A STUDY OF CONSTRUCTIVISM STRATEGY: A PARADIGM FOR TEACHING AND LEARNING

Devendra Singh Sindhu, Ph. D.

Assistant Professor C.S.S.S.P.G. College, Machhra, Meerut

drdssindhu@gmail.com

Abstract

The present paper is an abstract paper emphasis on the generalities, need and strategies of espousing constructivism in the tutoring and literacy process. Now a days our current education system emphasizes on preparing scholars for largely competitive standardized tests and overlooks the significance of fostering critical thinking chops in our scholars. The conventional schoolteacher centric tutoring literacy process emphasizing on memorization is generally espoused across length and breadth of Indian seminaries. This paper sketches the need to review education to include further critical thinking by espousing constructivist pedagogy. The paper also proposes the important aspects similar as integration of social and emotional literacy in literacy process for relinquishment of constructivism in classrooms, besides this it also outlines the literacy strategies and learning design needed for successful perpetration of constructivism in tutoring literacy process.

The present paper concentrated on the Constructivism Strategy a Paradigm for Teaching and Learning with high objects are (i) To understand the conception of Constructivism. (ii) To dissect the Need of constructivism in the Teaching and Learning process. (iii) To illustrate the Constructivism Strategies.

The methodology of the exploration is a different type involving an interpretive, discussion and study secondary sources, like books, papers, journals, thesis, university news, expert opinion, and websites etc.

Crucial Words Constructivism Strategy, Paradigm, Tutoring and Learning

Key Words: *Constructivism Strategy, Paradigm, Teaching and Learning*

Introduction:

Education is a nonstop process and also education involves the process of the development and literacy of the child on multiple confines, eased by the schoolteacher, who's guided by a class. Effective education is a process where the schoolteacher, children and the seminaries involved and shared laboriously. Still our present education system emphasizes on preparing

scholars for tests and do n't foster deep literacy and is in the midst of a extremity of quality- starting from primary seminaries to universities, the dominant view is that our scholars aren't learning as much as they immaculately should and what's further worrisome is that rote literacy and memorization seems to be the dominant mode at all situations. Traditional tutoring approach (lecture system) generally espoused by preceptors in Indian seminaries involves content of the environment and rote memorization on the part of the scholars and doesn't involve scholars in creative thinking and participation in the creative part of conditioning.

The new forthcoming trends in education changed the present script and espoused the constructivist approach which is moral and more focused on innovative conditioning and knowledge accession and thus, the academic results of the scholars of constructivist classrooms are better than traditional classrooms. It was plant that constructivist instructed scholars had advanced scores than the scholars who were exposed to conventional system of tutoring. The problem lies in the literacy terrain in a traditional classroom, the classroom terrain is schoolteacher centered which makes literacy process boring for lower competent scholars. Student's attention wanes constantly and they aren't suitable to retain the information for long time- period and are frequently caught daydreaming, talking and bothering other scholars. The individual differences being between learners, their background knowledge and literacy styles are frequently ignored in the conventional classrooms. Present educational system provides a unique and standardized tutoring material to all learners which tend to profit to those whose literacy style and background knowledge fits well with the tutoring material. However, literacy becomes easier and further natural, results ameliorate and learning time is reduced, If the tutoring style nearly matches the scholars favored style of acquiring knowledge. In many words, traditional tutoring material and strategies generally tend to profit some scholars further than others.

The NCF, also suggests espousing critical pedagogy because scholars aren't just youthful people for whom grown-ups should concoct results. They're critical spectators of their own conditions and requirements and should be actors in discussion and problem- working related to their education and unborn openings. Critical pedagogy provides an occasion to reflect critically on issues in terms of their political, social, profitable and moral aspects.

Constructivism and Teaching-Learning:

✓ The enhancement in learning issues is possible by shifting the focus of tutoring literacy process on conception development and deep understanding. Till now, utmost of the focus has been to insure access to education.

✓ Thus, a question arises on the philosophical underpinnings of the long dominant retest-teach-post teach model of education. Despite completing all their tests, too numerous scholars simply aren't learning.

✓ There arises a need to borrow a new pedagogy which encourages the learner to construct a sense of her own tone, the development of her autonomy, alongside her progress within the group for interpersonal growth.

✓ Pedagogy is a vehicle of articulating learning pretensions and relating the forms of conditioning that promote development toward those pretensions.

✓ Constructivist pedagogy is one similar approach where conditioning are proposed to scholars that are meaningful for them and the learner reflects, quests, uses her capacity for taking enterprise and for being creative.

✓ Constructivist pedagogy in which exertion supplements lecture, learners are handed openings to construct their own understanding on the base of a commerce between what they formerly know.

✓ The need for constructivist approach arises when behaviorism fall suddenly of producing positive goods within the complex environment of the classroom and left preceptors feeling shortchanged and cheated by a system that placed the guilt for scholars' failure to learn in their hands.

