BRIDGES SYMPOSIUM

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

Dr. Sneh Bansal, Dr. Savita Sharma and Prof. J.A.K. Oli

Education during the Pandemic: An unprecedent 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 r

- 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

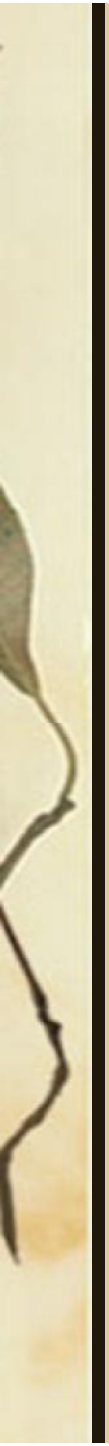
- Lack of preparedness due to the instant switching over to online teaching without any handy material or a workable set up
- This lack of readiness was also reflected in the area of devising of suitable instructional strategies
- Lack of experience in the online teaching became a very time consuming process
- Lots of efforts being invested in ensuring students' active participat and engagement
- Lack of orientation of the educators to adapt constructivist approa
- 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 Chang

Research Objectives

- To explore the personal journey of the authors on managing online teaching learning environment during the pandemic
- To propose a four week MOOC on Constructivist online instructional learning incorporating broad learning outcome and methodology of delivery

Methodology

Extensive review of literature and inputs from the personal journey of the authors during the pandem phase of online teaching are the bases of explorations and recommendations

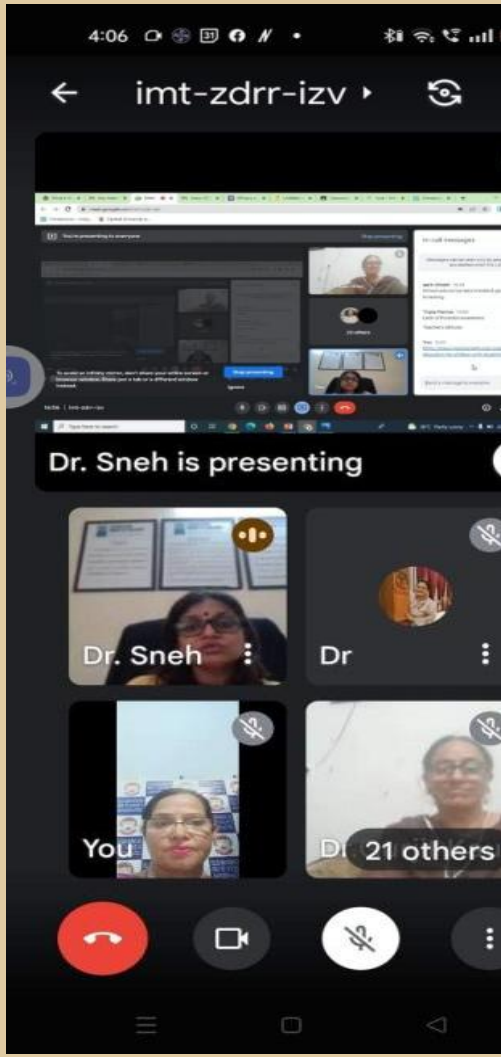
Exploring the Ground Reality

The ground level experience of two authors of this paper wo
as a principal and faculty member respectively at the tea
education institutions in Northern India during the pand
will help the readers to reflect upon their teaching-lea
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

