



ISSN 2349-638X

REVIEWED INTERNATIONAL JOURNAL

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

MONTHLY PUBLISH JOURNAL

VOL-II

ISSUE-V

MAY

2015

Address

- Vikram Nagar, Boudhi Chouk, Latur.
- Tq. Latur, Dis. Latur 413512
- (+91) 9922455749, (+91) 9158387437

Email

- editor@aiirjournal.com
- aiirjpramod@gmail.com

Website

- www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

Changing Role of Teacher according to constructivism

Kamble Manisha M.

Assistant Professor

MGD Women's College Of Education, Solapur

Cell - 7776915179

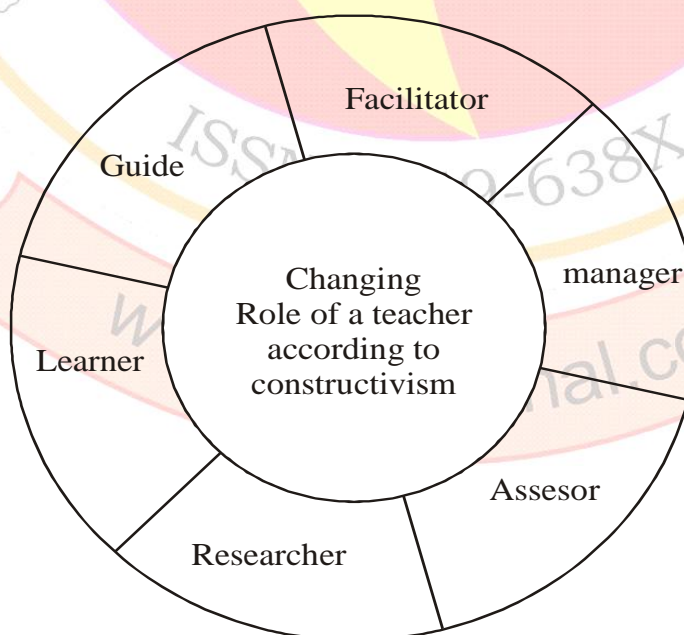
[email - nairaj55@gmail.com](mailto:nairaj55@gmail.com)

Concept of Constructivism:-

Constructivism is the Philosophy of learning found on the premise that by reflecting on our experience we construct our own understanding of the world we live in.

Actually the Concept of constructivism related with the philosophy of Jean Piaget John Dewey and Yugotsky.

Jean Piaget focused on social construction of the knowledge and Vygotsky focused on social construction of knowledge.



1. Teacher as a facilitator:-

The learner is constructing their view of the world. They are interacting with materials, directing processes, making connections, identifying patterns and organizing materials. The learner is not passive; they are not receiving predigested or organized materials. The teacher does not focus on what is to be learnt but on but how the learning occurs. This approach to learning means that the important aspect of lecturing is not imparting knowledge but is creating opportunities for students to learn.

The teachers role is not inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning (Borrows and Tamblyn 1980, Davis and Harden 1999) It is the role of a teacher to facilitate this process rather than to act simply as an information provider. The teacher needed the ability to communicate with students in an informal way in the small group sessions, and to encourage student learning by creating an atmosphere in which open exchange of idea was facilitated.

As facilitator, the teacher guides the learner through the learning process and encourages the students to be active in their learning. Teacher can encourage the students to be resource providers and can train them to be self learners and self trainers.

2. Teacher as a Manager:-

Teacher as good manager carefully arranges their classroom to minimizes disturbances and make sure that instruction can proceed efficiently.

Teacher as a manager she has to play some roles like planner, organizer, controller of new techniques and methods. Teacher as a manager should have the time management skill and she should take care of the proper setting arrangement in the class. Teacher as a manger she has to arrange some activities like maintain proper discipline in the classroom and control various aids in making teaching learning process more effective discipline involves employing guidance and teaching techniques to encourage students to become self directive and thus to create an atmosphere facilitating learning.

