

Effective Constructivist Teaching Learning in the Classroom

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Abstract

Constructivism has been a very powerful model for explaining how knowledge is produced in the world as well as how students learn. Moreover, constructivist teaching practices are becoming more prevalent in teacher education programs, while demonstrating significant success in promoting student learning. In this paper, the author takes a serious look at constructivist teaching practices highlighting both the promises and potential problems of these practices. The author argues that constructivist teaching has often been misinterpreted and misused, resulting in learning practices that neither challenge students nor address their needs. He outlines some of the ways in which constructivism has been misconstrued and analyzes several ways in which constructivist teaching has been misused. The author also presents two examples that illustrate the effective use of constructivist teaching and explains what makes them successful.

Keywords: constructivism, teaching, learning, misuse, effective use.

An individual's own learning experience shapes his unique perspective about process of education which in turn influences his/her decisions as an administrator, a manager or a police maker. For instance, teachers often treat their students in the same manner as they had been treated their teachers and others in their childhood. Meaning thereby that a person's approach towards education determine his/her performance and practice inside or outside the classroom. Conversely, it is also possible to help the teachers and other interested persons to look into perspective of other's if they are enable to understand the background of psychological and pedagogical thought in which the new ideas emerge. This is particularly important for facilitating desirable changes in teaching process.

The purpose of the paper is to present a comparative description of traditional and constructivist approaches to education.

Vignette-1

Four years old Nish came weeping- "Mom I don't want to go to school"

Mother: "My child but why?"

(The mother got worried. Because she had thought that her child will adjust nicely in that well established school, leaving behind the confines of their flat on the third floor. She had seen, Nisha running to the swing at the far end of the field and even talking to some of the children there, on the very first day she was admitted to the school).

The mother decided to meet the principles.

Mother: Today my daughter refused to come to school.

Principal: And you come to make a complaint with me?

Mother: No principalbut

Principal: Please listen to me. Your daughter is very naughty. I always find her moving in the classroom. She cannot repeat ABCD with the whole class. She cannot learn numbers and does not like to write.

Research Report Constructivist Classroom

Thomas Alan Tobin



Research Report Constructivist Classroom:

Inventory of Research National Institute on Student Achievement, Curriculum, and Assessment (U.S.),1997

Resources in Education ,2001 Handbook of Research on Science Education, Volume II Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community *Teaching the Primary Curriculum for Constructive Learning* Michael Littledyke,Laura Huxford,2013-10-23 First Published in 1998 There is a current preoccupation with educational standards with claims that overall standards of achievement have fallen The purpose of this book therefore is to address the question of how children learn across the primary National Curriculum subjects with implications for effective teaching approaches The book emphasises a constructivist view of learning which acknowledges that children have views and attitudes which are formed as a result of experiences in and out of school and that these must be taken into account if meaningful and transferable learning is to be achieved *Middle Grades Research Journal* Frances R. Spielhagen,2014-10-01 Middle Grades Research Journal MGRJ is a refereed peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education A variety of articles are published quarterly in March June September and December of each volume year **Research and Supervision in Mathematics and Science Education** John A. Malone,Bill Atweh,Jeffrey Northfield,Jeff Northfield,2013-11-26 Research and Supervision in Mathematics and Science Education provides student researchers and their supervisors with information about both the essentials of planning conducting reporting and publishing qualitative research and the characteristics of quality supervision It is focused primarily for postgraduate research students in mathematics and science education and their supervisors It will also be of interest to students and faculty in other disciplines that use educational and sociological research paradigms The volume builds on two phenomena of recent years first the increasing momentum of postgraduate research in mathematics and science education and second the resulting need of those involved for knowledge about doing

research and about engaging in quality supervision The decision to address both research and supervision in one volume is a response to the fact that faculty who supervise postgraduate research often are in need of resources covering not only aspects of project and thesis supervision but also the knowledge to assist students in research design especially in the qualitative field Drawing on recent research and practice the authors of the chapters in this book illustrate approaches and strategies that have been used successfully with and by postgraduate students The book also has a strong future orientation describing how postgraduate supervision and research will change as more and more students gain access to and make use of the vast array of technological resources now available A necessary and unique addition to books in the field of postgraduate research and supervision this volume s particular appeal stems from its practical approach its creative future perspective and the wide generalizability of the thinking and ideas it presents

Research in Education, 1974

Views and Beliefs in Mathematics Education Carola Bernack-Schüler, Ralf Erens, Timo Leuders, Andreas Eichler, 2015-05-05 International mathematics education researchers give a differentiated overview of views and beliefs of both teachers and students Beliefs about how to teach mathematics have a high impact on the instructional practice of teachers In the same way views and beliefs about mathematics are an essential factor to explain achievement and performance of students The 19th MAVI conference added a variety of research perspectives to the international discussions of mathematics related beliefs The authors of this volume have compiled a rich selection of research results which may further enhance the discussion of MAVI topics in the future

Research Based Undergraduate Science Teaching Dennis W. Sunal, Cynthia S Sunal, Emmett L. Wright, Cheryl L. Mason, Dean Zollman, 2014-07-01

