UNIT-3
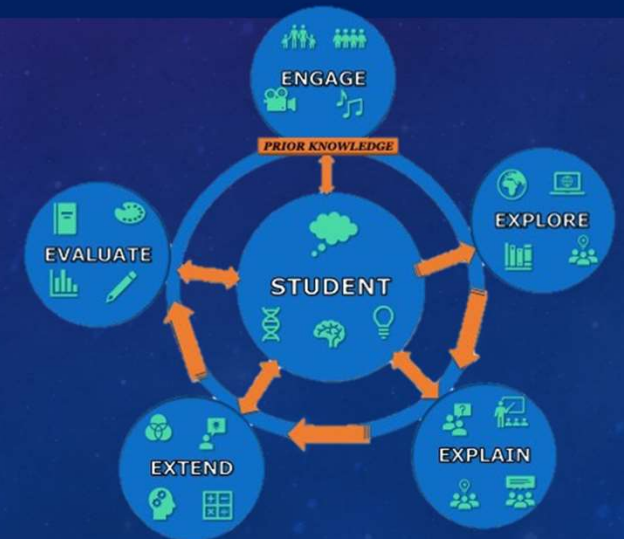
THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING

. Meaning of Constructivism

. Definitions of Constructivism

. The Nature of Constructivist Learning

. Nature of Learning Process

. Pedagogical Approaches to Constructivism

. Important Characteristics of Learners

. Centered Teaching and Learning

. Advantages of Centered Learning

. Differences between Teacher-Centered and
  Learner-Centered Learning

Meaning of construction

Constructivism is the view that people construct knowledge through Their experiences and interactions with the world. The belief That pets are like family, for example, has been constructed over Time. Belief is not what you might think of as an observable Scientific fact. Yet many people feel as though their pet can be Described as a family and have constructed the idea that pets are Similar to children or grandchildren.

Several academic disciplines use constructivist Theories to explain how people come to know what they know. Sociologists and anthropologists, for instance, might explore the Topic of how we have come to consider pets to be a part of the Family.

. <u>Definitions of Constructivism</u>

Constructivism is an educational theory that recognizes the understanding and knowledge based on the learner's prior experiences. It believes that everyone's learning is unique because of their different experiences. This theory has influenced numerous disciplines like sociology, history of science, psychology and education.

Educators use constructive theories to help their student's learn. Some principles of constructivism include:

1. Knowledge is personal
2. Learning is a social activity
3. Learning is contextual
4. Knowledge is constructed
5. Learning is an active process
6. Motivation is the key to learning

. The Nature of Constructivist Learning

Learning is an active, social process

Social constructivist scholars view learning as an active process where learners should learn
To discover principles, concepts and facts for themselves hence the importance of encouraging
Guesswork and intuitive thinking in learners. Other constructivist scholars agree with this and
Emphasize that individuals make meanings through the interactions with each other and with
The environment they live in.

The dynamic interaction between task, instructor and learner

A further characteristic of the role of the facilitator in the social constructivist viewpoint,
is that the instructor and the learners are equally involved in learning from each other as well.
        This means that the learning experience is both subjective and objective and requires
 that the instructor's culture, values and background become a essential part of the interplay
Between learners and tasks in the shaping of meaning. Learners compare their version of the
 truth with that of the instructor and fellow learners in order to get to a new, socially tested
Version of truth. The task or problem is thus the interface between the instructor and the
 learners.

Some learning approaches that could harbour this interactive learning include reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction, and other approaches that involve learning with others.

. Nature of Learning Process

1. *Learning is Universal*. Living creatures learn, and men learn the most because the human nervous system is complex, humans react and need acquisition for growth and development.

2. *Learning is through Experience*. Every learning experience involves some kind of experience, whether it is direct or indirect.

3. *Learning is from all Sides*: Children today learn from a variety of sources, including their parents, teachers, the environment, nature, and media.

4. *Learning is Continuous*. It refers to a lifelong learning process since the person faces new situations every day and must modify his style of behavior to cope with them effectively every day because learning is birth to death.

5. *It results in Change in Behaviour*. Change in behavior resulting from previous behavior is a more or less permanent effect on future behavior and it involves any type of activity that influences later behavior.

6. *Learning is an Adjustment*. Throughout life, learning helps the individual to adapt himself appropriately to new situations, and most learning in children consists of modifying, adapting, and developing their original nature. The behavior of individuals changes as they grow older.

7. *Learning as Growth and Development*. There is never-ending growth and development, and at every milestone, the learner acquires a new vision of the future and a new ideal of achievement as it works towards goal.

8. It comes about as a result of practice. It is the basis of drill and practice.

9. Learning is a relatively permanent change. After a rat wake up from his nap he still remembers the path to the food.

10. Learning is not directly observable. The only way to study learning is through some observable behavior.

. Pedagogical Approaches to Constructivism

Constructivist pedagogy is where instructors encourage students to construct their own knowledge through experiences and activities versus being lectured on abstract concepts. Educators who teach using a constructivist pedagogy promote skills and subject mastery through hands-on lessons and self-guided learning.

In most pedagogies based on constructivism, the teacher's role is not only to observe and assess but to also engage with the students while they are completing activities, wondering aloud and posing questions to the students for promotion of reasoning.

Specific approaches to education that are based on constructivism include Constructionism

This approach is greatly facilitated by the ready availability of powerful constructing applications on personal computers. Promoters of the use of computers in education see an increasing need for students to develop skills in multimedia literacy in order to use these tools in constructivist learning.

a. Reciprocal Learning
b. Procedural Facilitation's for writing
c. Cognitive Tutors
d. Cognitively Guided Instruction

. Important Characteristics of Learners

1. Easily Distracted

Modern learners have a lot on their proverbial plates . They are thinking about any number of things at one given time making it easy to get distracted when they are trying to complete an online course. As eLearning professionals, this can present quite a challenge.