✓ Following the heritage of behaviorism, constructivism has been ate as a proposition of knowing that further completely explains the complexity of the tutoring- literacy process.

Objectives of the Study:

(i) To understand the concept of Constructivism.

(ii) To analyze the Need of constructivism in the Teaching Learning process.

(iii) To illustrate the Constructivism Strategies for Constructivist Classroom.

Need of constructivism:

The present paper concentrates on furnishing an indispensable pedagogy grounded on the principles of constructivism proposition given by Piaget, Vygotsky and other theoreticians

including psychologists and sociologists. However, also we've to give up platonic and all posterior realistic views of epistemology, If we accept constructivist proposition. We've to fete that there's no similar thing as knowledge "out there", independent of the knower but only knowledge we construct for ourselves as we learn is the true knowledge. However, also the power of organizing and presenting the knowledge is passed on to the schoolteacher who eventually passes this on to the learner, If we believe that knowledge consists of learning about the real world "out there". In the process of propagating knowledge to learners the schoolteacher may use conditioning and openings to trial but then the schoolteacher is helping the learner to understand the world but do not ask the learner to construct his/ her own world.

The understanding of the difference between the world "out there" and the scholars enjoy world helps a schoolteacher to decide the type of pedagogy he'll follow to produce a constructivist classroom. When the schoolteacher structures situations for his/ her scholars also she's confining the learners to carry out their own internal conduct. These two worlds, the world "out there" and "own world" puts the schoolteacher in a dilemma of presenting the knowledge or to help scholars to construct their own knowledge. Schoolteacher concluding for the alternate option intensifies her problem because the class designed by the experts, classrooms terrain created and followed in a academy, educational design espoused by a schoolteacher and literacy habits of the scholars' needs a major redesigning by the schoolteacher. The propositions of literacy, strategies of tutoring and literacy and the pedagogies are the guiding principles in framing an educational design. The educational design following constructivist testament avoids directing a pupil towards a result to the problem rather it encourages tone-conceptualization of the result. There's a need to develop a literacy design using constructivist literacy strategies which follows the principles of social constructivism and also aims at developing social and emotional chops in scholars by using social constructivism in classrooms. Elias etal, defined SEL as the process of acquiring core capabilities to fete and manage feelings, set and achieve positive pretensions, appreciate the perspectives of others, establish and maintain positive connections, make responsible opinions, and handle interpersonal situations constructively. The proximal pretensions of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioral capabilities tone- mindfulness, tone- operation, social mindfulness, relationship chops, and responsible decision timber.

Definitions for constructivism in education are as follows -

"It's assumed that learners have to construct their own knowledge collectively and inclusively. Each learner has a tool tackle of generalities and chops with which he or she must construct knowledge to break problems presented by the terrain. The part of the community, other learners and schoolteacher is to give the setting, pose the challenges, and offer the support that will encourage fine construction."

"The doctrine itself holds that' language druggies must collectively construct the meaning of words, expressions, rulings and textbooks."

"Constructivists purport that it's we who constitute or construct, on the base of our theorizing or experience, the allegedly unobservable particulars supposed in our propositions."

"The central principles of this approach are that learners can only make sense of new situations in terms of their being understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their being knowledge".

Social Constructivism:

The most important aspect on which constructivism focuses is knowledge construction. Knowledge construction is viewed else by different proponents and psychologists. Jean Piaget's view is constructivist, because he forcefully believed that knowledge accession is a process of nonstop tone- construction. Children acquire knowledge through their conduct and passes through stages of assimilation, accommodation and equilibrium in the process of knowledge construction. The father of social constructivism, Vygotsky views the origin of knowledge construction as being the social crossroad of people, relations that involve sharing, comparing and mooting among learners and instructors. Through a largely interactive process, the social terrain of literacy is accorded center stage and learners both upgrade their own meanings and help others find meaning. In this way knowledge is mutually erected. This view is a direct reflection of Vygotsky's sociocultural proposition of literacy, which accentuates the probative guidance of instructors as they enable the apprentice learner to achieve consecutively more complex skill, understanding, and eventually independent capability. Vygotsky asserted that knowledge cannot be insulated from social and artistic environment. He argues that all advanced internal functions are social in origin and are bedded in the environment of sociocultural setting. In social constructivist model, the knowledge is constructed through commerce between schoolteacher and pupil. The part of schoolteacher in social constructivist approach shifts from the sole dispenser of knowledge to

motivator, companion and resource person. Constructivism emphasizes on learner centered, learner directed and cooperative style of tutoring literacy process in which literacy is supported by schoolteacher scaffolding and authentic tasks.

Constructivist Learning Strategies

The constructivist learning strategies can be developed using principles of social constructivism to improve academic achievement, high order thinking skills and social and emotional skills of the students. The constructivist environment in a classroom can be created by adopting the following:

Provide experience with the knowledge construction process

The teacher presents a topic to the learners and guides them to explore the topic through experimentation. The learners are encouraged to frame a research question and teacher helps them to answer the research question framed by them through scaffolding.

