

Reflective Essay

Though many theorists lived and worked in a time when they did not have many of our modern technologies, their theories are still applicable while using these technologies. Modern technology allows us to interact with many different cultures, viewpoints, and people. This opportunity is a perfect arrangement to utilize the theory of constructivism.

One of my favorite theories, Vygotsky's theory of social constructivism, was the focus of one of my other assignments this semester. According to Amineh and Asl (2015), collaboration and social interaction are utilized to assist in learning within a mixed student population. This mixed audience learning incorporates what Vygotsky terms "scaffolding," a term that describes learning more effectively when students have others to support themselves (Homayouni, 2022). I have had more than one group assignment due this semester which required the use of video conferencing and sharing information via video presentation with other students. While our background specialties were different, we were able to incorporate what each of us knows to better understand the topics we were presenting. This was a perfect example of social constructivism. While on Zoom, we discussed each of our parts in preparation to record. We were able to provide feedback to each other to better understand the concepts we were presenting.

Vygotsky found that social interactions between people helped facilitate higher mental functions in an externalized form (Shah, 2022). In addition, the use of the discussion boards after sharing our presentations further utilized this concept by compelling us to analyze what we were presented with and reconcile it with what we might know or think we know. This technology broadened the audience we interacted with, providing us with many more perspectives to understand and learn from.

References

- Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of social sciences, literature and languages, 1*(1), 9-16.
- Homayouni, M. (2022). Peer assessment in group-oriented classroom contexts: on the effectiveness of peer assessment coupled with scaffolding and group work on speaking skills and vocabulary learning. *Language Testing in Asia, 12*(1), 61–23.
- Shah, M. A. (2022). Teachers as reflective practitioners: From individualism to Vygotskian social constructivism. *Alberta Journal of Educational Research, 68*(3), 297-307.