

CONSTRUCTIVISM &
CONTINUOUS COMPREHENSIVE
EVALUATION

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How do we learn?

- All children are naturally motivated to learn and are capable of learning
- Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning
- Children learn in a variety of ways through experience, making and doing things, experimentations, reading, discussions, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing both individually and with others.
- The early years provide the basis for language, physical dexterity, social understanding and emotional development that the child uses for the rest of his life.

CONSTRUCTIVISM

National curriculum framework 2005 has formulated the following principles for constructivism:

- Knowledge is dynamic and not static (every individual can create new knowledge)
- Students construct new knowledge based on their previous experiences
- Social, language and cultural interactions (environment interaction) are the main sources which create knowledge
- Local environment and circumstances play a major role in constructing student's knowledge

WHAT IS CONSTRUCTIVISM?

- Constructivism is basically a theory, based on observation and scientific study about how people learn
- It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences
- When we encounter something new, we have to reconcile it with our previous ideas and experience, changing what we believe or discarding the new information
- We are active creators of our own knowledge
- To do this, we must ask questions, explore and assess what we know
- Knowledge is created and continuously added through observation, curiosity(enquiry), application, creativity & problem-solving

CONSTRUCTIVISM IN CLASSROOM

- Constructivist teachers pose questions and problems, then guide students to help them find their own answers
- They use many techniques in the teaching process such as:
 1. Prompt students to formulate their own questions(enquiry)
 2. Allow multiple interpretations and expressions of learning(multiple intelligences)
 3. Encourage group-work and the use of peers as resources(collaborative learning)
- The constructivist approach borrows from many other practices in the pursuit of its primary goal – **HELPING STUDENTS LEARN HOW TO LEARN**

DIFFERENCE BETWEEN TRADITIONAL AND CONSTRUCTIVIST CLASSROOM

TRADITIONAL CLASSROOM

- Students primarily work alone
- Knowledge is seen as inert
- Curriculum is presented part to whole, with emphasis on basic skills(bottom-up)
- Strict adherence to a fixed curriculum is highly valued
- Curricular activities rely heavily on textbook

CONSTRUCTIVIST CLASSROOM

- Students primarily work in groups
- Knowledge is dynamic, changing with experiences
- Curriculum is presented whole to part, with emphasis on the big concept(top-down)
- Pursuit of student questions is highly valued
- Curricular activities rely heavily on primary sources

DIFFERENCE BETWEEN TRADITIONAL AND CONSTRUCTIVIST CLASSROOM

TRADITIONAL CLASSROOM

- Students are viewed as blank slates on to which information is etched by the teacher
- Teachers generally behave in a didactic manner disseminating information to the students
- Teacher seeks the correct answers to validate student lessons
- Teachers role is directive, rooted in authority
- Assessment is through testing, correct answers

CONSTRUCTIVIST CLASSROOM

- Students are viewed as thinkers with emerging theories about the world
- Teachers generally behave in an interactive manner mediating the environment for students
- Teachers seek the student's point of view in order to understand student learning
- Teachers role is interactive, rooted in negotiation
- Assessment includes students work, observations and point of view (process is as important as product)

WHAT HAPPENS IN A CONSTRUCTIVIST CLASSROOM?

- Students autonomy are accepted and encouraged
- The teacher asks open-ended questions and allows wait-time for responses
- Higher level thinking is encouraged
- Students are engaged in dialogue with the teacher and with each other
- Students are engaged in experiences that challenge hypothesis and promote discussion
- The class uses raw-data, primary sources, manipulatives, physical and interactive materials

BENEFITS OF CONSTRUCTIVISM

- Children enjoy and learn more when they are actively involved rather than passively listening
- Education works best when it concentrates on thinking and understanding rather than on rote memorization
- Constructivist learning is transferable. Students create organizing principles that they can take to other learning settings
- Constructivism gives students ownership of what they learn and often the students have a hand in designing the assessment as well
- Engaging the creative instincts develops students abilities to express knowledge through a variety of ways
- Students are more likely to retain and transfer the new knowledge to real life
- Students learn to question things and apply their natural curiosity to the world
- Constructivism promotes social and communication skills by creating an environment that emphasizes collaboration and exchange of ideas

Critical Perspective of Constructivism

Some of the charges that traditional educationists level against constructivism are:

- Constructivism and other progressive educational theories are more successful from children of privileged background who are fortunate in having outstanding teachers, committed parents and rich home environments
- Social constructivism leads to “group think”. Collaborative learning tends to produce a tyranny of the majority in which a few students interpretations dominate the group’s conclusions
- The constructivists, by rejecting evaluation through testing and other external criteria have made themselves unaccountable for their students’ progress

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THANK YOU!