2. Social Learners

Without a doubt, modern learners are more social than any previous generation. They spread a good portion of their day on social media networks, catching up with friends and reaching out to business contacts. In fact, in many respects, social networking has taken the place of face to face communication.

3. Crave Constant Knowledge

This generation of learners demands information anytime and anywhere. If they want to learn more about a topic, they simply hop on their mobile or tablets and find out everything They need to know to satisfy their curiosity.

4. Always on the go

Your learning course must be mobile friendly. Your learners arenot going to have the time to Sit at home on their PCs and complete online modules on a regular basis, which means that You have them learning wherever they are.

5. Independent

Though they thrive in social learning environments, modern learners are also fiercely Independent. They aren't afraid to set out on their own to find the knowledge they need to Achieve their goals, even if that means devoting all of their free time to the endeavor.

6. Impatient

The simple truth is that we live in a busy world where nobody really has the time or patience To sit through a lengthy eLearning course. However, modern learners are particularly Impatient.

7. Over worked

One of the most prevalent traits of modern learners is that they are overworked and Overwhelmed. Many carry out a wide variety of job responsibilities, making it difficult to balance their home life with their careers.

. Centered Teaching and Learning

1. An approach to teaching that focuses on the learners and their development rather than on the transmission of content, It addresses the balance of power in teaching and learning.
2. Students learn information by systematically examining the subject and critically assessing the situation.
3. Teaching methods that put the learner and the learner's needs at the center of the lesson. Learn more in: Active learning, Student Engagement, and Motivation.
4. A teaching approach where students are required to take on active learner roles and responsibilities beyond listening passively to instructors lectures and taking notes.
5. As proposed by dr. Maryellen weimer, the five characteristics of learner-centered teaching are:

a. Directly engaging students in the hard, messy work of learning
b. Providing explicit skill instruction
c. Encouraging students to reflect on what they are learning and how there learning it; 4)motivating students by giving them Some control over learning processes
d. Encouraging instruction-student and student- student collaboration. Learn more in: polk state college's engineering technology program: an innovative solution to industry demands and student success.

Benchmark Descriptors

Transforming practice is reflected in student outcomes

a) Students take leadership in classroom, present their work and facilitate groups.
b) The content and delivery of instruction is culturally responsive and respects and builds on the diverse resources and experiences of learners in the classroom.
c) Students work in flexible, cooperative groupings to solve problems and analyze texts to demonstrate understanding of a task or concept through multiple perspectives.
d) The school supports the inclusion of all students including English language learners and special needs students in regular academic classrooms through the use of best practices.

e) Students consistently develop their own reasoning around concepts and ideas and can articulate the processes and thinking they engaged in while grappling with a task or idea.

f) Students apply the habits of mind for reading, writing, and thinking in various genres and disciplines.

g) Talk and focus in all groupings use multiple strategies.

h) Teachers plan the types of questions and prompts at multiple entry points throughout a lesson, which build students, understanding of, and engagement toward, concepts and ideas and their application to real-world scenarios.

i) School value the health of all students, teaching them positive ways to bring balance to life's challenges and a proactive, positive approach to wellness.

j) Student work is collected in a portfolio representing a selection of performance.

k) Students are assessed for process, group work, and product.

l) Examples of student-centered teaching and learning practices include advisory, service learning, internships, and project-based learning.

m) Student voices are connected with adult allies toward the goal of improving student life, school culture, student communities, and students overall development.

. Advantages of Centered Learning

Advantages

1. Students develop learning and other skills and gain meaningful knowledge that will help them throughout life.
2. It can help to build social skills and self-esteem.
3. And also students gain more emotional and cognitive support from their peers.
4. The relationship between rights and responsibilities is learned.
5. Students discover that learning is interesting and fun.
6. Teachers have less traditional work to do.
7. Students are more attentive and willing to participate in the class.
8. Complaints about irrelevance and unfairness decrease.
9. Reports and papers generated by students increase a teacher's collection of useful information.
10. The pupil has more of an active role to play in their learning.
11. Students can adapt the way they learn, to make their studies more effective.
12. The ideal situation for this type group work is that weaker students should be placed with more able students to act as scaffolding.

13. Students work on projects or problems I teams with both personal and team accountability for conceptual understanding.
14. Students work together in achieving goals by upholding the norms of group.
15. Students are actively helping and motivating spirit to succeed together.
16. Active role as peer tutors to further enhance the group's success.
17. Interaction between students with increasing their ability to argue. In addition to these advantages of cooperative Learning also have shortcomings, according.

. Difference between Teacher-Centered and Learner-centered Learning

Teacher-centered	Learner-centered
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures(What the instructor knows about the language)	Focus is on language use in typical situations(how students will use the language)
Instructor talks, students listen	Instructor models, students interact with instructor and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring, instructor provides feedback/correction when questions arise
Instructor answers students questions about language	Students answer each other's questions, using instructor as an information resource
Instructor chooses topics	Students have some choice of topics

Instructor evaluates student learning	Students evaluate their own learning, instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

Model Question

1. What is meaning of constructivism?
2. Define the constructivism?
3. What are the Nature of constructivist learners?
4. Write the notes on pedagogical approaches to constructivism?
5. What are the characteristics of learner centered teaching and learning?
6. Write a notes on advantages of learner- centered teaching vs learner centered learning?