CONSTRUCTIVE LEARNING: RECONSTRUCT THE PAST AND PRESENT – A TEACHING AND LEARNING THEORY

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Constructivism is an approach to learning that claims that individuals actively construct or make their own knowledge which reality is set by the experiences of the learner.

Constructivism in teaching and learning is predicated on the idea that learning occurs as learners are actively involved during a process of meaning and knowledge construction as against passively receiving information. Learners are the manufacturers of meaning knowledge. It is a theory of information that agrees the human generate knowledge and meaning from an interaction between their ideas. It is the making theory, where knowledge is built by the learners through active cognitive process development.

Constructivism allows students/learners the understanding of how ideas can relate to one another and even pre-existing knowledge. The constructivist classroom displays the learner with opportunities with a view in helping them incorporate prior and understand the way to construct new knowledge from a true experience. It is cognitive structures that provide meaning and organization to experiences and permit learners to transcend the boundaries of the knowledge given. Learner independence, fostered through encouraging students to get new principles of their own accord, lies the center of effective education.

Furthermore, within the constructivist classroom, students work mostly in groups and learning and knowledge are usually interactive and dynamic. Great focus and emphasis on social and communication skills moreover as collaboration and exchange of ideas.
Constructivist learning theory underpins a range of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is just passively transmitted by teachers to students.

The main responsibility of the teacher is to make a collaborative problem-solving environment where students become active participants in their own learning.

From this angle, an educator acts as a facilitator of learning instead of a teacher.

The teacher should make sure he/she understands the students' preexisting conceptions, and guides the activity to deal with them then build upon them.

Scaffolding is a key component of effective teaching, where the adult continually adjusts the extent of his or her help in response to the learner's level of performance.

In the classroom, scaffolding can include modeling a skill, providing hints or cues, and adapting material or activity.

Constructivism promotes a way of private agency as students have ownership of their learning and assessment.

It also removes grading within the traditional way and instead places more value on students evaluating their own progress, which can result in students falling behind, as without standardized grading teachers might not know which students are struggling.

Constructivism plays a very important role in interpreting learning outcomes and designing environments to support learning. Consistent with the constructivist view of learning, individuals must have a background of data, experience, and interests in order that they will create a singular relationship in building their knowledge.
Students and teachers play a task in facilitating and producing knowledge. Students are encouraged to broaden their own understanding and explain their own perspectives in order that they're liable for what they are doing.

References:

(Foshot (Ed.). Constructivism: Theory and Practice, (pp. 8-33).)