



## ORIGINAL RESEARCH PAPER

Education

## A Study About Constructivism: A Tool For Reshaping Teaching

**KEY WORDS:** Constructivism ,Learners , Participation

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## ABSTRACT

Constructivist teaching is based on the approach that learning occurs as learners are actively involved in a process of meaning and knowledge construction in place of passively receiving information. Learners are the makers of meaning and knowledge. To inculcate constructivist approaches in teaching, the teacher training programmes at all stages, should provide opportunities for understanding the self and others, develop sensibilities, the ability for self analysis and capacity to reflect. There are models which can be used to reformulate teaching system to induct constructivist approaches.

### Introduction:

The traditional method of teaching, where students memorize and regurgitate copious amount of data, seems counterproductive. Many education reformers suggest that what is needed is a paradigm shift that focuses on developing critical thinking skill and meta cognitive awareness in a student centered class room with the teacher assuming role of guide. Constructivism refers to student centered and interactive classroom teaching. It provides a plausible, functional framework for understanding and interpreting experiences of learning. It is based on that individual construct their own new understandings through the interaction of what they already know and believe and the idea about new concept. Events and activities are characterized by active engagement, inquiry, reasoning and collaboration with others. Rather than a source of subject knowledge, the teacher is a guide, facilitator and co explorer who encourage learners to question, challenge and formulate their own ideas, opinions and conclusions.

Constructivism develops sensibilities, ability of self analysis. It provides ample opportunities to observe and engage with learners and learn to work collaboratively in groups. There is need to include professional capacities in pedagogy, observation, drama, craft, puzzles and storytelling and reflective enquiry.

### Impact of Constructivism:

Constructivism emphasizes on interactive view of learning, knowledge is actively constructed by individuals in interaction with the environment and others, constructing new knowledge, the integral role of experience in learning, participation in learning that are relevant. Constructivism starts with the recognition that students come to learning process with some pre conceived notions, beliefs understanding and misunderstandings, explore their own ideas, development of hypothesis and challenge through experimentation. In constructivism, learning environment should be enriched with teaching materials, advance technology should be used, group studies and interactive learning should be encouraged. Activities in which students can show their creativity should be organized, only then students can construct their new knowledge by the help of their prior knowledge and experience.

Quality and effectiveness of an education system depend on the quality of teachers, learning environment and available facilities. Level of academic preparation, quality of subject matter, pedagogical skills the teacher possess to meet the needs of learning, the degree of commitment to profession, sensitivity of contemporary issues influence quality of curriculum transaction in the class room. There are 2 different forms of constructivist teaching (a) teaching according to constructivist approach (b) working with teacher learners in a constructivist way. Instructional facilities also influence constructivism.

### Role of teachers:

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion among students to construct new concepts. Thus, the teacher's main focus has been found on guiding students by asking questions that will lead them to develop their

own conclusions on the subject. A good teacher join self, subject, and students in the fabric of life because they teach from an integral and undivided self, they manifest in their own lives, and evoke in their students, a capacity for connectedness".

In constructivism teacher activities are made as part of a collaborative, democratic process in which teacher becomes more of a guide, promoter, and facilitator. Constructivism pedagogy emphasizes a learner centered approach; it also emphasizes discourse and collaboration. Teacher activities are made as part of a collaborative democratic process in which teacher educator becomes more of a facilitator. This requires social interaction of learners so that active learning and discourse are more like to produce connections between new concepts and prior knowledge which help to a deeper knowledge of topic. The teacher is viewed as creator of problem solving situation. Constructivism emphasizes on field work, logical learning, encourages teacher learners to assess the understanding of children so that lessons may be developed that maximize the potential for concept development. Programmes are organized to allow teacher student to experience integrate curriculum as well as facilitating participants understanding and implementation of integrating content. Self preparation, self concentration, Self direction, self assessment, self monitoring, self reflection are effective to evaluate student at his personal level.

Teachers need to view students as active participants not as mere recipient of knowledge, need to encourage increasing knowledge, student must engage with theory along with experiences to help students to see knowledge as constructed during learning. Teachers need to get training in organizing student oriented, activity based, innovative tools like play, projects, discussion, observation, visits, with result oriented work. Teachers should engage with students in real context rather than theory teaching.

### Assessment:

Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view. Some assessment strategies include:

- Oral discussions. The teacher presents students with a "focus" question and allows an open discussion on the topic.
- Chart (What we know, what we want to know, what we have learned, how we know it). This technique use throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study.
- Mind Mapping. In this activity, students make list and categorize the concepts and ideas relating to a topic. Students create map linking based on pre studied concepts and new learning.
- Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be

helpful in directing the course of study.

**Conclusion:**

Constructivism requires teaching learning experience to be structured in a result oriented way. We need to define the path that can be taken to empower individual teachers who can empower learners. Teachers should have trained for constructivism approaches and environment in school. To inculcate constructivism approach, education systems in all respects should provide opportunities for understanding the self and others, develop sensible ability for self analysis, capacity to reflect. To develop constructivism, creativity, critical thinking and learning, reformulation of education system is required. To induct constructivism, it should be implemented in classroom, in school, in whole education system. With the help of constructivism we will be able to make our nation as educated nation, developed nation, economically strong nation.

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