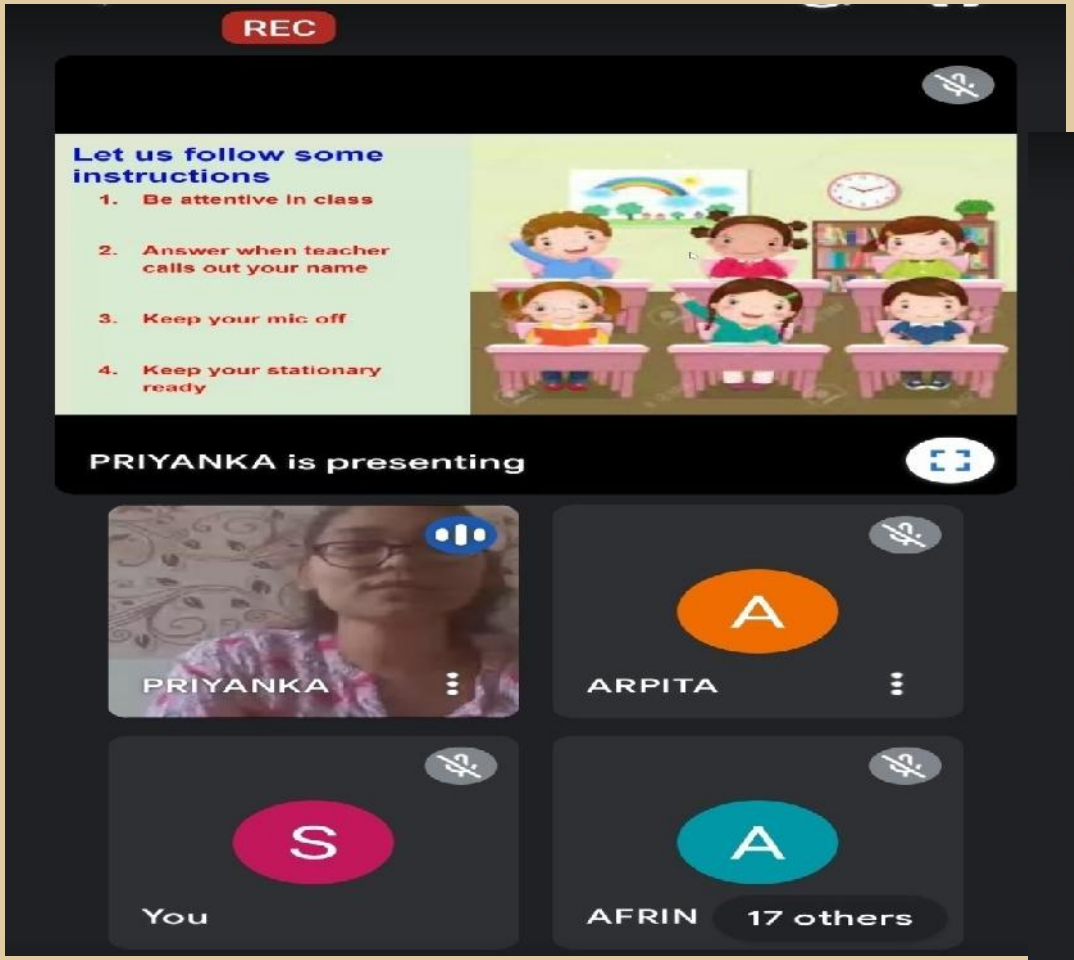
- Live sessions of creative activities with invitation to parents and students to join sessions like of yoga, aerobics, taekwondo, meditation art and craft, cooking
- Encouragement to the students to prepare portfolio on activities and the learning experiences
- Ensuring consistent interaction through 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 th institutes
- Capitalizing on key strengths of each institute and brin cultural aspects as examples
- Long term partnership (Student and mentor connect)

Few Glimpses



Capitalizing on the potentials of Digital Learn

Development of the MOOC 'Nurturing Mindfulness am
Educators and Learners' on the MOOKit Platform offe
at prestigious IIT Kanpur Platform

Objective was to complete the uncovered con
pertaining to the area of Mindfulness with respect to
specific subject 'Understanding the Self' the MO
being developed by the author

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Course Mentor
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Dr. Savita Sharma

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For any query kindly drop a mail at savita12101980@gmail.com

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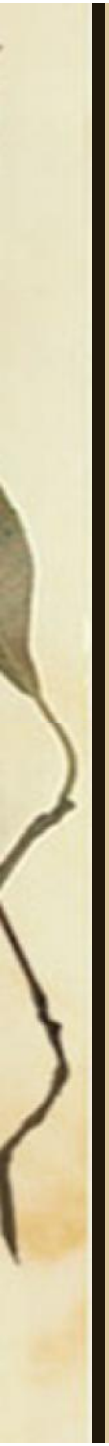


Key Take Away:

