



## Study Of Constructivism And Social Constructivism In The Classroom

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**Abstract :** In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning.

In the constructivist classroom, both teacher and students think of knowledge as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view - not as inert factoids to be memorized.

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What the student currently believes, whether correct or incorrect, is important. Despite having the same learning experience, each individual will base their learning on the understanding and meaning personal to them. Understanding or constructing a meaning is an active and continuous process..

***Learning may involve some conceptual changes.***

- When students construct a new meaning, they may not believe it but may give it provisional acceptance or even rejection.
- Learning is an active, not a passive, process and depends on the students taking responsibility to learn.
- The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

In social constructivist classrooms collaborative learning is a process of peer interaction that is mediated and structured by the teacher. Discussion can be promoted by the presentation of specific concepts, problems or scenarios, and is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material.

**Role of the teacher**

Constructivist teachers do not take the role of the "sage on the stage." Instead, teachers act as a "guide on the side" providing students with opportunities to test the adequacy of their current understandings