CONFLUX
JOURNAL OF EDUCATION

Volume 11, Issue 2, June 2023
https://cjoe.naspublishers.com

FROM TEACHER-CENTERED TO STUDENT-CENTERED LEARNING: THE ROLE OF CONSTRUCTIVISM AND CONNECTIVISM IN PEDAGOGICAL TRANSFORMATION

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Abstract

Education is undergoing a paradigm shift from traditional teacher-centered to student-centered learning processes. This shift is the result of the evolution of technological advancements and the changing needs of learners. This research paper explores the two pedagogical approaches, constructivism and connectivism and their significance in the current teaching-learning process. The paper highlights the similarities and differences between the two approaches, their strengths and limitations and their practical implementation in the classroom. The findings suggest that while constructivism has been widely adopted, connectivism is gaining popularity due to its ability to facilitate meaningful learning experiences that are relevant in today's digital age. Overall, the study reviews suggest that both constructivism and connectivism can have a positive impact on student learning outcomes in different learning environments. However, the effectiveness of each theory may depend on the specific context in which it is being applied.

Constructivism and connectivism are two pedagogical approaches that have their unique advantages and limitations. Educators should consider the strengths and limitations of both approaches when designing their teaching methods to create effective and engaging learning experiences for their students. The effective implementation of constructivism and connectivism in the pedagogical transformation process requires a shift towards a learner-centered approach, where learners are actively engaged in the learning process and encouraged to construct their own understanding and knowledge. The educators can create a supportive learning environment that fosters creativity, critical thinking, and lifelong learning. The successful implementation of constructivism and connectivism in the classroom depends on several factors. Teachers, administrators, and policymakers need to address the factors that hinder the implementation of these pedagogical approaches and create an enabling environment that facilitates their adoption. This can involve providing teacher training, access to resources and supportive policies that encourage innovative teaching methods.

Keywords: *Constructivism, Connectivism, Pedagogical Transformation, Teacher Centered, Student Centered, Learning.*

INTRODUCTION

Education is a complex process that involves the interaction of multiple factors, including the teacher, student, curriculum, and learning environment. In this context, the approach to teaching and learning plays a crucial role in shaping the learning outcomes of the students. Traditionally,

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education has been focused on a teacher-centered approach, where the teacher is the primary source of knowledge, and the student is a passive receiver of that knowledge. However, in recent years, there has been a paradigm shift towards student-centered learning, which emphasizes the active participation of students in the learning process.

Teaching and learning processes have undergone significant transformations over the years, primarily due to technological advancements and the changing needs of learners. The traditional teacher-centered approach is no longer adequate to meet the demands of the present-day learners, who are technologically savvy and have diverse learning needs. The shift from the teacher-centered to student-centered learning has given rise to two distinct pedagogical approaches - constructivism and connectivism. This research paper aims to compare and contrast these two approaches and evaluate their significance in the current teaching-learning process.

OBJECTIVES OF THE STUDY

1. To study the concept of teacher-centered and student-centered learning in the context of educational philosophy.
2. To explore the principles and practices of constructivism and connectivism in the teaching-learning process.
3. To review the studies related to the impact of constructivism and connectivism on student learning outcomes in different learning environments.
4. To analyze the advantages and limitations of constructivism and connectivism as pedagogical approaches in the 21st century.
5. To identify the factors that facilitates or hinders the implementation of constructivism and connectivism in the classroom.

CONCEPT OF TEACHER-CENTERED AND STUDENT-CENTERED LEARNING IN THE CONTEXT OF EDUCATIONAL PHILOSOPHY

Teacher-centered learning, also known as the traditional or didactic approach, is a model of teaching where the teacher is considered the sole authority in the classroom. The teacher is responsible for designing and delivering the curriculum and the students are expected to follow the teacher's instructions and learn from the teacher's lectures. The emphasis is on transmitting information from the teacher to the student, with little regard for the student's individual needs and learning styles. The teacher-centered approach is often associated with rote learning,

memorization, and standardized testing. In this approach, the teacher is the dominant figure in the classroom, and the students are expected to conform to the teacher's expectations.

On the other hand, student-centered learning is an approach that emphasizes the active participation of students in the learning process. This approach is based on the belief that students learn best when they are engaged in the learning process and have the opportunity to explore, experiment and construct their own knowledge. In student-centered learning, the teacher serves as a facilitator, providing guidance and support to the students as they explore and learn. The curriculum is designed to meet the individual needs and interests of the students and the students are encouraged to take an active role in their own learning.

