



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Constructivism Approach In Teacher Education

Dr. Jishnupriya Rout,
Lecturer in Education
Hirakud College, Sambalpur, Odisha

Abstract:

Constructivism approach in Teacher Education helps students learn to learn more and enjoy more and enjoy learning more. They are actively involved in teaching learning process. The paper includes meaning of constructivism, 5E Model constructivism, features of a constructivist classroom, constructivism framework in teacher education and advantages of constructivism.

Key Words:

Meaning of constructivism, 5E Model constructivism, features of a constructivist classroom, constructivism framework in Teacher Education, advantages of constructivism.

Meaning of Constructivism:

Constructivism is a philosophy of learning founded on the premise that by reflecting on our experiences, we construct our own understanding of the world we live in.

There are several guiding principles of Constructivism.

- Learning is a search for meaning.
- Learning is an active process in which the learner uses sensory input and constructs meaning out of it.
- People learn to learn as they learn.
- The crucial action of constructing meaning is mental, it happens in mind.
- Learning involves language, the language we use influence learning.
- Learning is a social activity, our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances including the people before us or next to us at the exhibit.
- Learning is contextual. We learn in relationship to what else we know, what we believe, our prejudices and our fears. Learning is active and social. We cannot divorce our learning from our lives.
- One needs knowledge to learn. It is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we can learn.
- It takes time to learn.
- Motivation is key component in learning. It is essential for learning.

5E Model Constructivism:

The 5E's is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas.

The 5E's describes a phase of learning and each phase begins with the letter 'E', Engage, Explore, Explain, Elaborate and Evaluate.

Engage: An engage activity should do the following-

- Make connection between past and present learning experiences.
- Student should become mentally engaged in the concept, process or skill to be learned.

Explore: Students actively explore their environment or manipulate materials. Students directly involved with material and their ability of inquiry drives the process.

Explain: In this phase of the 5E's students explain the discoveries, processes and concepts they have been exploring. This phase also provides opportunities for teachers to introduce formal terms, definitions and explanations for concepts, processes, skills or behaviours.

Elaborate: Students apply learning to other situations sometimes leading to new inquiry.

Evaluate: This phase of the 5 E's encourages learners to assess their understanding and abilities and lets teachers evaluate students understanding of key concepts and skill development.

Features of a constructivist class room:

1. Students' autonomy and initiative are accepted and encouraged. Students first frame questions and issues and then go about analyzing and answering them. Take responsibility for their own learning and become problem solvers.
2. Teachers asks open-ended questions and allows wait time for response.
3. Higher-level thinking is encouraged. Teacher encourages students to connect and summaries concepts by analyzing, predicting, justifying and defending their ideas.
4. Students are engaged in dialogue with the teacher and with each other.
5. Students are engaged in experiences that challenge hypothesis and encourage discussion. The constructivist teacher provides ample opportunities for students to test their hypotheses, especially through group discussion of experience.
6. The class uses raw data, primary sources, and physical material.

In a constructivist classroom, learning is...

1. Constructed: Students come to learning situations with already formulated knowledge, ideas and understanding. This previous knowledge is the raw material for the new knowledge they will create.
2. Active: The teacher coaches, moderates and suggests but allows the students room to experiment, ask questions, and try things that do not work. Students reflect on and talk about their activities.
3. Reflective: The teacher creates situations where the students feel safe questioning and reflecting on their own processes either privately or in group discussion. The teacher should also create activities that lead the students to reflect on his or her prior knowledge and experiences.

4. Collaborative: There are many reasons why collaboration contributes to learning. Students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning process together they can pick up strategies and methods from one another.
5. Inquiry based: Students use inquiry methods to ask question, investigate a topic and use a variety of resources to find solution and answers.
6. Evolving: The constructivist model says that the students compares the information to the knowledge and understanding he/she already has. In this process one of the following three things can occur:
 - (i) The new information matches with his previous knowledge.
 - (ii) The information does not match with his previous knowledge. The student has to change his/her previous knowledge and understanding.
 - (iii) The information does not match with his previous knowledge and it is ignored. Rejected bits of information may just not be absorbed by the student.

Constructivist Framework in Teacher Education:

Constructivist teacher education generally reflects two major traditions – the developmental and social reconstructionist tradition.

Programs influenced by the developmental tradition attempt to teach students how to teach in a constructivist generally Piagetian manner. They are typically characterized by substantial direct instruction in theory and practice often without complementary opportunities for enquiry, discovery or self-examination. This approach can easily become overly prescriptive.

Programs influenced by social reconstructionist tradition attempt to help teachers educate students deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, export the effects they have on actions and behaviour and consider alternate conceptions and premises that may be more serviceable in teaching.

Advantages of Constructivism:

- (i) Students learn more and enjoy learning more when they are actively involved.
- (ii) Education works best when it concentrates on thinking and understanding rather than on rote memorization.
- (iii) Constructivist learning is transferable
- (iv) Constructivism helps students to retain and transfer the new knowledge to real life.
- (v) Students in constructivist classroom learn to question things and to apply their natural curiosity to the world.
- (vi) Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

Reference:

- Constructivist teaching methods- <https://www.ericdigests.org>theory>
- Constructivist Teaching and Teacher Education: Theory and practice. <https://www.researchgate.net>3245>
- Constructivist Theory and Practice in Teacher Education- Eric. <https://files.eric.ed.gov>fullt...>
- Constructivist Approach to Teacher Education: An Integrative Model for Reflective Teaching. <https://www.imanagerpublications.com>...>
- Learning Theory – Constructive Approach. <https://edn.stateuniversity.com>...>