

## Summary

# Constructivism and Pedagogy

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Constructivism, as a theory of knowledge and learning, has been the subject of much theoretical and empirical research in social scientific disciplines and, as such, it has been treated differently: some have advocated it, some have rejected it. Using the example of radical social constructivism, the paper focuses on various aspects of constructivism, its epistemology, achievements, contradictory interpretations and pedagogical implications. Constructivism is viewed in the context of pedagogy, lifelong learning, contemporary educational policies and sustainable development. The paper also stresses that constructivism should be explored scientifically and questioned critically. Special attention is given to learning and teaching in the light of constructivism and to the concept of constructivist pedagogy.

**Key words:** constructivism, pedagogy, knowledge, learning, teaching