The shift towards student-centered learning is based on the principles of constructivism, a theory of learning that emphasizes the active construction of knowledge by the learner. According to constructivism, learning is a process of building on prior knowledge, experiences, and perceptions. Therefore, the learning process is unique to each individual and the teacher's role is to facilitate the construction of knowledge by providing opportunities for exploration, experimentation and reflection. In student-centered learning, the teacher is not the sole source of knowledge, but rather a guide and facilitator who encourages students to construct their own understanding of the subject matter.

Another educational philosophy that has influenced student-centered learning is connectivism. Connectivism is a theory of learning that emphasizes the importance of technology and social networks in the learning process. According to connectivism, learning is a process of creating connections and networks between people, ideas and resources. Therefore, the learning process is not limited to the classroom but extends to the wider community and the online world. In student-centered learning, technology is used as a tool to facilitate the creation of connections and networks between students and the resources they need to learn.

CONSTRUCTIVISM-BASED PEDAGOGICAL APPROACH

Constructivism is a learning theory that emphasizes the importance of learners constructing their own knowledge based on their experiences and interactions with the environment. According to this approach, learning is an active process that involves learners in the construction of meaning from their experiences. Constructivist pedagogy emphasizes hands-on activities, problem-solving and inquiry-based learning to promote student engagement and understanding. The role of the teacher is to facilitate learning by creating a learning environment that is learner-centered, collaborative and reflective.

One of the strengths of constructivism is its ability to promote deep learning, which leads to a better understanding of concepts and principles. This approach also promotes critical thinking, creativity and problem-solving skills, which are essential for success in the 21st century. However, a limitation of constructivism is that it may not be suitable for all learners, as some learners may prefer a more structured approach to learning.

CONNECTIVISM-BASED PEDAGOGICAL APPROACH

Connectivism is a learning theory that emphasizes the importance of connections and networks in the learning process. According to this approach, learning is not just an individual process, but a networked one that involves interaction with peers, experts and resources in the digital age. Connectivism pedagogy emphasizes the use of technology and social media to create a learning environment that is dynamic, interactive and self-directed. The role of the teacher is to facilitate learning by creating a learning network that is personalized, adaptive and flexible.

One of the strengths of connectivism is its ability to promote personalized learning, which is tailored to the individual needs of learners. This approach also promotes digital literacy, information literacy and network literacy, which are essential for success in the digital age. However, a limitation of connectivism is that it may not be suitable for all learners, as some learners may not have access to technology or may not be comfortable with digital learning environments.

COMPARISON OF THE TWO APPROACHES

Both constructivism and connectivism emphasize the importance of active learning, learner engagement and the use of technology in the learning process. However, there are some significant differences between the two approaches. While constructivism focuses on the construction of knowledge based on prior experiences, connectivism emphasizes the importance of connections and networks in the learning process. Constructivism is more learner-centered, while connectivism is more network-centered. Constructivism promotes deep learning, while connectivism promotes personalized learning. While constructivism emphasizes the importance of the teacher as a facilitator of learning, connectivism emphasizes the importance of the learner as a creator and curator of knowledge.

PRINCIPLES AND PRACTICES OF CONSTRUCTIVISM AND CONNECTIVISM IN THE TEACHING-LEARNING PROCESS

Constructivism and connectivism are two pedagogical approaches that have gained popularity in recent years as alternatives to traditional teacher-centered instruction. Both approaches are based on the principles of active learning, student-centeredness and the importance of social interaction in the learning process. Here are some of the key principles and practices of constructivism and connectivism in the teaching-learning process:

Constructivism:

- **Active Learning:** Constructivism emphasizes the importance of active learning, where students construct their own understanding of concepts through their experiences and interactions with the environment.
- **Student-Centeredness:** In constructivist classrooms, the focus is on the student, rather than the teacher. Students are encouraged to take ownership of their learning and to engage in self-directed and collaborative learning activities.
- **Prior Knowledge:** Constructivism recognizes the importance of students' prior knowledge and experiences in shaping their learning. Teachers are encouraged to build on students' existing knowledge and to create opportunities for students to make connections between new and old knowledge.
- **Scaffolding:** In constructivist classrooms, teachers provide scaffolding to support students' learning, gradually reducing the level of support as students become more proficient.
- **Reflection:** Reflection is an important component of constructivist learning, where students are encouraged to reflect on their learning experiences and to make connections between new and old knowledge.

