



Effectiveness Of Constructivist Approach In Teaching Of Social Studies At Upper Primary Level

Research Scholar

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Introduction:

Education is a process of acquiring information and knowledge. How one perceives knowledge and what is the process of knowledge acquisition are the major issues of present education system. The traditional methods in which the learners receive the information passively appear outdated. It is believed that learners actively construct knowledge in their attempts to make sense of their world. Hence the learning should emphasize the development of meaning and understanding. Students should be able to acquire expressions and learn by themselves, and apply what they learn to various situations that they might encounter in their day today life. Obviously, the traditional teacher-centered and text books guided classrooms has failed to bring about the desired outcomes among students. A much-heralded alternative is to change the focus of the classroom to learner-centered or more appropriately to the learning-centered using a constructivist approach by providing space for the child to construct his/her knowledge.

Definitions of the Terms:

Effectiveness

Oxford dictionary defines as “a change which is a result or consequence of an action or other course.

In the present study, effect means change in the achievement and metacognitive skill of upper primary scall students a result of learning though self-regulated learning strategies.

Web Technology

Web Technology in the present study includes Web 0.2, online teaching and learning tool, Internet Surfing, Creation and Sharing of Blogs, Wiki-Space, Wiki-Education, Wikipedia, Social Network Services, Hyper Linking, Navigating, Use of Educational Software and use of all these for the process of Development and Implementation of the Intervention Programme.

Constructivist Learning Approach

Web Technology Aided Constructivist Learning Approach in the present study refers to the Programme developed by the Researcher by using Constructivist Learning Principles with the help of Web Technology. The Programme is inclusive of concepts of Web Technology, Constructivism, and Integration of Web Technology Aided Constructivist learning approach for the professional development of B.Ed. Trainee Teachers and model Social Science Lesson designs employing WEBACLA.

Objective of the study:

1. To develop learning designs in social studies based on constructivist approach on selected units of sixth standard social studies syllabus.
2. To study the effectiveness of teaching social studies through constructivist approach on the students' achievement in social studies, critical thinking ability and their value preference.
3. To study the difference between boys and girls in their achievement in social studies, critical thinking ability and value preference as the effect of teaching of social studies through constructivist approach.
4. To study the effectiveness of constructivist approach in teaching of social studies on the achievement in social studies, critical thinking ability and value preference of students belonging to different levels of intelligence (low, average and high).
5. To study the influence of family environment and socio-economic status of experimental group students on the achievement in social studies, critical thinking ability and value preference.

Hypotheses of the study:

The hypotheses formulated in light of the above stated objectives are:

1. The experimental group performs better on achievement in social studies as a result of learning social studies through constructivist approach when compared to control group.
2. The constructivist approach has a differential effect over the achievement in social studies, among the low, average and high intelligent group of students belonging to experimental group when compared to control group.
3. There is no significant difference between boys and girls belonging to experimental group in their achievement in social studies as the result of learning social studies through constructivist approach.
4. The experimental group performs better on critical thinking ability as a result of learning social studies through constructivist approach when compared to control group.
5. The constructivist approach has a differential effect over the critical thinking ability, among the low, average and high intelligent group of students belonging to experimental group when compared to control group.

Variable of the study:

The independent variable, dependent variables and the control variables

Sample of the study:

The population of this study consisted of students of upper primary schools which are affiliated to Kerala Government Education Department. Purposive sampling technique was used wherein the sample was drawn from the two intact divisions of standard VI of St. Thomas School, Tharoor, Trichur, Kerala and St. Pious School, Wadakanchery, Trichur, Kerala as experimental and control group respectively.

Tool:

Progressive metres test, Critical thinking ability test, value preference scale.

Data Analysis:

The SPSS (17.0 version) was used for the statistical analysis of data. The effectiveness of the constructivist approach was analysed with its effectiveness on achievement in social studies, critical thinking ability and value preference. The difference in achievement in social studies, critical thinking ability and value

preference was analysed with respect to low, average and high intelligent group students of both experimental and control groups. It was also studied that whether gender influences the dependent variables. Along with effectiveness, the relationship among dependent variables also was examined. It was also studied that whether there is any influence of family environment and socio-economic status of students over the experimental group students' achievement in social studies, critical thinking ability and value preference. A qualitative analysis was done on the perception of students towards the constructivist approach.

Major findings:

The major findings of the study have been categorised into i) findings related to achievement in social studies, ii) findings related to critical thinking ability, iii) findings related to value preference, iv) findings related to the influence of family environment and socio-economic status over the achievement in social studies, critical thinking ability and value preference, v) finding related to the 303 perceptions of students towards learning social studies through constructivist approach

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