Teacher as a manager teacher has to plan different methods, she has to arrange proper classroom structure, she has to decide about technology and all above activities are based on the target group to whom she is going to teach. Sometime she has to arrange educational visit.

3. Teacher as an Assessor:-

a. Student assessor -

The assessment of the student competence is one of the most important tasks facing the teacher. "Good teacher known how to assess their students' learning suggested mapstone (1996) and they want to do it well Ian long when scoffish secretary and resisting pressure for parents to choose whether their children took part in national testing in primary schools put it rather well I believe that teaching without testing is like cooking without tasting.

The examiner role of the teacher is after perceived as different from the other roles while as information provider facilitator and curriculum planner the aim of the teacher is to assist the student in a variety of ways to achieve the course goals, as an assessor the teacher has the role passing judgment on the student.

b. The curriculum Assessor -

Not only teacher should assess their studies but also they should assess curriculum \. She should check effectiveness of given course curriculum is an internal part of education system on the basis of curriculum we assess our students. The quality of teaching learning process must be assessed by the teacher. Evaluation process is serves as the integral part of education system.

Standards are the most effective when we set them ourselves suggest Nisbet (1986).

Evaluation are also used for reporting progress to students and their parents and for making decisions related to such things as student promotion. Evaluation of the learning outcome enables the teacher to provide their students with a challenging learning environment enabling them to work at the upper edge of their ability and develop a sense of academic self efficacy.