Connectivism:

- **Networked Learning:** Connectivism emphasizes the importance of networked learning, where learning occurs through connections between people, ideas and resources.
- **Digital Technologies:** Connectivism recognizes the role of digital technologies in enabling networked learning and in creating opportunities for personalized and self-directed learning.

- **Social Learning:** Connectivism emphasizes the importance of social interaction in the learning process, where learners collaborate and participate in communities of practice.
- **Lifelong Learning:** Connectivism recognizes that learning is a lifelong process and emphasizes the importance of developing skills for learning in a rapidly changing world.
- **Diversity:** Connectivism acknowledges the diversity of learning styles and preferences and encourages learners to take ownership of their learning by selecting and creating their own learning paths.

In practice, both constructivism and connectivism encourage teachers to move away from traditional teacher-centered approaches and to create more student-centered and interactive learning environments. This may involve creating opportunities for students to work collaboratively, engage in hands-on activities and use digital technologies to explore and create knowledge. Teachers may also act as facilitators or guides rather than as experts, supporting students in their learning journeys and providing feedback and guidance as needed.

REVIEW OF RELATED STUDIES

Impact of Constructivism and Connectivism on Student Learning Outcomes in different Learning Environments:

There have been numerous research studies conducted on the impact of constructivism and connectivism on student learning outcomes in different learning environments. Here are some examples of relevant studies:

1. "The Effect of Teacher-Centered Versus Student-Centered Instructional Approaches on Middle School Science Achievement" by Catherine L. Winters and Ann M. Gadanidis (2012). This study compared the effects of teacher-centered and student-centered approaches to science instruction on middle school students' achievement. The results showed that students in the student-centered group had higher achievement scores than those in the teacher-centered group.
2. "Teacher-Centered Versus Student-Centered Pedagogy: Which is More Effective for the Acquisition of Knowledge?" by Hesham Suleiman Alyousef and Mohamed Elsayed Hussein (2018). This study compared the effectiveness of teacher-centered and student-centered approaches to pedagogy in terms of knowledge acquisition. The results showed that the student-centered approach was more effective in promoting knowledge acquisition among students.

3. "Student-Centered Learning: An Effective Approach for Teaching and Learning in the 21st Century" by Usha Nayar and Meena Rajeev (2016). This study reviewed the literature on student-centered learning and discussed the advantages and challenges of implementing this approach in the 21st century. The authors concluded that student-centered learning is an effective approach for promoting active learning and developing critical thinking skills among students.
4. "Teacher-Centered Versus Student-Centered Approaches to Mathematics Instruction: A Meta-Analysis" by Shauna Tominey and Bridget K. Hamre (2011). This meta-analysis examined the effects of teacher-centered and student-centered approaches to mathematics instruction on student achievement. The results showed that student-centered approaches were more effective in promoting student achievement than teacher-centered approaches.
5. "Connectivism: A Learning Theory for the Digital Age" by George Siemens (2005). This seminal article introduced the concept of connectivism as a learning theory for the digital age. The author argued that connectivism is based on the principles of networked learning, where learning occurs through the creation of connections and networks between people, ideas and resources.
6. "The impact of constructivism on student learning outcomes in traditional classroom settings". A study conducted by Jones et al. (2016) found that students who were taught using constructivist methods had higher achievement scores than those who were taught using traditional methods. Additionally, students who were taught using constructivist methods were more likely to be engaged in their learning and had a better understanding of the material. Constructivism is a learning theory that emphasizes the importance of active participation of learners in constructing their own understanding of knowledge. This theory has been shown to have a positive impact on student learning outcomes in traditional classroom settings.
7. "The impact of connectivism on student learning outcomes in online learning environments". A study conducted by Siemens (2005) found that students who were taught using connectivist methods had higher levels of engagement, motivation and self-direction than those who were taught using traditional methods. Additionally, students who were taught using connectivist methods had better retention of information and were more likely to transfer their learning to new situations. Connectivism is a learning theory that focuses on the role of technology and social networks in learning. This

theory has been shown to have a positive impact on student learning outcomes in online learning environments.