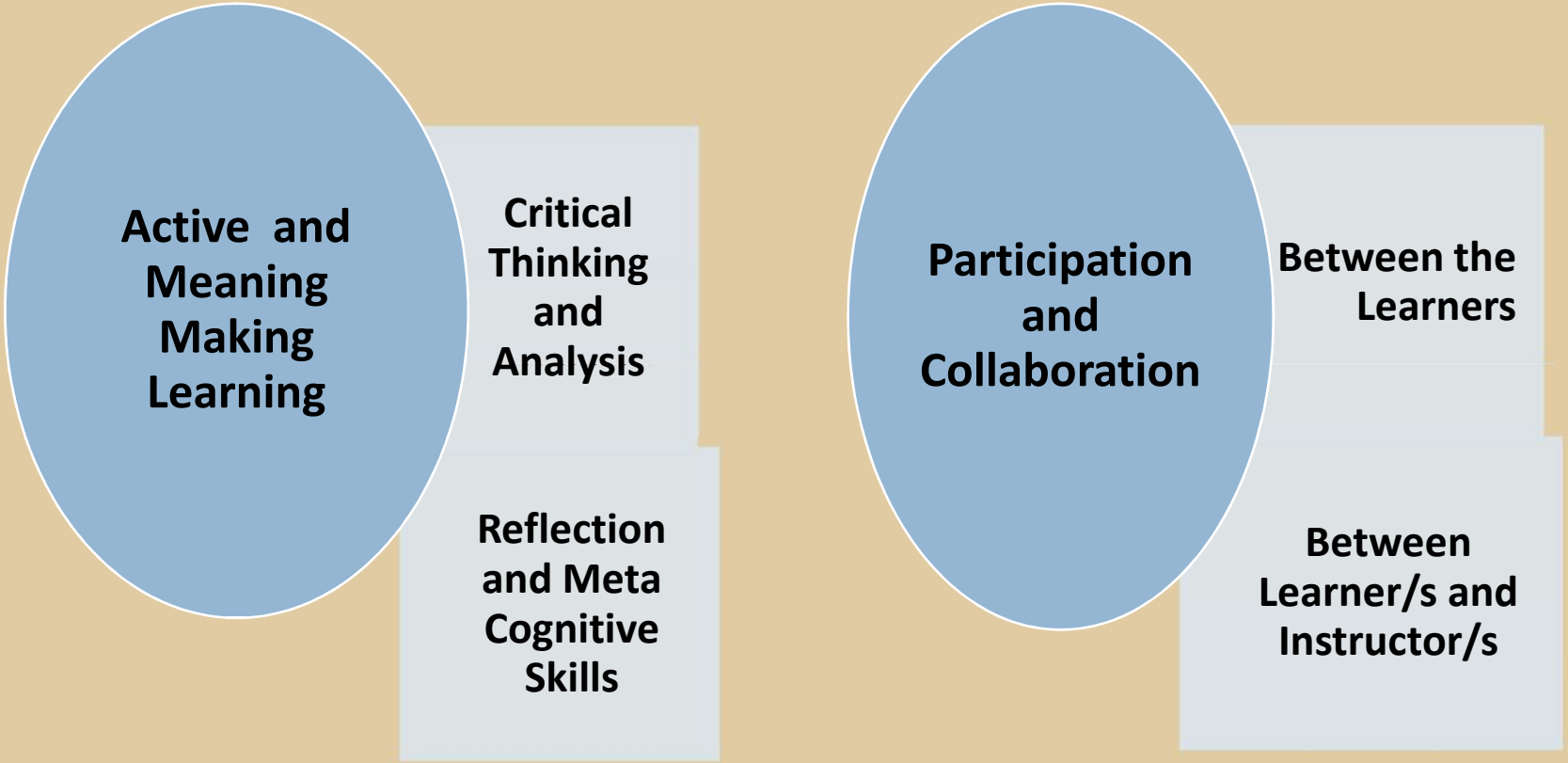
Four areas for online teaching requiring instructor competencies (Martin et al 2019)

- Course Design
- Course Communication
- Time Management
- Technical skills

Active Learning in online setup

Adapting Social Constructivist Approach

BRINGING EFFECTIVENESS IN ONLINE LEARNING



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 exec your teaching in an online environment effectively ba on constructivism strategies which will foster the students' engagements.

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CONSTRUCTIVISM IN ONLINE LEARNING

Aligned with SDG4,
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DEVELOPER

Dr. Sneh Bansal, Principal
Chandigarh College of Education,
Mohali, Punjab

CO-DEVELOPER

Dr. Savita Sharma
Assistant Professor,
Manav Rachna University

MENTOR

Jako Olivier, Professor
Multimodal Learning,
North-West University (NWU)

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

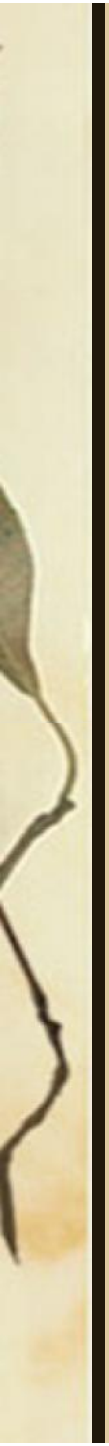
- Examine the key principles of constructivist learning th with classroom implications
- Analyze and propose the Community of Inquiry (framework , a process model of online learning environr derived from collaborative constructivist view
- Analyze the instructional strategies to support learner i online learning
- Examine the key elements to assess the performances o students to measure attainment of subject and co learning outcomes.

Uniqueness of the project

- Ready-reckoner and a tool kit for all the stakeholders ai at bringing effectiveness in online learning
- Mode of Delivery using the constructivist instructi methodology in an online context
- Use of engaging mechanism like Introductory posts, survey, broadcast emails, synchronous chats, discus forum, peer feedback and live interactions
- Modularization of the content with scaffold learning, qui team projects with individual and collaborative g 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 eventua becomes part and parcel as we move along and discovers ways to not only overcome the resultan challenges but to learn to channelize the untappe potential of new phenomenon.



THANK YOU