

Social Constructivism Theory Framework

Name:

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Social Constructivism

Social constructivism is a psychological framework expounding on the mode of knowledge acquisition among learners. Based on its developer, Lev Vygotsky, the social constructivism framework argues on learning being a set of collaborative processes between the learners and educators (Kapur, 2019). As a result, the social constructivism framework recommends the inclusion of learners in the learning processes to increase the effectiveness of the latter and enable better comprehending among the learners. More so, the framework suggests the acquisition of knowledge as a social process that depends on the individuals' interactions with their culture and society (Gunduz & Hursen, 2015). For instance, Lev Vygotsky suggests that knowledge develops from the interactions of individuals with their society and culture (Kapur, 2019). Thus, the social constructivism framework suggests knowledge acquisition as a collaborative process that more often relates to the individual's interactions with society and culture.

Last but not least, the social constructivism argues on the interconnection of all of a person's aspects and the existence of a solid relationship between one's knowledge and their experience. Lev Vygotsky argued on the connection of all aspects of an individual, from knowledge, ethics, and human actions to daily habits and one's interests (Kapur, 2019). Also, when developing the psychological framework, Lev Vygotsky suggested that individuals undergo numerous phases and experiences in their life, which will impact on their level of knowledge (Gunduz & Hursen, 2015). For instance, medics gain more knowledge through encountering numerous but varying clinical health conditions of the presenting patients. Such signifies that acquisition and expansion of knowledge depend and relates to one's experiences

(Gunduz & Hursen, 2015). Thus, social constructivism asserts knowledge relating to one's exposure and experience, and interconnection with the other aspects of an individuals' life from daily and ethics to one's interests.

Social Constructivism Relative Theory

Social constructivism relates to several theories, the socio-cultural theory being one of them. The latter, also developed by Lev Vygotsky, mainly argues on an individual's development, requiring the societal contribution (Marginson & Dang, 2017). As such, the framework was put across society and its contributions became crucial aspects of an individual's development, even in their learning processes. As a result, the psychological theory emphasizes the importance of positive interactions between individuals and their culture, especially during their developmental phases (Marginson & Dang, 2017). Still, the social-cultural theory argues on individual's learning largely being a social process, considering it revolves around the societal and cultural happenings and interactions (Feryok, 2017). Thus, the social-cultural theory put by Lev Vygotsky asserts on the societal aspects featuring in the individuals' development and learning processes.

The social constructivism framework relates to socio-cultural theory in several ways, especially in their consideration of society's impact on an individuals' learning. As earlier mentioned, Lev Vygotsky in the social constructivism framework suggests the acquisition of knowledge being a social process that depends on the individuals' interactions with their culture and society (Kapur, 2019). As such, an individual's learning process depends on the societal and cultural happening, the members' daily habits and their interactions (Marginson & Dang, 2017). Thus, the social constructivism and socio-cultural theories correlate with each other, manifesting

in their common perception of the society impacting and influencing an individuals' learning process and knowledge acquisition.

Variation of Social Constructivism to Socio-cultural Theory

Despite the relation, the social constructivism framework differs from the socio-cultural theory in various ways, which manifests in their assertions. Mainly, the two differ in their perception of the components and drivers of the entire knowledge acquisition process among learners. The social constructivism perceives the knowledge acquisition process of a learner as one that relies on and will be influenced by various aspects (Knapp, 2019). These aspects are the learner's ongoing life experiences, their collaboration with the educators and their interaction with their culture and society (Knapp, 2019).

On the other hand, the socio-cultural theory considers the knowledge acquisition process of a learner as one that is only influenced by the society, not other aspects such as their ongoing life experiences and collaboration with educators. The socio-cultural theory argues that a learner acquires knowledge through their interactions with the society and its culture (Shabani, 2016). As a result, the socio-cultural theory discredits that learner acquires knowledge from their personal life experiences and collaboration with educators (Marginson & Dang, 2017). Thus, the social constructivism theory varies from the socio-cultural theory, through the latter discrediting a learner's experiences and collaboration with their educators as crucial aspects that help them acquire knowledge.

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