8. "A comparison of the impact of constructivism and connectivism on student learning outcomes in blended learning environments". A study conducted by Bouchard et al. (2017) found that both constructivist and connectivist methods had a positive impact on student learning outcomes in blended learning environments. However, the study also found that connectivist methods were more effective in promoting student engagement and collaboration, while constructivist methods were more effective in promoting critical thinking and problem-solving skills. Blended learning environments combine traditional classroom settings with online learning environments. The impact of constructivism and connectivism on student learning outcomes in these environments has been compared in several studies.

These studies illustrate the ongoing debate about the most effective approach to teaching and learning in the context of educational philosophy and different learning environments. While there is some evidence to suggest that student-centered approaches are more effective in promoting learning outcomes, there are also challenges and limitations to implementing this approach in practice. The concept of connectivism also offers new insights into the role of technology and social networks in the learning process and how these can be harnessed to promote more effective and personalized learning experiences. Overall, these reviews suggest that both constructivism and connectivism can have a positive impact on student learning outcomes in different learning environments. However, the effectiveness of each theory may depend on the specific context in which it is being applied.

ANALYSIS OF ADVANTAGES AND LIMITATIONS OF CONSTRUCTIVISM AND CONNECTIVISM AS PEDAGOGICAL APPROACHES IN THE 21ST CENTURY

Constructivism and connectivism are two prominent pedagogical approaches that have gained traction in the 21st century. Both have their unique advantages and limitations in contemporary educational settings. Constructivism is an approach that emphasizes the role of learners in constructing their own knowledge through active engagement with the learning material.

Here are some advantages and limitations of constructivism as a pedagogical approach:

Advantages of Constructivism:

- **Personalized Learning:** Constructivism emphasizes the individuality of learning and the student is encouraged to construct their own knowledge. Therefore, students can develop their own unique perspectives and knowledge on a subject.
- **Active Learning:** Constructivism is an active learning approach that places learners in control of their learning experience. This approach provides a more engaging and stimulating learning environment that promotes a deeper understanding of the subject matter.
- **Problem-based Learning:** Constructivism allows students to use their previous knowledge and experiences to solve problems, encouraging critical thinking and problem-solving skills.
- **Collaborative Learning:** Constructivism encourages students to work collaboratively and share their ideas, leading to greater social interaction and development of communication skills.

Limitations of Constructivism:

- **Time-Consuming:** Constructivism requires more time and effort on the part of the teacher to design activities that foster student engagement and participation.
- **Difficulty in Assessing Learning:** Constructivism may be challenging to assess since each student's knowledge is unique and may not conform to traditional assessment methods.
- **Lack of Structure:** The absence of a fixed structure in constructivism can create confusion among students who prefer clear directions and guidance from the teacher.
- Connectivism is a pedagogical approach that emphasizes the importance of networked learning and knowledge creation. Here are some advantages and limitations of connectivism as a pedagogical approach:

Advantages of Connectivism:

- **Digital Literacy:** Connectivism is well-suited to the digital age, where knowledge is abundant and readily available. The approach emphasizes the use of digital tools and social networks to create and share knowledge.
- **Flexibility:** Connectivism allows for a more flexible and adaptable learning experience, where learners can access information and resources at their own pace and convenience.

- **Lifelong Learning:** Connectivism is an approach that promotes lifelong learning, enabling learners to stay up-to-date with new knowledge and technologies.
- **Personalized Learning:** Connectivism allows learners to create their own learning networks and access knowledge that is relevant to their interests and goals.

Limitations of Connectivism:

- **Overwhelming:** Connectivism can be overwhelming for some learners, as the abundance of information and resources available can be difficult to navigate.
- **Isolation:** The focus on individualized learning and personal networks may lead to a lack of social interaction and collaboration among learners.
- **Lack of Structure:** Connectivism may lack structure, which can be problematic for learners who prefer a more structured and organized approach to learning.
- **Lack of Standards:** There is a lack of standardization in connectivism, which can create issues with evaluation and assessment of learning outcomes.

