Abstract

In this study we investigate teachers’ conceptions of constructivism. We interviewed forty teachers from two elementary schools in the countryside of the state of São Paulo. The interviews were tape-recorded and transcribed literally. Content Analysis was used to analyze the data. The results indicated that most teachers have an imprecise notion of Constructivism. The teachers considered that, due to the lack of study, guidance and support from the school, they are unprepared to adopt constructivist pedagogy. Thus, it is possible to suggest that the constructivist presuppositions have been transmitted to teachers through an inadequate strategy. For these professionals, Constructivism seems to represent one more educational reform which was imposed on them. In general, the teachers revealed to be favorable to the implementation of Constructivism in their classrooms. However they disagree with the way it has been implemented.

Keywords

Constructivism, Educational activity, Fundamental education.