



CONSTRUCTIVISM AND ITS ASPECT WITH CONCERN TO TEACHING LEARNING PROCESS

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Abstract

*Constructivists believe that learning is a constantly dynamic process. Constructivism is 'an approach is an epistemology, theory of learning. In this theory actively construct or make their own knowledge. In general classroom it is assumed that the learners is an unwritten slate and it should filled written by teacher by providing various learning experience, knowledge, or by conducting various different activities by engaging learner in different activities. The doctrine itself holds that 'language users must individually construct the meaning of words, phrases, sentences and texts.'" (Suchting, 1998, p. 61-62; von Glasersfeld, 1989, p. 132). Educationist who influenced and more focused on the constructivism. Immanuel Kant (1724–1804), John Dewey (1859–1952), Maria Montessori (1870–1952), Władysław Strzemiński (1893–1952), Jean Piaget (1896–1980) 6) Lev Vygotsky (1896–1934
In class constructivist teachers raise the pose questions, problems, and create the situation which can motivates students to think and correlate the previous knowledge in present scenario so that creation of knowledge takes place.*

Key Words: *Constructivism, Aspect, Teaching Learning, Process*



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Introduction

Constructivists believe that learning is a constantly dynamic process. Constructivism is 'an approach is an epistemology, theory of learning. In this theory actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256). Constructivism's central idea in which learning is constructed, that learners build new knowledge with concern to the previous learning experiences.

In general classroom it is assumed that the learners is an unwritten slate and it should filled written by teacher by providing various learning experience, knowledge, or by conducting various different activities by engaging learner in different activities such as experimentation, project based learning, problem solving etc. so that learner actively participated and try to

correlated constructed knowledge in the realistic world. It must come from making meaningful connections between prior knowledge, new knowledge, and the processes involved in learning. By conducting such activities the constructivist teacher strong emphasis on learners are developing constructing their own meaning through reflection, analysis and the gradually building the layers or depths of knowledge through conscious and ongoing mental processing. Reflection, seminars, discussion forums, small group work, and projects are key methods used to support constructivist learning.

The meaning of constructivism varies according to one's perspective and position. Within educational contexts there are philosophical meanings of constructivism, as well as personal constructivism as described by Piaget (1967), social constructivism outlined by Vygotsky (1978), radical constructivism advocated by von Glasersfeld (1995), constructivist epistemologies, and educational constructivism (Mathews, 1998). Social constructivism and educational constructivism (including theories of learning and pedagogy) have had the greatest impact on instruction and curriculum design because they seem to be the most conducive to integration into current educational approaches.

Defining Constructivism

"It is assumed that learners have to construct their own knowledge-- individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community-- other learners and teacher-- is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction." (Davis, Maher, Noddings, 1990, p. 3)

"Constructivism is not a theory about teaching...it is a theory about knowledge and learning... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, non-objective." (Brooks & Brooks, 1993, p. vii)

"Knowledge, no matter how it be defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience." (Von Glasersfeld, 1995)

"The doctrine itself holds that 'language users must individually construct the meaning of words, phrases, sentences and texts.'" (Suchting, 1998, p. 61-62; von Glasersfeld, 1989, p. 132)

"Constructivists allege that it is we who constitute or construct, on the basis of our theorizing or experience, the allegedly unobservable items postulated in our theories." (Nola, 1998, p. 32)

"The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge." (Naylor & Keogh, 1999, p.93)

Constructivists of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner." (Jenkins, 2000, p.601)

Historical figures that influenced Constructivism

Following are the Educationist who influenced and more focused on the constructivism.

1) Immanuel Kant (1724–1804) 2) John Dewey (1859–1952) 3) Maria Montessori (1870–1952) 4) Władysław Strzemiński (1893–1952) 5) Jean Piaget (1896–1980) 6) Lev Vygotsky (1896–1934) 7) Heinz von Foerster (1911–2002) 8) Jerome Bruner (1915) 9) Herbert Simon (1916–2001) 10) Paul Watzlawick (1921–2007) 11) Ernst von Glasersfeld (1917) 12) Edgar Morin (1921)

Role of Teacher in Constructivist Classroom

In the constructivist classroom the role of teacher is very important some time he has to play guide, counsellor, facilitator, instructor, brainstormer who is showing the appropriate path towards the goal. So that learner could approaches, moves towards constructivism, so that they can follow the principles of constructivism in this way the learning is taking place in a meaningful way or it might be fruitful one.

It may be observed that there can be 'degrees' of constructivism, since in practice the teacher should act as first among equals, and help direct the process so that 'suitable' outcomes are achieved. The fundamental difference is that students have to work towards constructing their own meaning, testing it against 'reality', and further constructing meaning as a result.

Constructivism in Classroom

In class constructivist teachers raise the pose questions, problems, and create the situation which can motivates students to think and correlate the previous knowledge in present scenario so that creation of knowledge takes place. Constructivism classroom is totally different than the general or traditional classroom. Constructivist method composed of ideas, exploration, proposition, explanation and solution, and taking action, teacher should also emphasize the teaching methods is the classroom which will motivates the learner in intellectual manners so that, learners collaborative work will grow up along with social and communicative skill.

The following activities encouraged in constructivist classrooms include: Experimentation: Students individually perform an experiment and then come together as a class to discuss the

results. Research projects: Students research a topic and can present their findings to the class. Field trips: This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions. Films: These provide visual context and thus bring another sense into the learning experience. Class discussions: This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods. Campus wikis: These provide learners with a platform for curating helpful learning resources. (<https://en.wikipedia.org/>) The Role of the teacher in the in the social constructivist classroom is to help students to build their knowledge and to control the existence of students during the learning process in the classroom. Moreover, the Association for Constructivist Teaching (ACT, 2007) states that the social constructivist teacher is one who values learner reflection and cognitive conflict and encourages peer interaction. According to Kompf (1996, p. 173), “constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content”. The idea of the limited role of the teacher is that this encourages students to engage in collaborative learning.

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