Conceptual Description of Inductive Meaning Constructing in Constructivist Interactions between Teacher and Student

Farshad Badie

Center for Linguistics, Aalborg University, DENMARK
badie@id.aau.dk
www.cfl.aau.dk/organisation/Farshad+Badie

Constructivism as a philosophy appears in a variety of guises, some of them pedagogical, some epistemological and some in complex combinations, see [6, 4, 5]. In this research constructivism is considered as a learning philosophy and as a pedagogical theory of learning. I will focus on the fact that, a student based on her/his pre-structured knowledge, on pre-conceptions and on personal knowings, could actively participate in an interaction with her/his teacher in order to construct knowledge and to develop that construction. Thus, the most significant objective could be realised and interpreted as the construction of the personal knowledge and its development, and producing the own understanding of the world (universe of discourse). In this research, I will focus on conceptual description of Inductive Meaning Constructing (that is my own approach) as a significant product of constructivist interactions between students and teachers, see [1, 2, 3]. I will conceptually describe the logical background of my approach in order to express and to analyse the formal and semantic terms within the progress. Additionally, I will employ some fundamentals from language of concepts in order to specify concepts, conceptions and conceptualisations within the model. This research has been designed over my semantic model of meaning construction within constructivist interactions [between teachers and students]. The semantic basis has been analysed over a loop that the student and the teacher move through, and organise their personal constructed conceptions, construct meanings and produce their individual meaningful comprehensions. The main idea that will be proposed is based on a new scheme for ‘interpretation’ based on ‘semantics’, on ‘interaction’, and on ‘induction’. Interpretations will be analysed in order to provide a supportive background for conceptual structuring of meaning construction in the context of teacher-student interactions. This research will show how a student organises her/his individual constructed concepts and her/his conception-based statements within constructivist interactions.
References