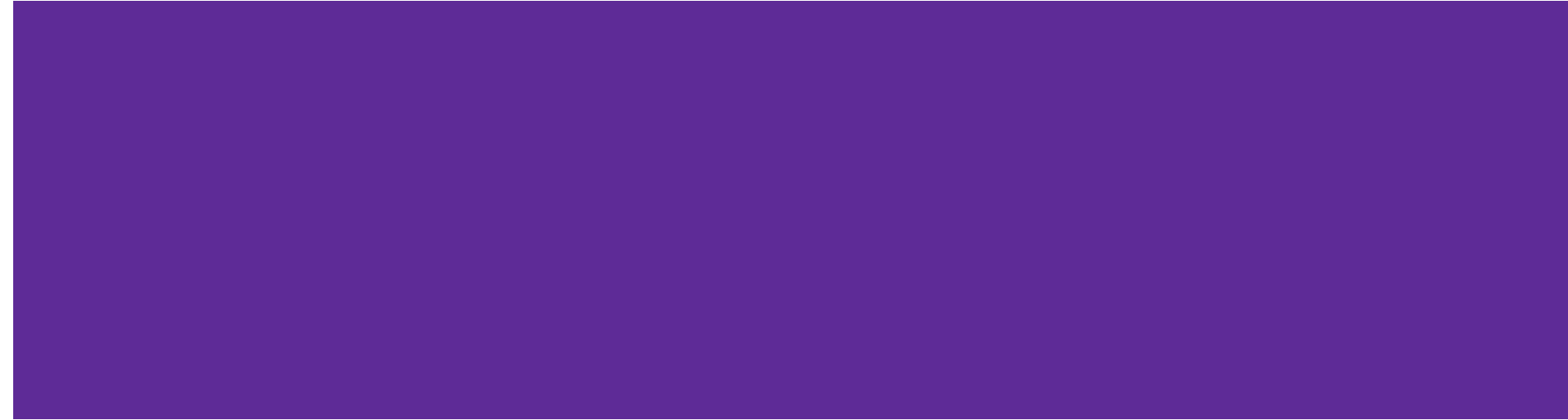


EDUC 636

Language and Learning

Disabilities

Critical Conversation about Intervention Paradigm



Interpretivism/Constructivism

Taylor and Medina (2011) believe that interpretivism/constructivism is defined as the following “Interpretive knowledge of the other is produced through the prolonged process of interaction undertaken by ethnographers who immerse themselves within the culture they are studying”. What is meant by this is that this paradigm focuses on learning from the experiences of others and their experiences through through interaction as we all experience things differently and to understand those we are teaching we must first understand their experiences. Teachers in a constructivist-interpretive paradigm can be seen as facilitators who are creating environments that encourage students to have exploration, collaboration, and active participation in their own learning. The role of the teacher is to support students in constructing their own knowledge rather than simply transmitting information. What this means for intervention is that we must be subjective in understanding the importance of our students experiences, cultures and social contexts. Thus students are involved in their own learning process and that we as teachers learn from our students. We see that one size does not fit all with our students and It adheres to the idea that learning is dynamic. As a educator who believes in a student centered approach this is the paradigm I align my educational philosophy with.

Model of Intervention

Something that stuck out to me during my reading was “Thus the interpretive researcher would constantly ask him/herself: What is the influence of my own (past and present) values and beliefs in interpreting the thoughts and feelings of others? What hidden assumptions are constraining (distorting) the way i make sense of the other?” (Taylor and Medin 2011). It made me question if that in my own intervention, am I bringing in my own bias or am I able to separate completely and not bring my own personal school experience into play. I believe this model of intervention to be of a more student based approach which I focus on heavily in my own practice in which the needs of the student are at the forefront. As this paradigm understands the student as subjective we as the teacher must be subjective as well with our intervention as the “one size fits all” does not work here. The educational experience of each student differs as does the means of intervention.