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Review Of Research

CONSTRUCTIVIST LEARNING ENVIRONMENT: IMPLICATIONS FOR TRANSFORMING TECAHING LEARNING PROCESS

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ABSTRACT :

Constructivist approach is based on learners active participation in construction of knowledge, problem solving and critical thinking regarding a activity pertaining to a learning activity. Learners construct their own knowledge by developing ideas and higher order thinking based on their prior knowledge and experiences, applying them to new situation and integrating new knowledge gained with pre-existing intellectual constructs. The teacher is a facilitator who guides the learner's critical thinking and creative abilities throughout the learning process. The teacher is also a co-learner in the process. The present paper discussed about constructivist learning environment and its implication in teaching learning process.

KEYWORDS : *Constructivist Learning Environment, Computers and Constructivism .*

INTRODUCTION

Constructivism is an approach that considers that learning is an activity which varies as per individuality of the learners. This approach hypothesizes that individuals initiate their effort to make sense of all the facts and information's they receive, and that each individual will, therefore, "construct" their own meaning from that information. Constructivists learning are based on learners active and involve participation in problem solving and critical thinking concerning a learning activity. Learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying them to new situations and integrating new knowledge gained with pre-existing intellectual constructs. Piaget and Vygotsky presented the constructivist view of knowledge which also emphasizes problem solving strategies for construction of new knowledge. Problem solving strategies become important when role of the student changes from knowledge acquisition to 'knowledge construction'. Piaget suggested that in order to understand how children think we must look at their ability to solve problems. Thinking is a basic skill required in problem solving by which students make sense out of experiences.

CONSTRUCTIVISM VS OBJECTIVISM

Constructivism is often distinguished to objectivism, which is usually quoted as being the counter point or contradictory of constructivism. Objectivist theory is based on the work of behaviorists such as Skinner and Pavlov. Constructivist theory is considered as the excellent way to define learning, then if we follow this view in order to boost learning it is necessary to create learning environments based on constructivist views. Following are the four fundamental characteristics of Constructivist Learning Environment (CLE) which is prerequisite when implementing constructivist instructional strategies:

1. Teachers and Learners should have shared views on Knowledge to be constructed
2. Teachers and learners share authority
3. The role of Teacher is of a facilitator.
4. The group of learners should have learners in small number with different abilities.

PEDAGOGICAL GOALS OF CONSTRUCTIVIST LEARNING ENVIRONMENT

As per above discussion it is clear that teacher role in Constructivist Learning Environment is not same as that of a teacher in behaviouristic classes In a Constructivist Learning Environment the teacher must become a guide or facilitator who assist learner for attaining the learning objectives by helping them in searching the learning material rather becoming a source or distributor of learning materials as in case of objectivist learning environment. The teacher's role must include spending time for creating constructivist learning environment for the learners by ensuring their exposure in task relevant to the objectives settled before proceeding of a particular task. Following are the seven pedagogical goals as described by Honebein (1996) of Constructivist Learning Environment.

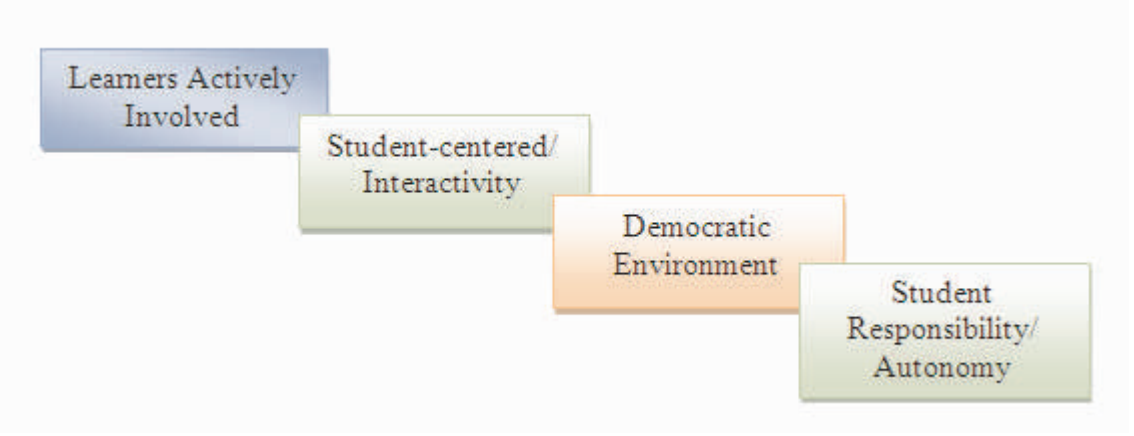
1. To support learners how they will learn in knowledge construction process
2. To provide experiences in multiple perspectives.
3. To help learners for embedding learning in realistic context.
4. To encourage students centered learning and mastery over skills of learning.
5. To facilitate collaborative and cooperative learning.
6. To encourage for the use of multimedia for creating interactive and effective teaching.
7. To initiate reflections and development of awareness of the knowledge construction process.

