

Supportive Teaching Strategies for Constructivism

Surve Meena Vasantrya

M.A., (English, History)M. Ed., SET., Ph.D., D. S. M., M.B.A.

Abstract

Different educational policies have been established since 1938 to 1986. These policies emphasized on various teaching training methods. Which are called traditional methods. These methods are teacher centered but, this is an age of information technology. In this era the student in a 'Knowledge creator' The National curriculum Framework (NCF – 2005) has given the emphasis on 'Constructivism approach' Meaningful learning is a base of the constructivism. Brainstorming, Concept mapping, Advance Organizer model, Concept Attainment model, Cooperative Learning, Peer Tutoring ,Team Teaching are the Supportive teaching strategies for constructivism. so the present paper studies the constructivism and Supportive teaching strategies for constructivism.

KEYWORDS: The National curriculum Framework, Constructivism, Supportive teaching strategies

Introduction

There are various training methods of teaching like lectures demonstration case-study role playing, Question-answer method etc. Different educational policies have been established since 1938 to 1986. These policies emphasized on various teaching training methods. Which are called traditional methods. These methods are teacher centered but, this is an age of information technology. In this era the student in a 'Knowledge creator' The National curriculum Framework (NCF – 2005) has given the emphasis on 'Constructivism approach' Meaningful learning is a base of the constructivism. 'Constructivism' is the core element of National Curriculum Framework.

Objectives of the paper

To study the concept of constructivism.

To study the Characteristics of Constructivism.

To study the Supportive teaching strategies for constructivism.

The concept of constructivism

Constructivism suggests that the learners understanding of the way the world works is the result of his or her own active construction rather than someone else's presentation. Constructivism is the view of learning that believes that learners use their experiences to actively construct understandings that make sense to them, rather than have understanding delivered to them in an organized form. Constructivists believe that knowledge is the result of individual construction of reality. From their perspective,

learning occurs through the continual creation of rules and hypotheses to explain what is observed. The need to create new rules and formulate new hypotheses occurs when the students present conceptions of reality are thrown out of balance by disparities between those conceptions and new observations.

Constructivism emphasizes active learners the linking of new knowledge to knowledge learners already possess and the application of understanding to authentic situations.

Characteristics of Constructivism

Most constructivists agree on four characteristic that permeate all learning. These characteristics are outlined below.

- Learners construct their own understanding.
- New learning depends on current understanding.
- Learning is facilitated by social interaction.

Supportive teaching strategies for constructivism

The National curriculum Framework (NCF – 2005) has given the emphasis on ‘Constructivism approach’ Meaningful learning is a base of the constructivism. Brainstorming, Concept mapping, Advance Organizer model, Concept Attainment model, Cooperative Learning, Peer Tutoring ,Team Teaching are the Supportive teaching strategies for constructivism.

Brainstorming

In a ‘brainstorming’ activity students generate information they already know about a specific topic. The teacher provides a keyword, phrase or topic to the student. The students are then asked either individually or in small groups to share and record all the words that come to mind when they think about the given keyword phrase or topic students generate words quickly and do not stop analyses or evaluate their last. This brainstorming activity helps the teacher to asses the prior knowledge a student or group of student has about a particular subject or topic. This information is useful for the teacher in planning and implementing future lessons on the topic.

Concept mapping

Concept mapping teaching strategy is one of the innovative teaching strategy which is based on the constructivism. In this method teacher motivates the students to the particular concept by using previous knowledge and draw the various digrams of the concept.

Advance Organizer model

This model is developed by David Ausubel for meaningful learning. The model has three phases. Within these phases the student can learn the aspect meaningfully. This is an innovative teaching strategy. The advance organizer model is designed to strengthen student’s cognitive structures, a term Ausubel uses for a person’s knowledge of a

particular subject matter at any given time and how well organized. In other words, cognitive structure has to do with what kind of knowledge of a field is in our minds, how much of it there is, and how well it is organized.

Concept Attainment model

This model is developed by Jeromy Bruner. The model gives significance to concept attainment. It is student concerned teaching strategy. The teacher motivates the students for acquiring the meaning of concept by innovating method.

Cooperative Learning

This is a method of instruction that teacher encourages students to work in small groups learning material then presenting what they have learned to other small groups in doing so they take responsibility for their own learning as well as their classmates.

Peer Tutoring

There is a saying that the best way to learn something is to teach it. In schools across the world, students become better learners as they take on the role of teachers and mentors to younger children. Peer tutoring is also valuable because students can often forge stronger bonds with other students than with adults and are more easily able to develop interest and motivation in the younger learner.

Team Teaching

Team Teaching is beneficial because it makes teaching a less lonely profession than it has traditionally been. By working closely with their peers, teachers themselves gain the benefits of cooperative learning.

Conclusions

The National curriculum Framework (NCF – 2005) has given the emphasis on ‘Constructivism approach’ Meaningful learning is a base of the constructivism. Constructivism suggests that the learners understanding of the way the world works is the result of his or her own active construction rather than someone else’s presentation. Constructivism is the view of learning that believes that learners use their experiences to actively construct understandings that make sense to them, rather than have understanding delivered to them in an organized form. Brainstorming, Concept mapping, Advance Organizer model, Concept Attainment model, Cooperative Learning, Peer Tutoring ,Team Teaching are the Supportive teaching strategies for constructivism. so the present paper has studied the constructivism and Supportive teaching strategies for constructivism.

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