Research in Science Education RISE Volume 6 Research Based Undergraduate Science Teaching examines research theory and practice concerning issues of teaching science with undergraduates This RISE volume addresses higher education faculty and all who teach entry level science The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise RISE Volume 6 focuses on research based reforms leading to best practices in teaching undergraduates in science and engineering The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science Such science instruction should have short and longterm impacts on student outcomes The goal was carried out through a series of events over several years The website at <http://nseus.org> documents materials from these events The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas methodological concerns and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms In developing research manuscripts to be reviewed for RISE Volume 6 researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates including groups of students who are not always well represented in STEM education To influence practice it is important to understand how researchbased practice is made and how it is implemented The volume should be considered

as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform

The Trojan Horse in the Tribal Classroom Thomas Alan Tobin, 2022-05-04 The Trojan Horse in the Tribal Classroom How Culture Wars are Waged and Won on the Front Lines of Education By Thomas Alan Tobin All three hundred thirty million of us are immersed in culture wars at every turn It s one of the great disadvantages of diversity One such warfare has been hidden from all of us despite the fact that we had to face it almost daily in our formative years The battleground for this most common cultural conflict is where we all spent at least 40% of our school years preparing not just for unforeseen pandemics such as we re caught up in now nor also for dealing with the economic ecological and political divisions that currently confront all arenas of American society Surprisingly it s our educational system and especially the classroom where the frontlines of cultural warfare may have kept us constantly struggling for so long Unwittingly and unwillingly drafted into these social and cultural battles we ve been trained to continue this perennial struggle between academic and popular sub cultures in our schools The Trojan Horse in the Tribal Classroom reveals the situational factors and functions that have caused education to become an embattled institution and teaching an embattled profession Most importantly it proposes social and cultural solutions to these problems that promise real institution wide improvement and a completely reconstructed truly academic classroom culture One reading of this book will totally revise one s vision of American education and our memories of thousands of hours of classroom life Dr Regina Peter Executive Director NEWMARK Education

Study ... of the Bureau of Research in Education University of California. Bureau of Research in Education, 1921 [The Cambridge Guide to Research in Language Teaching and Learning](#) James Dean Brown, Christine Coombe, 2015-10-08 A comprehensive overview of research methods in second language teaching and learning from experts in the field The Cambridge Guide to Research in Language Teaching and Learning covers 36 core areas of second language research organised into four main sections Primary Considerations Getting Ready Doing the Research Research Contexts Presenting in depth but easy to understand theoretical overviews along with practical advice the volume is aimed at students of research including pre service and in service language teachers who are interested in research methods as well as those studying research methods in Bachelor MA or PhD graduate programs around the world

The World of Science Education , 2009-01-01 Each volume in the 7 volume series The World of Science Education reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel North Africa and the Middle East and Sub Saharan Africa The focus of this Handbook is on Australasia a region loosely recognized as that which includes Australia and New Zealand plus nearby Pacific nations such as Papua New Guinea Solomon Islands Fiji Tonga Vanuatu and the Samoan islands science education and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in Australasian rather than international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific

forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers review what has been done and accomplished what is missing and what might be done next

The Principal as Curriculum Leader Allan A. Glatthorn, Jerry M. Jai, 2009 I highly recommend this book to new and prospective principals Glatthorn and Jai provide much food for thought to truly change what is done with curriculum Donnan Stoicov Principal Park Forest Elementary School State College PA Create the best possible curriculum for your school Strong leadership in curriculum development is an essential element of any school improvement strategy and today's principals play a vital and ever expanding role in the process This revised edition of a best selling classic examines curriculum at the state district school and classroom level and shows how effective principals can incorporate curriculum leadership into their organizational strategy to influence curriculum at each level Based on the most up to date research this resource includes an expanded list of references as well as updated information on the effects of No Child Left Behind the influence of the Interstate School Leaders Licensure Consortium ISLLC the importance of state and national standards and more The authors examine New developments in curriculum standards including the importance of content standards in statewide reforms The gap between the taught and learned curriculum The need for team leadership and professional learning communities Packed with useful guidelines this practical how to guide helps principals collaborate with teachers and district leaders to create a more meaningful curriculum

Research in Education, 1970 *Yearbook of the National Society for the Study of Education*, 1918 *The ... Yearbook of the National Society for the Study of Education*, 1922 **Yearbook of the National Society for the Study of Education** National Society for the Study of Education, 1916 *Study* University of California, Berkeley. School of Education. Bureau of Research in Education, 1920 *What Is the Influence of the National Science Education Standards?* National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Science Education K-12, Steering Committee on Taking Stock of the National Science Education Standards: The Research, 2002-11-05 In 2001 with support from National Science Foundation the National Research Council began a review of the evidence concerning whether or not the National Science Education Standards have had an impact on the science education enterprise to date and if so what that impact has been This publication represents the second phase of a three phase effort by the National Research Council to answer that broad and very important question Phase I began in 1999 and was completed in 2001 with publication of *Investigating the Influence of Standards A Framework for Research in Mathematics Science and Technology Education* National Research Council 2002 That report provided organizing principles for the design conduct and interpretation of research regarding the influence of national standards The Framework developed in Phase I was used to structure the current review of research that is reported here Phase II began in mid 2001 involved a thorough search and review of the research literature on the influence of the NSES and concludes with this

publication which summarizes the proceedings of a workshop conducted on May 10 2002 in Washington DC Phase III will provide input collected in 2002 from science educators administrators at all levels and other practitioners and policy makers regarding their views of the NSES the ways and extent to which the NSES are influencing their work and the systems that support science education and what next steps are needed

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