Constructivist Learning Environment based pedagogical models are classified into two sub groups (Tam 2000):

1. First group which derived from social constructivism, which is based on Russian psychologist, Vygotsky and accentuate the requirement for collaboration and social interaction.
2. Second group which derived from cognitive constructivism, which grew out of the work of the Swiss psychologist, Piaget, and therefore accentuate the need of authentic meaningful tasks.

Learning environments that based on constructivist process such as problem based learning and cognitive processing are treated to be social constructivist. Most of the constructivist pedagogies have many characteristics in a common and all the procedures that are derived from the application of these pedagogies considered being constructivist-learning environments. It focuses on the interaction of activity and consciousness within its relevant context. Since activity is the fundamental blocks of all the conscious learning, not as a precursor to it. Constructivist Learning Environment present a comprehensive set of procedures to promote interactive and efficient learning. This CLE focuses on problem solving and conceptual development in less defined and structure. The CLEs theory assumes that the problem drives the learning, rather than acting as an example of the concepts and principles previously taught. The key to meaningful learning is ownership of the problem or learning goal. The CLEs theory suggests a set of instructional methods including selecting and providing appropriate problem, related cases or worked examples, learner-selectable information, cognitive tools, collaborative tools, social/contextual support. Instructional activities could involve modeling, coaching and scaffolding in the CLEs

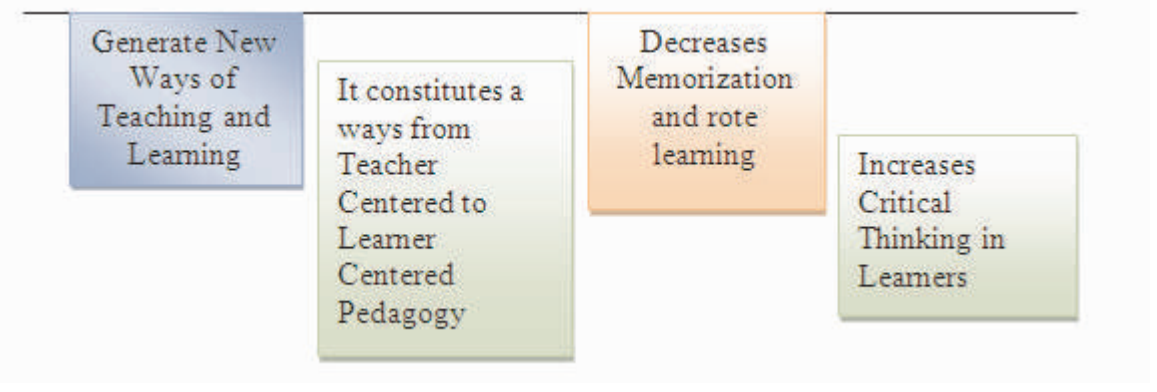
CONSTRUCTIVE LEARNING ENVIRONMENT



COMPUTERS AND CONSTRUCTIVIST LEARNING ENVIRONMENT

The use of the networks of the computers as an excellent communication tools in constructivist pedagogical models to facilitates learner for their role as an active agent of knowledge construction. The efficient use of computer as constructivist learning tools and environments depends in their capabilities to support interactions and collaboration Sharing data and information's through computer based medium also assist the overt exchange of naturally covert processes and strategies to solve the collective and individual problems of other leaner having access to online medium and this may also facilitate construction of knowledge. Knowledge construction is supported through the premeditated searching process and linking information with the learners pre determined searching patterns called schema. However solely locating information in a database does not always let to learning but it is cognitive processing and higher order thinking skills which facilitate meaningful learning.

COMPUTERS IN CONSTRUCTIVE LEARNING ENVIRONMENT



This is substantial to indicate that there are many ways that compute assisted technology found useful in teaching learning process, but, if we talk about constructivist learning environment we have to search more ways for making this procedure more effective because constructivist approach mean more active learners participation but before integrating technologies in to CLE we have to be careful to differentiate that what is constructivist from what is not. By claiming that technology is inherently constructivist and encouraging its use uncritically in classrooms or as a replacement for teachers we may actually be fostering educational retrograde motion. There are many teachers who, without integrating technology, implemented affluent constructivist environments, but when we use these web based technologies for delivery constructivist teaching activities

specifically videos fall back on techniques little more than eulogize tasks to be accomplished. Specifically, the use of video instructional material to support informal communication, cooperative problem-solving situations. The video instructions for approaching construction of knowledge in an authentic, realistic contexts adds a compelling dimension to anchored instruction and situated learning environments

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