The coming collision between automated instruction and social constructivism

Abstract:
There are currently two groups of individuals in instructional technology research which are pursuing a research agenda aimed at making education scale to very large numbers of students and improve in effectiveness. These two groups are walking down diverging paths, the first toward driving humans out of the instructional loop, and the second toward adding more humans to the instructional loop. This chapter explores these research paths in more depth and proposes a manner in which they may be reconciled.

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Constructivist Suggestions. Constructivism: Its Theoretical Underpinnings, Variations, and Implications for Classroom Instruction. 161. by Kaya Yilmaz. Social constructionism or social constructivism: A theory that bodies of knowledge or disciplines that have been built up are “human constructs, and that the form that knowledge has taken in these fields has been determined by such things as politics, ideologies, values, the exertion of power and the preservation of status, religious beliefs, and economic self-interest.” This approach centers on the ways in which power, the economy, [and] political and social factors affect the ways in which groups of people form understandings and formal knowledge about their world. Constructivism, by contrast, emphasizes the social and relational construction of what states are and what they want. All these approaches might be used to focus on power politics, cooperation, conflict, or any other substantive phenomena. It is, therefore, wrong to associate a substantive interest in power exclusively with realism, because all the “paradigms” of international relations are interested in power, as either motivation, cause, or effect. It is sometimes said that the difference between constructivism and other approaches is that the former is concerned with the construction of interests while the latter take interests as exogenous and given (see, e.g., Goldstein 2005, 126). This is not true. Constructivism or else social constructivism states that reality is socially constructed. Unlike positivists, who firmly believe in a single truth and reality, constructivism points out there is no single reality. According to constructivists, the reality is a subjective creation. For example, let us elaborate on the concept of gender. Gender is different from sex. It does not refer to the biological difference between males and females. It is a social construction. The allocation of specific duties to women and expectations of the female as a delicate, feminine, and dependent creature is a social construction. The expectation of masculinity from males is also a social construct. In this sense, constructivism points out that the reality is a social reality that is subjective and built through consensus.