Constructivism (in terms of training/learning)

Constructivism is a learning approach that emphasizes **actively building knowledge by the learner**, rather than passively receiving information.

Core idea

People **learn through experience**—by **thinking**, **practicing**, **making mistakes**, and **connecting new information to what they already know**.

What does this mean in training practice?

In constructivist training:

- 👤 **The learner is central**, not the trainer
- 🧠 Learners **discover and construct knowledge themselves**
- 🗨 There is a lot of **interaction**, discussion, and collaboration
- 🔍 Problems or realistic situations are the starting point
- 🔄 Reflection is essential: *what went well, what didn't, and how?*

Role of the trainer

The trainer is not a "knowledge transmitter," but rather:

- a facilitator or coach
- someone who asks questions
- challenges learners to think
- helps them make connections
- shares experience

Examples of constructivist training methods

- Real-life case studies
- Problem-Based Learning (PBL)
- Simulation constellations
- Group assignments
- Reflection tasks
- Workplace learning

Comparison with traditional training

Traditional	Constructivist
Trainer explains	Learner discovers
Listening	Doing and experiencing
One correct answer	Multiple possible solutions
Theory first	Practice as the starting point

When is constructivism especially suitable?

- Skills training
- Professional development
- Complex or realistic situations
- Training where **thinking and applying** are more important than memorizing facts

Layers of project (training, facilitating project)

The layers all are needed and when a new layer is put, the old ones are still operational and in development.

It a Kairo logical, cyclical and/or iterative process, rather than a linear chronological process.

Formative years/Initiative:

Should be before the beginning, it comes from images and experiences you had before, that create the initiative. A lot of times you only have the image, but you can't name it, can't describe it, which has its risks.

- what is the source?
- many times, it is accompanied with images or experiences out of another context? can you recall this context, or these images?
- if it's our own initiative: the question still applies
- realize that it's likely that you only see the physical output (the program of past exchanges) or behaviour, what you don't see is the design, the thinking behind, values, effort or work
- copying brings a very superficial and one-dimensional version of the event

Beginning:
- where was or where is the beginning?

- the moment of an action with physical impact
- questions: where is it? who were the founders? are there promises made, agreements? are there already expectations? is there already a history? (how much will I get paid, what is all the work that needs to be done?) - before you start the process of writing

Investigation:

- investigation on the target group of the training, on the employers, on the one who is giving you the job, on the organization, etc.

- what it is about (the training), mapping all relevant information
- background, culture of the country, company, agency
- all this can be done through: reading, visiting, interviews, etc.
- from context to content, from general to specific, from abstract to concrete - this is how you can approach it

Analysing:

- making a draft out of the information that I met
- clustering information
- prioritizing information
- creating different views and perspectives on the information
- putting the information into words

Problem defining, diagnosis:

- the result of inquiry and analysing the data
- one or more diagnosis
- what is really the matter here?
- what is the problem and who is putting the problem in what or which context?
- the quality of your diagnosis is depending on the quality of your analysing and investigation

Goal setting:

- what needs to be there in order to tackle the problem: how to get from the unwanted behaviour to the wanted behaviour

Planning

- who, what, where, when? how many trainers, participants?
- What is the venue, what is possible or/and allowed?
- Liability and insurance how is it arranged
- Budget of the project, accommodation, fee, materials.
- Human resource

Strategy:

- "how am I going to wash this little pig?"
- approach of the trainer: state, language, what is going to be my angle, which perspective

- How am I going to profile myself in this training, based on what i think is required?

Programming:
- The goals are shaping the program

- What methods to use (Also what is possible in the venue and budget)
- all the phases and learning styles - logical order or psychological order
- psychological: you start with what is bothering people the most
- why are you here, what is wrong with you? - this way people stay in
- start with something that people are interested in, don't waste time
- there is nothing to get, only things to do
- the faces of KOLB

Organisation

Performance:

For a trainer/facilitator is the performing part the phase that everything is coming together. And there is the confrontation with reality.

During the performing there is a parallel process going on, on group level and on personal training (some call it couching)

- To set the context
- Connecting with the group and individuals in the group
- To be comfortable with the group and yourself
- Maintaining the strategy and following the method
- Keeping the dynamic between procedure and process
- To work with what is there and know what is missing
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- It's implementing of all phases before and constantly checking if everything is happening according to the purposes.
- What are the complications and handling them
- All practical matters, like how to approach people, how to use time, with role is for filled by who
- Are agreements capped, if not than how come
- a stop, look, correct, take action
- Al the work you done upfront has to pay off now

Closing

- Often closing and evaluation get a confusing mix,
- Closing is a ceremony at the end of the activity and/or at the pre-phase of the training
- It's an acknowledgment for all involved people of the project

Evaluation.

- Make clear what you want to evaluate and for who you are doing it
- Make clear to participants how are you going to us it
- Be aware that most evaluation, especially at the end of a training is a rapport of the mood, and as a trainer it doesn't give much information
- How does the evaluation feedback the previous phases of the project?