CONTENTS

Preface (Ernst von Glasersfeld)	vii
List of contributors	ix
Acknowledgment of sources	X
INTRODUCTION: ERNST VON GLASERSFELD'S WAY OF WORLDMAKING Marie Larochelle	xiii
PART I: LEARNING, LANGUAGE, AND THE RADICAL THEORY	
1. Learning as a constructive activity	3
2. Reconstructing the concept of knowledge	21
3. Facts and the self from a constructivist point of view	31
4. Signs, communication, and language	43
5. How do we mean? A constructivist sketch of semantics	55
6. On the concept of interpretation	63
7. Piaget and the radical constructivist epistemology	73
PART II: THEORY OF KNOWLEDGE	
8. Aspects of constructivism: Vico, Berkeley, Piaget	91
9. The end of a grand illusion	101
10. The simplicity complex	111
11. The logic of scientific fallibility	119
12. The incommensurability of science and poetic wisdom	129
13. Farewell to objectivity	135
14. The radical constructivist view of science	143
15. Cybernetics and the theory of knowledge	153
PART III: CONCEPTUAL ANALYSES	
16. Notes on the concept of change	173
17. Abstraction, re-presentation, and reflection. An interpretation of experience and of Piaget's approach	179
18. Representation and deduction	199
19. A constructivist approach to experiential foundations of mathematical	
concepts	205
20. The conceptual construction of time	225
21. Anticipation in the constructivist theory of cognition	231
22. A constructive approach to 'universals'	241

PART IV: COMMENTS	
23. Experiences of artifacts: People's appropriations / objects' affordances'	249
Edith Ackermann	
24. Knowledge as representation	259
Gérard Fourez	

Gerara romez	
25. A constructivist account of knowledge production as a social phenomenon and its relation to scientific literacy	267
Jacques Désautels	
26. Radical constructivism and "school mathematics"	279
Leslie P. Steffe	

Kenneth Tobin	
References	299
Index of names	313

POSTSCRIPT: THE REVOLUTION THAT WAS CONSTRUCTIVISM

Index of subjects

291

319