Adapting Constructivist Approach to Online Learning: Exploring Emerging Needs and the Way Forward

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Education during the Pandemic: An unprecedented time to sail through

- Massive impact on the teaching learning scenario across countries
- Impact on over 1.5 billion students and 63 million educators in 165 countries
- Challenging experience with sudden shift from offline to online
- Makeshift approach to meet the emergency response
Concerns and Issues for learners: What do researchers report

- Infrastructural constraints
- Lack of systematic guidelines
- Lack of organizational support
- Rising Physical Health problems due to excessive dependency on technology
- Absence of interest and active engagement of learners
- Rising mental health concerns due to missing social interaction
Challenge as reported by teachers

- Lack of preparedness due to the instant switching over to online teaching without any handy material or a workable set up
- This lack of readiness was also reflected in the area of devising of suitable instructional strategies
- Lack of experience in the online teaching became a very time consuming process
- Lots of efforts being invested in ensuring students’ active participation and engagement
- Lack of orientation of the educators to adapt constructivist approach
- Lack of emphasis on global practices for online learning.
Key Reflections

A make shift approach with reference to online teaching

- is very different from a systematic integration of the technology into the instructional process

- requires area to be mastered including unique skill sets and capabilities
Making sense of Personal Experiences

Locating the Gaps

Bringing the Change
Research Objectives

- To explore the personal journey of the authors on managing the online teaching learning environment during the pandemic.

- To propose a four week MOOC on Constructivist online instructional learning incorporating broad learning outcomes and methodology of delivery.
Methodology

Extensive review of literature and inputs from the personal journey of the authors during the pandemic phase of online teaching are the bases of explorations and recommendations.
Exploring the Ground Reality

The ground level experience of two authors of this paper working as a principal and faculty member respectively at the teacher education institutions in Northern India during the pandemic will help the readers to reflect upon their teaching-learning practices in an online learning environment.
Personal Journey of Author I
Building up on – Life over Learning

- Being the pillar of strength for emotional support and care
- Arranging daily online sessions for needed guidance and orientation
- Creation of Google classroom (LMS) along with the whatsapp group with small counseling groups
- Focus on family values, health hygiene, emotional and social skills enhancement
- Encouragement to the students to get involved in some concrete tasks like exploring hobbies, helping others and online skill learning
Creativity through Collaboration

- Live sessions of creative activities with invitation to parents and students to join sessions like of yoga, aerobics, taekwondo, meditation art and craft, cooking
- Encouragement to the students to prepare portfolio on activities and the learning experiences
- Ensuring consistent interaction through blogs, chat, forum, web conferences or video conferences, social networks that supported the students in affectively engaging
- Counselling sessions with parents on how to keep family atmosphere happy congenial and compassionate
Personal Journey of Author II
Virtual Collaborative Engagement Program
(School Internship in a unique way)

- Technology/language integrated/Constructivist lesson plans
- Innovative digital tools and creative ideas for effective teaching
- Peer observation and Feedback by mentors of both the institutes
- Capitalizing on key strengths of each institute and bringing cultural aspects as examples
- Long term partnership (Student and mentor connect)
Let us follow some instructions

1. Be attentive in class
2. Answer when teacher calls out your name
3. Keep your mic off
4. Keep your stationary ready

PRIYANKA is presenting

Shatakshi is presenting

PRIYANKA
ARPITA

Pooja
Shatakshi

You
AFRIN 17 others

You
aarti 22 others
Capitalizing on the potentials of Digital Learning

Development of the MOOC ‘Nurturing Mindfulness among Educators and Learners’ on the MOOKit Platform offered at prestigious IIT Kanpur Platform

Objective was to complete the uncovered content pertaining to the area of Mindfulness with respect to the specific subject ‘Understanding the Self’ the MOOC being developed by the author
MINDFULNESS FOR PSYCHOLOGICAL WELL-BEING

Designed and Offered under UNESCO International Online Mentoring Program

Course Mentor
Dr. Yash Velankar

Course Developer
Dr. Savita Sharma

Three Week Online Course (1st September – 21st September 2021)
Level- Introductory

Course is designed for anyone inclined to develop psychological well-being with Mindfulness

Registration Link  https://canvas.instructure.com/enroll/YFYM96

For any query kindly drop a mail at savita12101980@gmail.com
Key Take Away:
Four areas for online teaching requiring instructors' competencies (Martin et al 2019)

- Course Design
- Course Communication
- Time Management
- Technical skills
Active Learning in online setup

Adapting Social Constructivist Approach
BRINGING EFFECTIVENESS IN ONLINE LEARNING

Active and Meaning Making Learning

Critical Thinking and Analysis

Reflection and Meta Cognitive Skills

Participation and Collaboration

Between the Learners

Between Learner/s and Instructor/s
CREATING AN EFFECTIVE SOCIAL CONSTRUCTIVIST ONLINE LEARNING ENVIRONMENT

- Knowing your Learner
- Having Clear Expectations
- Promoting Meta-cognitive awareness
- Maintaining a Social Presence
- Promoting Collaboration
- Promoting Active Learning
- Providing Adequate Technical Support
Constructivism in online set up

Need to provide a strong support through guided orientation and hand-holding
The way forward - Proposing of an online capacity building program for Educators

Keeping in view the emergence of equipping school and higher education institutions faculties,

The course enables the participants to design and execute your teaching in an online environment effectively based on constructivism strategies which will foster the students’ engagements.
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CONSTRUCTIVISM IN
ONLINE LEARNING
Aligned with SDG4,
Quality Education

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COURSE OVERVIEW

- Course Duration: 6 Weeks course
- Mode of Delivery: Synchronous and Asynchronous Platform: Canvas/ Google meet/ zoom/ Google Classroom
- Challenge Level: Advanced
- Who can Join: Teacher Educators, Faculties from higher education, Research scholars from education, curriculum designer, School teachers, school principals and heads
Broader Areas of the Course

- Constructivism in teaching learning process
- Collaborative Constructivism for Online Learning
- Instructional strategies and techniques for social constructivism learning
- Assessment from a social constructivist perspective
Learning Outcomes

- Examine the key principles of constructivist learning theory with classroom implications
- Analyze and propose the Community of Inquiry (CoI) framework, a process model of online learning environment derived from collaborative constructivist view
- Analyze the instructional strategies to support learner in online learning
- Examine the key elements to assess the performances of students to measure attainment of subject and course learning outcomes.
Uniqueness of the project

- Ready-reckoner and a tool kit for all the stakeholders aiming at bringing effectiveness in online learning
- Mode of Delivery using the constructivist instructional methodology in an online context
- Use of engaging mechanism like Introductory posts, Pre-survey, broadcast emails, synchronous chats, discussion forum, peer feedback and live interactions
- Modularization of the content with scaffold learning, quizzes, team projects with individual and collaborative group activities
Conclusion

The challenges as been faced by the students and teachers at large represent the journey of any new change which is hard in the beginning but eventually becomes part and parcel as we move along and discovers ways to not only overcome the resultant challenges but to learn to channelize the untapped potential of new phenomenon.
THANK YOU