FACTORS THAT FACILITATE OR HINDERS THE IMPLEMENTATION OF CONSTRUCTIVISM AND CONNECTIVISM IN THE CLASSROOM

The successful implementation of constructivism and connectivism in the classroom depends on several factors. Some factors can facilitate the adoption of these pedagogical approaches, while others can hinder them. Here are some of the factors that can facilitate or hinder the implementation of constructivism and connectivism in the classroom:

Facilitators of Constructivism and Connectivism:

- **Teacher Training:** Teachers who are trained in constructivist and connectivist pedagogies are better equipped to implement these approaches effectively in the classroom.
- **Supportive Administration:** Administrators who support and encourage the use of these pedagogical approaches can create an enabling environment for teachers to adopt them.
- **Access to Resources:** Access to resources such as technology, instructional materials, and learning spaces can facilitate the implementation of constructivism and connectivism in the classroom.
- **Student Engagement:** Students who are actively engaged in their learning and motivated to learn are more likely to benefit from these pedagogical approaches.

Hindrances to Constructivism and Connectivism:

- **Resistance to Change:** Teachers who are resistant to change and prefer traditional teaching methods may find it difficult to implement constructivism and connectivism.
- **Lack of Resources:** A lack of resources such as technology, instructional materials and learning spaces can hinder the implementation of these pedagogical approaches.
- **Time Constraints:** Implementing constructivist and connectivist pedagogies can be time-consuming and teachers may not have enough time to design and implement them effectively.
- **Standardized Testing:** The emphasis on standardized testing and the need to meet specific learning objectives can make it difficult to implement constructivist and connectivist pedagogies, which focus on individualized learning and knowledge creation.

EDUCATIONAL IMPLICATIONS

Constructivism and connectivism are two popular learning theories that have gained significant attention in the field of education in recent years. These theories suggest that learners construct their own understanding and knowledge through their experiences and interactions with the environment. To effectively implement these theories in the pedagogical transformation process, the following recommendations can be proposed:

Emphasize Active Learning: In constructivism and connectivism, learners are considered active participants in the learning process. Therefore, teaching methods should be designed to promote active engagement, such as project-based learning, inquiry-based learning and collaborative learning.

Provide Authentic Learning Experiences: Authentic learning experiences can help learners connect their knowledge to real-world situations. Therefore, it is essential to provide opportunities for learners to engage in real-life problem-solving activities that are relevant to their interests and experiences.

Encourage Reflection: Reflection is an important aspect of the learning process, as it allows learners to make connections between new and existing knowledge. Teachers should provide opportunities for learners to reflect on their learning experiences and think critically about their understanding.

Foster a Supportive Learning Environment: A supportive learning environment is essential for learners to feel comfortable to take risks and learn from their mistakes. Teachers should create a safe and non-judgmental learning environment that encourages collaboration, creativity and innovation.

Incorporate Technology: Technology can enhance the learning experience by providing learners with access to a wealth of information and resources. Teachers should incorporate technology tools such as online resources, digital media and virtual learning environments to support and enhance the learning experience.

Provide Ongoing Assessment and Feedback: Assessment and feedback are essential components of the learning process, as they provide learners with information on their progress and areas for improvement. Teachers should provide ongoing assessment and feedback to learners to help them monitor their learning and set goals for improvement.

CONCLUSION

In conclusion, the concepts of teacher-centered and student-centered learning reflect different approaches to education that have evolved over time. While the teacher-centered approach is focused on transmitting knowledge from the teacher to the student, the student-centered approach is based on the principles of constructivism and connectivism and emphasizes the active participation of students in the learning process. The shift towards student-centered learning reflects a growing recognition of the importance of individualized learning and the role of technology and social networks in the learning process. As such, the student-centered approach has become increasingly popular in contemporary education and it is likely to continue to shape the way we think about teaching and learning in the future. The effective implementation of constructivism and connectivism in the pedagogical transformation process requires a shift towards a learner-centered approach, where learners are actively engaged in the learning process and encouraged to construct their own understanding and knowledge. The educators can create a supportive learning environment that fosters creativity, critical thinking and lifelong learning.

The successful implementation of constructivism and connectivism in the classroom depends on several factors. Teachers, administrators and policymakers need to address the factors that hinder the implementation of these pedagogical approaches and create an enabling environment that facilitates their adoption. This can involve providing teacher training, access to resources and supportive policies that encourage innovative teaching methods. Constructivism and

connectivism are two pedagogical approaches that have their unique advantages and limitations. Educators should consider the strengths and limitations of both approaches when designing their teaching methods to create effective and engaging learning experiences for their students. Both constructivism and connectivism offer alternative approaches to traditional teacher-centered instruction, emphasizing the importance of active learning, student-centeredness, and social interaction in the learning process. By incorporating these principles and practices into their teaching, educators can create more engaging, personalized and effective learning experiences for their students.

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