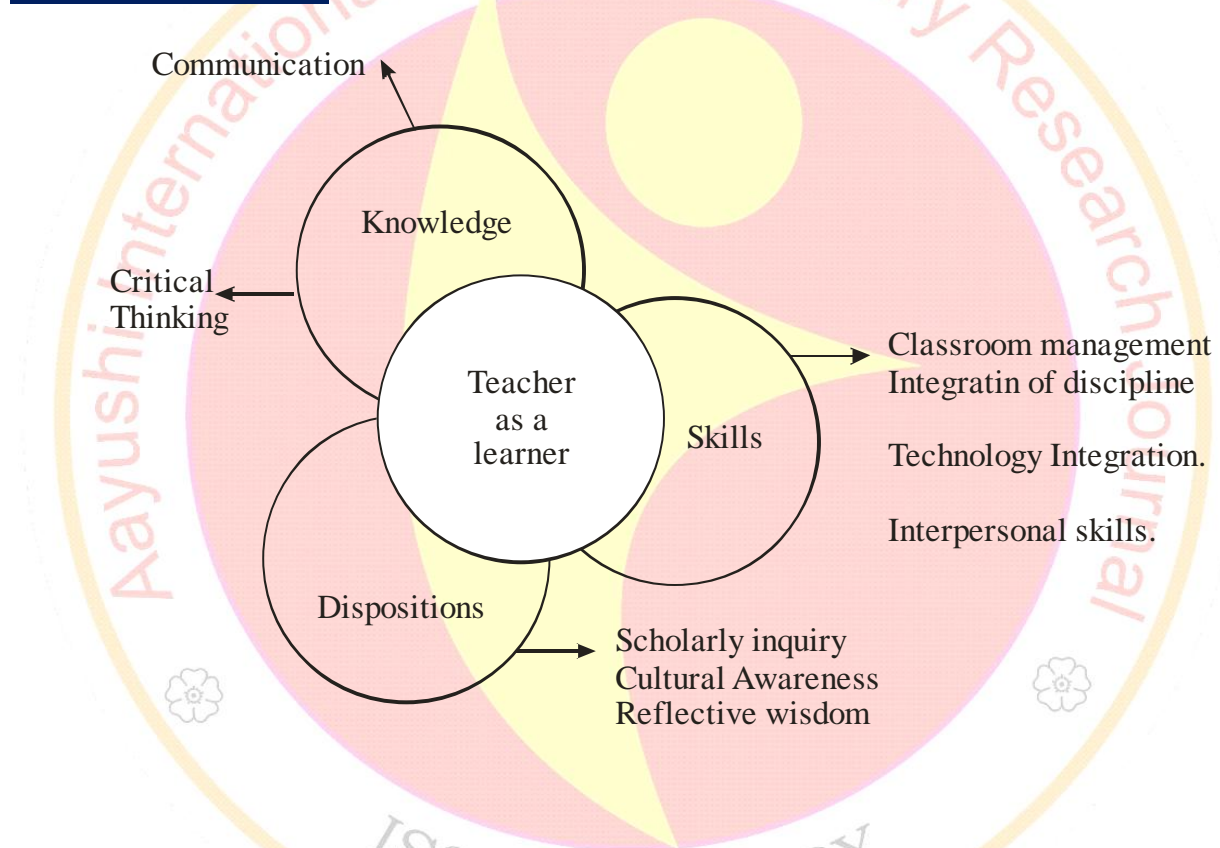
4. Teacher as a researcher :-

Teacher's professional development promotes the view of the teacher as a researcher of her own educational experiences as a way to reflect and internalize the innovations promoted in the classroom.

Research is designed, conducted and implemented by the teachers themselves to improve teaching in their own classrooms. The prevailing focus of Teacher research is to expand the teacher's role as inquirer about teaching and learning through systematic classroom research (Copper, 1990).

Teacher as a researcher mean a kind of self up gradation as the part of research teacher invents new techniques and methods which are purely meant for students welfare.

5)Teacher as a Learner



D)Knowledge

a.Communication -

Knowledge and use of effective communication skills are at the heart of effective teaching an educator must be able to demonstrate appropriate written and verbal communication skills.

b.Critical thinking -

The teacher must be able to ask appropriate questions gather relevant information and come to reliable conclusions.

II)Skills :-

a) Effective interpersonal skills are essential in the act of teaching in the continual process of learning the teacher must be willing to seek help, advice or solace from peers.

b)Integration of Discipline -

Knowing content is important for a teacher, however broadening the context and applicability of content through integration of disciplines provides students with a rich academic experience.

c)Technology Integration -

Technology should be used to engage students and facilitate their thinking and construction of knowledge. Students learn to access, evaluate and use information.

d)Organization and classroom management:-

Organizing and managing instructional settings are complex activities, requiring effective skills and supportive affective relationships.

III.Dispositions -

Dispositions mean internal values, beliefs and attitudes that are manifested in patterns of professional behaviors.

a)Scholarly Inquiry -

Teachers must be well versed in their content and be aware of current trends and issues.

b)Reflective Wisdom -

Through reflection, teachers gain a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher (Section 1983)

c)Cultural awareness and Acceptance -

Cultural awareness and acceptance includes similarities and commonalities found across cultural lines as well and is not merely a study of contrast.

6)Teacher as a Guide -

Students are the active participants in their own learning. It is the teacher's role to guide their curiosity and help them. Teacher intersperse skill development into thematic investigations to assure the proper scaffolding of students growth teacher integrates skill development in research, reading, writing, science, maths and art by guiding the children's natural excitement and curiosity about pioneer life.

Teachers themselves are the lead learners in their classroom the teacher carries out guidance in different ways. He vary his method according to the capacity of the individual, pupil needs and according to subject matter. The teacher guides more definitely and deliberately by mean of discussion by giving advice on concrete problems and personal one to one conversation with his pupils.

In short according to constructivism teacher has to play various types of roles.

References

Tomar Archana, Sikdar Mandira, Gupta Pratibha (2010) "Teaching learning process " Vanshen Prakashan, Amol Prakashan.

Kulkarni S.S. 'Teaching Learning process' A System Analysis (Reproduction series) UNESCO, Regional Office for Education in Asia, Bangkok, 1975.

<http://www.gcrao.com/index.php/teach>

<http://www.kulztow.edu/academics>

Damodar D.D., Mahajan S.B., Muley P.V., Jitkar V.B., Ingale M.S. 'English Reader Class X, Secretary Maharashtra State Board of Secondary and Higher Secondary Education Pune.

Harden R.M., Crosby Joy, 'Twelve Roles of a Lecturer' AMEE Medical Education Guide No.20.