on constructivism is one that analyzes the theory from multiple lenses and angles. Bhattacharjee begins the article by defining assimilation and accommodation and demonstrating the importance of both within this theory. She writes that the actions within learning lead to the development of core understanding in learners. Like most other scholars who have studied the theory of constructivism, Bhattacharjee believes that students are not and cannot just be passive beings within learning but must display active involvement throughout the process. Bhattacharjee relies heavily on the idea that schema is a major component of this type of learning and that all learning stems from what students already know and builds from there. She believes that constructivist teaching must present students with the ability to problem solve through authentic learning scenarios in order to embed newly acquired knowledge. After giving a brief history on the origins of constructivism mentioning the research of Piaget, Vygotsky, and Dewey, Bhattacharjee breaks down the specific characteristics of constructivism detailing the importance of creating relevant and realistic learning opportunities that challenge learners to utilize problem solving and critical thinking skills. In contrast, she also highlights the fact that there are researchers like Bereiter, Anderson, Reder, and Simon that have found that constructivism can prove to be inefficient in productivity and reduce learning. Bhattacharjee emphasizes the idea that constructivism is not a pedagogy, yet an instructional strategy that must be well planned in order to be successful. Because of the planning and preparatory work that is needed to fully execute the theory, many schools rarely practice this idea well. Bhattacharjee completes her article by detailing implications for constructivism teaching and learning from

different researchers by providing lists of goals and techniques that can be used by educators. In Bhattacharjee's final statements, she states that a mind shift must take place in teachers in order to properly develop a classroom setting that is centered around learners, assessment, knowledge, and community.

Jia, Q. (2010). A Brief Study on the Implication of Constructivism Teaching Theory on Classroom Teaching Reform in Basic Education [Review of *A Brief Study on the Implication of Constructivism Teaching Theory on Classroom Teaching Reform in Basic Education*]. *International Education Studies*, 3(2), 197–199. <https://files.eric.ed.gov/fulltext/EJ1066095.pdf>

Qiong Jia from Shihezi University in China writes about the significance of the constructivism teaching theory and how it is reforming Chinese classrooms and affecting basic education. Jia relies heavily on research provided by Dewey, Piaget, and Vygotsky as she begins the article explaining the origins of the development of constructivism and how it has evolved since the early 70s. Jia explains that the knowledge and understanding a learner acquires is based on their past experiences and individual backgrounds. These two things together help to determine the acquisition of learning that takes place. Jia expresses the idea that learning happens through construction and interaction during learning experiences where students are given opportunities to self consciously construct knowledge based on their own previous understandings and then merge the old and new knowledge together to interact and create new concepts. Teachers are needed to design learning environments that encompass students at the center of it all. Jia believes that within the connotation of constructivism, students are focused on explorative and cooperative learning that is based on previous knowledge and experiences. Like Dr. Olusegun, Jia contends that students are not passive learners, rather active vessels that require active participation and ownership for adequate learning to take place.

Olusegun, Dr. B. S. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning [Review of *Constructivism Learning Theory: A Paradigm for Teaching and Learning*]. *IOSR*

*Journal of Research & Method in Education*, 5(6), 66–70. <https://iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-6/Version-1/I05616670.pdf>

Dr. BADA, Steve Olusegun is a senior lecturer for the Department of Psychology at the Federal University of Education in Kano, Nigeria. Dr. Olusegun writes to diminish the traditional model of classroom learning and create awareness over the theory of constructivism in today's classrooms. His writing and research reflect the idea that learning is an active process that students partake and grow from depending on their own past experiences. Olusegun declares that everyone is an active constructor of their own knowledge and encourages teachers to migrate away from the passive view of learning and move towards a framework where learners assimilate and accommodate new ideas. He writes that the basic ideas of constructivist learning are that both knowledge and authority are a shared experience between teachers and learners, the teacher's most important role is a facilitator of learning, and that learning should occur in social settings. Olusegun creates comparisons between the traditional learning setting and the constructivist classroom by including a table that relates the difference between types of learning in each. He states that students need time, space, and support to learn in experimental ways that foster the growth of new knowledge and application of the newly acquired knowledge. Olusegun articulates numerous times throughout his article that it is the educator's role to ensure that learning is an activity individual to each learner and that the constructivism approach is a modern way of establishing a student-centered environment in today's classrooms.

Shah, R. K. (2019). Effective Constructivist Teaching Learning in the Classroom [Review of *Effective Constructivist Teaching Learning in the Classroom*]. *Shanlax International Journal of Education*, 7(4), 1–13. <https://doi.org/10.34293/education.v7i4.600>

Dr. Rajendra Kumar Shah is currently an Associate Professor in the Department of Foundation Education in Nepal. Shah's article begins with several scenarios in which teaching and learning is approached in a variety of ways ranging from the rigid, traditional setting to a constructivist

approach. Shah's main point throughout his entire article is that learners are not empty vessels that are needing to be filled with knowledge by a teacher, but rather active members of the entire learning process. Shah explains that constructivist techniques in the classroom encourage learners to ask questions and then construct their own knowledge based on previous experiences. He reiterates the important role of teachers as facilitator multiple times throughout the article. Not only does he define constructivism, but he then goes into everything the theory is not. Shah explains that using the constructivist teaching method does not allow teachers a free pass from teaching, rather it still requires them to be knowledgeable in their content areas. He breaks down the misconstrued ideas that by using constructivism in the classroom, many educators think that this means leaving students to their own devices and allowing them to teach themselves through social settings. In fact, the opposite is true of constructivism. When approached from the proper angle, Shah demonstrates that constructivism increases rigor and requires more critical thinking and problem solving from students than the traditional classroom setting. Shah concludes his article by echoing again that students are to be active and not passive members of the learning process and that teachers are to flexibly facilitate learning experiences that challenge all students and attend to individual needs.