Experience in and appreciation for multiple perspectives

All learners are distinct from each other in their way of thinking and so the need arises to look at a problem from multiple perspectives and provide the opportunities to learners to experiment and discuss their alternative ways of thinking. Here, the students are encouraged to work in groups. Finally, all the groups can share their opinions on the topic with each other.

Provide social and emotional learning

The social and emotional aspects of learning will be taught to the students in an integrated manner. The five aspects of social and emotional learning which could be covered in the teaching are as follows: self-awareness, managing feelings, motivation, empathy and social skills.

Use multiple modes of representation

The multiple modes of representation also assist the goal of experiencing multiple perspectives. Use of multiple media to enrich the learning environment provides the learners to view the topic being discussed in the class from multiple dimensions.

The teacher should prepare a list of media available and supporting the topic. The teacher should also decide the use of media in supporting the authentic nature of the task.

A combination of the following learning strategies can be used by the teachers to create constructivist learning environment

- Use of multimedia/teaching aids

- Scaffolding

- Case studies

- Role playing

- Story telling

- Group discussions/Group activities (reciprocal Learning).

- Probing questions

- Project Based Learning (PBL)

The teacher can follow the under mentioned learning design while conducting group work or in general

Situation: A situation will be presented to the students to work upon.

Bridge: The teacher tries to know the existing knowledge level of the students and tries to find out the gap in the existing level and the level where they should reach at the end of discussion. This is carried out with the help of suitable questions and activities.

Grouping: The students are then divided into groups to explore the problem presented in their own perspective. Here the students of varying perspectives will be included in a group.

Questions: The teacher may adopt the strategy of probing questions to assist them move towards their goal.

Exhibit: The students are expected to exhibit or explain their understandings regarding the topic to other students.

Reflections: Students present their reflections on the entire process of building understanding of the topic.

Constructivist Classroom:

Palinscar quoted the arguments of Damon who suggested that development of learning requires giving up of current understanding of a concept to reach a new perspective and this might be attained through interaction with peers. On the other hand, learning that doesn't require a transformation of perspective but is characterized as acquiring a new skill might be best attained by working with skillful partners such as adults. The guidance provided by the adult is called scaffolding which is required to help a learner to pass the zone of proximal development. Zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration

with more capable peers. The common conception of the zone of proximal development presupposes an interaction between a more competent person and a less competent person on a task, such that the less competent person becomes independently proficient at what was initially a jointly accomplished task. The common conception of the zone of proximal development supports or inspires a vision of educational perfection, in which the insightful (or lucky) teacher is able to help a child master, effortlessly and joyfully.

A constructivist classroom is identified by the percentage of the time spent on student centered activities and it should be dominated by collaborative learning style. The activity structures studied by Forman et al. indicated that 70% of the class time was spent on student centered activities (155 devoted to study presentations and 55% devoted to pair and small group work) and the rest 30% time was teacher centered, where the teacher's interactions were facilitative rather than directive. On the other side, in a traditional classroom only 1% time is devoted to small group work and the rest of the time is devoted to independent seat work and teacher directed recitation.

The learning strategies suggested by Taylor and Cox to be included in socially assisted learning environment are: a) use of a reflection board in which members could share publicly their representation of the problem; b) Peer collaboration; c) reflective questioning; d) scaffolding; e) shared ownership; f) quizzes, feedback and rewards; g) daily lessons in the regular classrooms. The learning strategy that facilitates active construction of knowledge includes use of multimedia, Socratic dialogues, scaffolding, and role playing games, simulations, storytelling and case studies.

Further, the pedagogical goals determined to construct a constructivist learning environment are as follows:

• Provide learning experience with the knowledge construction process.

• Provide learning experience in and appreciation for multiple perspectives.

• Embed learning in realistic and relevant contexts.

• Encourage ownership and voice in the learning process.

• Embed learning in social experience.

• Encourage the use of multiple modes of representation.

• Encourage self-awareness of the knowledge construction process.

Conclusion:

Through Education we needs to be shifted from placing content in students' knowledge building. If the focus of studying could be turned from filling one's mind to producing knowledge products, students wouldn't need to concentrate on memorization and cramming for examinations. These knowledge products could be in form of essays, term papers, project reports, research papers, videos, posters, slides, portfolios, or whatever products that students might create. In classroom instruction there is a need of integration of formal, theoretical, practical and self-regulative knowledge. However, in a traditional type of curriculum these different types of knowledge have been treated separately. One of the most important challenges to pedagogy is developing curricula and teaching methods so that true integration of formal, theoretical knowledge and more informal, practical, and self-regulative knowledge may be achieved. The aspect of assessment cannot be left untouched while talking of constructivism as constructivist learning requires an entirely different approach to assessment, an approach that is qualitative in nature. Authentic assessment based on real-life tasks and performance assessment requiring students to complete certain learning assignments represent this type of assessment. The emphasis is on students' learning process and on their meaning making as much as overall development.

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