

# CONSTRUCTIVISM

BRIEF RESUME OF THE MAJOR  
EXPONENTS OF CONSTRUCTIVISM  
AND THEIR THEORIES

## Social constructivism

The construction of knowledge is both an internal process of the learner (through his own conscience) and an external one (through the inputs of the environment in which he acts) and these two worlds dialogue and interact with each other. In particular, interaction with other people is fundamental, which takes place through the tool of language. Cooperative work becomes knowledge.

## Zone of proximal development

If for Piaget learning occurs through phases of biological development, for Vygotsky learning can precede development. This happens particularly in areas of proximal development, i.e. learning phases in which we can carry out tasks but only with the help of external people who guide us in the process.

## Scaffolding theory

According to Bruner, the teacher must be the guide, the "facilitator" of learning. This occurs particularly within zones of proximal development. The teacher/facilitator guides students with his/her instructions to learn. The teacher gradually removes the supports from the students, so that they do not rely too much on them but learn to work independently. From this point of view, the process is more important than the final product.