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Constructivism in Education



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Multidimensional Portray of A Constructivist Classroom

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Abstract

This paper is an attempt to discuss the emergence of a learner centered approach named Constructivism as an important learning theory in the field of education. Constructivism as we know is basically a term used for an educational viewpoint rely on the principle that students are not empty vessels that needs to be filled rather their existing knowledge serves as an important foundation for new learning. Before the emergence of constructivism, learning process seemed to be instructor-dominated where the teacher was perceived as an expert, authority and knowledge dispenser who strictly followed curriculum. Lessons were based largely on individual work with textbooks and workbooks. Assessment was usually implemented by the means of tests. Students acted as passive recipients of knowledge and they weren't needed to engage in the process of teaching-learning. The constructivist learning theory changed our views on education dramatically and redefined the notion of knowledge. It altered the dynamics of teaching-learning processes and redesigned the traditional roles of teacher and student. In this connection, the core intention of writing the paper is to understand a constructivist classroom from various perspectives. So for the fulfillment of desired objective elements of a constructivist classroom is analyzed and portrayed from multiple dimensions. Various aspects included are: role of teacher and student, classroom environment, teaching methods and strategies, assessment techniques, etc. Finally, after a thorough discussion we come to know that a constructivist instructor explores the world of knowledge along with their students, facilitates the process of learning and acts as a mentor. The new approach helps the students take active part in their learning which contributes to their educational success.

Key Words: Constructivism, Learner-centered, Instructor-dominated.

Introduction

A learner centered approach named Constructivism is an important learning theory based on the idea that new knowledge is “constructed” on top of learners’ existing knowledge. The term is used for an educational viewpoint rely on the principle that students are not empty vessels that needs to be filled rather their existing knowledge serves as an important foundation for new learning. In classroom learning, constructivism emphasizes how individual students construct personal meaning and understanding. Therefore, a good learning situation should have two easily observable attributes which are physical setting and the manner in which the learning incident is structured (Huang, 2010). This can be explained as the students should be working cooperatively with fellow students and also interacting with their instructor. Second, the learning task should be framed as a problem-solving activity that requires the development and use of higher-order thinking skills. Current researches on constructivism assert that students must be allowed to become actively involved in their