



Constructivist approach for Practice Teaching in Teacher Education Programme

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ABSTRACT

Today's buzzword in the field of Education is constructivism. It is relatively a new paradigm which takes into account the subjective, contextual and plurastic nature of knowledge. It focuses on the learner's active participation in the process of construction of knowledge who search meaning by understanding problem in holistic framework.

Accordingly National curriculum framework (2005) and (2010) emphasized on constructivism and recommends that curriculum should help to become constructor of knowledge and emphasizes active role of teacher. As corollary, teacher preparation should also to be viewed in the context of constructivism and revitalized accordingly.

As constructivist approach stress on 'learning process' critical feature in practicing teaching programme in Teacher Education should be how knowledge is acquired by the learner in the cognitive and social context.

The practice teaching programme is one of the major components of practicum course where the constructivist pedagogy can be incorporated.

The present paper focus on how constructivist pedagogy can be brought in planning of lesson during practice teaching.

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Twentieth century discovered the term 'constructivism' and now in 21st century; it has become buzzword in the field of education. It has emerged as new learning philosophy, new learning approach and shocked many terms such as learning, teaching, evaluation, classroom environment, curriculum design, role of teacher and role of learner.

Constructivism strongly influence learning process as

- Human generate knowledge and meaning from their interactions between their experiences and their ideas.
- Learning means interpretation of new experiences by the individual through own experiences.
- Learning is internal as well as external process.
- Change in behaviour is due to personally interpretation of facts, concepts and generalizations.
- Learning is both cognitive and social process.
- Knowledge is first constructed in social context and appropriated by the learner.
- Learning is dynamic interaction between task, teacher and learner.

Constructivism is not a particular pedagogy but it is theory, describing how learning occurs.

National curriculum framework at school education level emphasized that curriculum should help learners to become constructor of knowledge in social context and accordingly text books are framed at school education level, but what about teacher education programme which is subset of school education. We are ignoring that present scenario of teaching and learning is changed.

Pre-service Teacher Education programme consist of two main components as course content and practicum. Practice teaching is major practical related to field based experience and conduct of lessons in schools. It makes student teacher to understand pedagogy of teaching.

In the context of constructivism practice teaching programme can be revitalized as follows:

I) Objective of practice teaching should be

- to equip student teachers with constructivist pedagogy

- to develop competencies and skills essential for implementing constructivist approach.

II) Phases of Teaching

Phases of Teaching are pre-active phase of teaching, Interactive phase of teaching and post active phase of teaching.

- Pre-active phase of teaching

Planning of lesson, activities etc are inseparable part of this phase.

Constructivist approach can be incorporated during this phase as follow.

1. Consider the social context of the learner
2. Consider the cognitive knowledge structure of student for content to be delivered.
3. Plan to use constructivist teaching-learning strategies.
4. Plan for meaningful delivery of the content.
5. Identification of resources for effective teaching and learning.
6. Planning for constructivist lesson plan.

- Interactive phase

Constructivist approach can be incorporated during this phase as follow:

1. Meaningful delivery of the content.
2. Provide adequate time.
3. Absence of threat/stress free classroom environment.
4. Collaborate the content to other subjects or disciplines.
5. Motivation to students.
6. Provide choices.
7. Use of actual constructivist teaching-learning methods/strategies as Concept mapping, Advance organizer, CAI, Multimedia instructions, Problem based learning, Experiential learning, Discovery learning, Collaborative method.
8. Provide immediate feedback

- Post-active Phase

Constructivist approach can be incorporated during this phase as follow

1. Use of constructivist evaluation methods.
2. Provide constructive feedback.
3. Use of multiple evaluation tools.

It is important to note that the use of constructivist pedagogy in practice teaching should emphasize on learning process, which are not new. Good teachers have implemented them over the years but may be intuitively, constructivism urge teachers to use these for implementing constructivist approach.

While extending constructivist approach in the classroom during learning process one should not use piece meal approach in which one picks and implement. This constructivist pedagogy can be used wisely for different subjects holistically during practice teaching programme. At least one lesson can be conducted by constructivist approach in all phases of teaching, during practice teaching programme.