Innovative practices for evaluating constructivist learning

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Working as a teacher teaching and evaluation these are the two main processes which teachers have to perform. When we think about evaluation process we give more importance to the objectives related to cognitive, emotional and psychomotor field. Generally evaluation is the process of inspiring and feedback for students. Whenever anyone perform any work they expect that someone should notice it and praise them that is the psychological need of human being through the evaluation tries need can be fulfilled. Testing achievement of objective is another work of evaluation in another word we can say that evaluation is the process to know whether objectives of teaching are fulfilled or not : So teacher can come to know that why the objectives are not fulfilled and again try to fulfill it.

Evaluation is continuous process to meet the objectives effectively evaluation process should go on continuously. If the required changes do not occurred in the students learning experiences should be changed according to individual differences. All this process from educational perspective is known as evaluation process. It is very essential to define the quality of education, if we do not accept this process it will be very difficult to say anything about the quality of the education. In brief we can say that without proper evaluation formal education will be meaningless and valueless.

Now a days teaching learning process is constructivism oriented even though we can not deny the importance of evaluation so it would be better to find out ways which suits to evaluate constructivist teaching and learning

Common principles of evaluation:-

1)   Objectives of teaching should be fixed before using any tool of evaluation.

2)   Tools of evaluation should be related to the objectives.

3)   For overall evaluation only one tool of evaluation is not sufficient , it is necessary to use different tools to get clear-cut idea about achievements of students.

4)   One should keep in mind the limitations of the tools of evaluation.

5)   Evaluation is a process not product.

So keeping all these principles in mind following pre-planning in constructivist evaluation is necessary.

- Before evaluation teacher should make a blue-print according to weightage to objectives and according to the type of questions.
- Teacher should decide that how much timing should be given to learning experiences.
- For evaluation teachers should construct the question which suits to the objectives.
- Teachers should guess possibility of different answers for the same question.
- Teacher should inform to the learner about content and what achievements are to be achieved through it.
- Teachers should inform to the students that how summative and formative evaluation is considered in continuous and comprehensive evaluation.

➢ **Difference between conventional and constructivist evaluation:-**

In traditional teaching learning and evaluation process it is very important to keep all process around the decided objectives. Hence tests and examinations and marks remain only related to content because in conventional teaching objectives and learning experiences are already decided, students are also depends on indicative questions for their responses. In short we can say that conventional evaluation focuses more on product than the process. In conventional learning and evaluation process less importance is given to own and own self and their own thinking. So the teaching, learning and evaluation become stipulated and mechanical.

On the contrary in constructivist teaching and learning instead of content centered objectives process centered objectives are preferred because learner learns at their own and try to find out relation between content and objective. If something is not sufficient to complete the sense or meaning learners interact with more knowledgeable others (MKD) (Vygotsky's Social Constructivism) and experience the thinking process. Learner do not hesitate they proceed with confidence with the help of previous knowledge and scaffolding. So in such type of learning only to test content is not expected evaluation should break the boundaries of content.

Whenever we evaluate constructive learning outcomes following things should be kept in mind:-

- Learner decides what they will learn.
- Obviously then learner will decide that whether he has achieved what he was expecting or not.
- Learner tests his decisions by the teacher and co-learners.
- Learner amends his mistakes.

All above discussed aspects are concern to constructivism but in implementation of it on practical level there may be some limitations. Such as all learners are not capable to context .about the second aspect we can say that those who are able to analyze the content the aspect will suit to them.

From all above discussion we can say that in the process of the evaluation of all constructivist learning both facilitator and learner should give their contribution.

Role of Facilitator:-

- Facilitator should examine that whether the learners are capable to learn at their own or not…..
- How learners tries to solve the problems created in front of them with reference to learnt content.
- How do they interact with each other to create new knowledge and how do they use communication skill for that.
- Which high level thinking processes are used to learn how they use that processes in different situations.

So in constructivist learning and its evaluation it is not important to ask questions those who are based on information but it is necessary to ask questions related to the comprehension of content, implementation in different situations and thinking process.

Taking all the circumstances and aspects into consideration it is the need of time to develop different tools to evaluate constructivist teaching such as rating scales, sociometric techniques etc. Below as sample of rating scale is given which is based on four major aspects of constructivist learning …that are:

A) Curiosity and assimilation of previous knowledge.
B) Efforts for problem solving
C) Help/Scaffolding
D) Implementation of constructed knowledge in new situation.

Evaluation of Constructivist teaching tool Rating scale

Sr. No.	Description	Options				
		Often	Many times	Sometimes	Rarely	Never
A)	**Curiosity and assimilation of previous knowledge**					
i)	Beginning of the lesson succeed to arose					

	curiosity?						
ii)	Teacher gives motivation to learner to explore the knowledge						
B)	**Efforts for problem solving**						
i)	Whether opportunity is given to student to solve the problem or not ?						
ii)	Is opportunity of action given to the learners ?						
iii)	Is teacher observe the team/group work of learners ?						
C)	**Help in difficult situation**						
i)	Scaffolding Is teacher provides the required help?						
ii)	Learners are motivated on this stage to proceed or not ?						
iii)	When feed-back is given individual differences are taken into consideration or not?						
D)	**Implementation of constructed knowledge in new situation.**						
i)	Opportunity is given to use the new knowledge or not ?						
ii)	Whether teacher tried to know the hurdles in the thinking process while implementing the knowledge ?						
iii)	Whether questions of evaluation were process centered or not?						

Hence such kind of rating scales can be used for evaluation of constructivist teaching – learning process but it is not sufficient so facilitator should reflect on whole process positively- the knowledge of how to evaluate constructivist teaching will help to develop further process and learning will become more meaningful. It will also help to analyze the difficulty of the learners So we can make remedial efforts and ultimately that will lead to the perfection.

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