THE PLACE OF CONSTRUCTIVISM IN THE EDUCATIVE PROCESS

by:
Rowena M. Carreon
Teacher II, Pablo Roman National High School

With the paradigm shift in education, the utility of effective and adaptive approaches to teaching impeccable.

Students are not the empty shelf-being viewed before who are need to be filled by the teachers’ input of information. They are active learners capable of making meaningful learning on their own. Essentially, constructivism is based on the tenet that learners are able to construct meaning. By constructing new meaning, new learning arises.

In the classroom setting, the use of constructivism makes learning student-centered. Since students create new meanings or knowledge on their own, they become the center of the learning process. It also engages students meaningfully. As learners immerse themselves with the learning process, more meanings are being created. Likewise, constructivism makes students active participants. By means of finding meaning on their own and with others, more meanings are revealed. In addition, constructivism provides multi and interdisciplinary learning experiences. This allows the conglomeration of various learning experiences integral for learners to formulate new meanings. In doing such, constructivism also promotes the use of multimedia. With various media that could be used, learners are able to formulate meanings. Through mutual pursuits for meaning, the use of constructivism also leads to the promotion of collaboration. To come up with the new meaning, constructivism advocates critical and informed decision making by posing essential questions. Moreover, constructivism provides authentic and real life experiences to come up with meanings that could enhance understanding. At the end of the day, the constructivism assesses having the improvement of learning in mind. Assignments are also helpful in this process as these may be used as a formative way for constructing meanings.
In here, there is a constant and systematic gathering and evaluation of information in order to create new meanings. There is a continuous process of constructing representations from individual meanings. Hence, constructivism can be effectively used by teachers to help learners realize their own learning by consolidating their individual meaning to an integral whole. This connotes further the abilities of learners to come up with new realization integral to enrich their knowledge. It is, therefore, crucial for teachers to provide opportunities for learners to construct new meanings out of the materials or activities they are exposed to.

The ability of the learners to create new meanings is a manifestation of deeper analysis on the information they absorbed during instruction. It is also a good way of improving their skills in determining and relating concepts with one another to come up with a more substantial information to improve one’s capabilities in learning.

With the effective use of constructive, new form on learning takes place from time to time, assuring the development and enrichment of the educative process. This also encourages learners to explore more and encounter something new out of the information they are gathering throughout the process of learning.

Moreover, there is a need for teachers and students to skim and analyze various information articulated during the teaching-learning process. By doing such, relevant and interrelated concepts could be criticized to substantiate the realization or more meaningful insights. The focus of constructivism is to represent in an integral whole the diverse meanings gathered from careful scrutiny of the content.