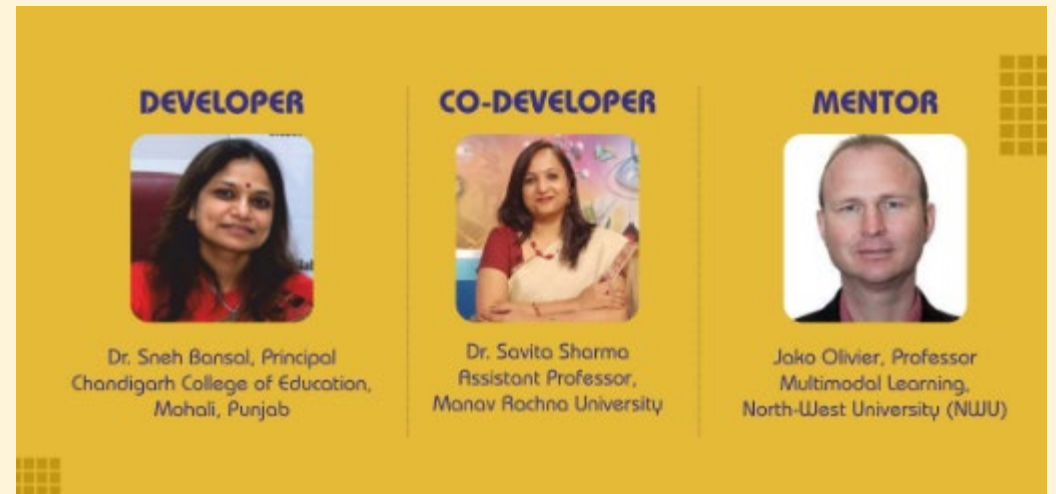
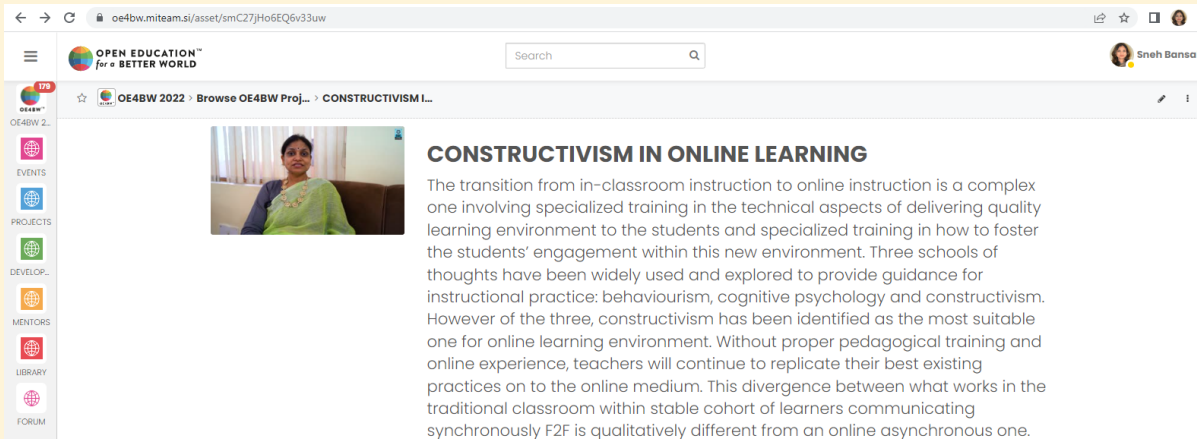


United Nations
Educational, Scientific and
Cultural Organization

UNESCO Chair on Open Technologies
for Open Educational Resources
and Open Learning



CONSTRUCTIVISM IN ONLINE LEARNING





Teaching as Transmission

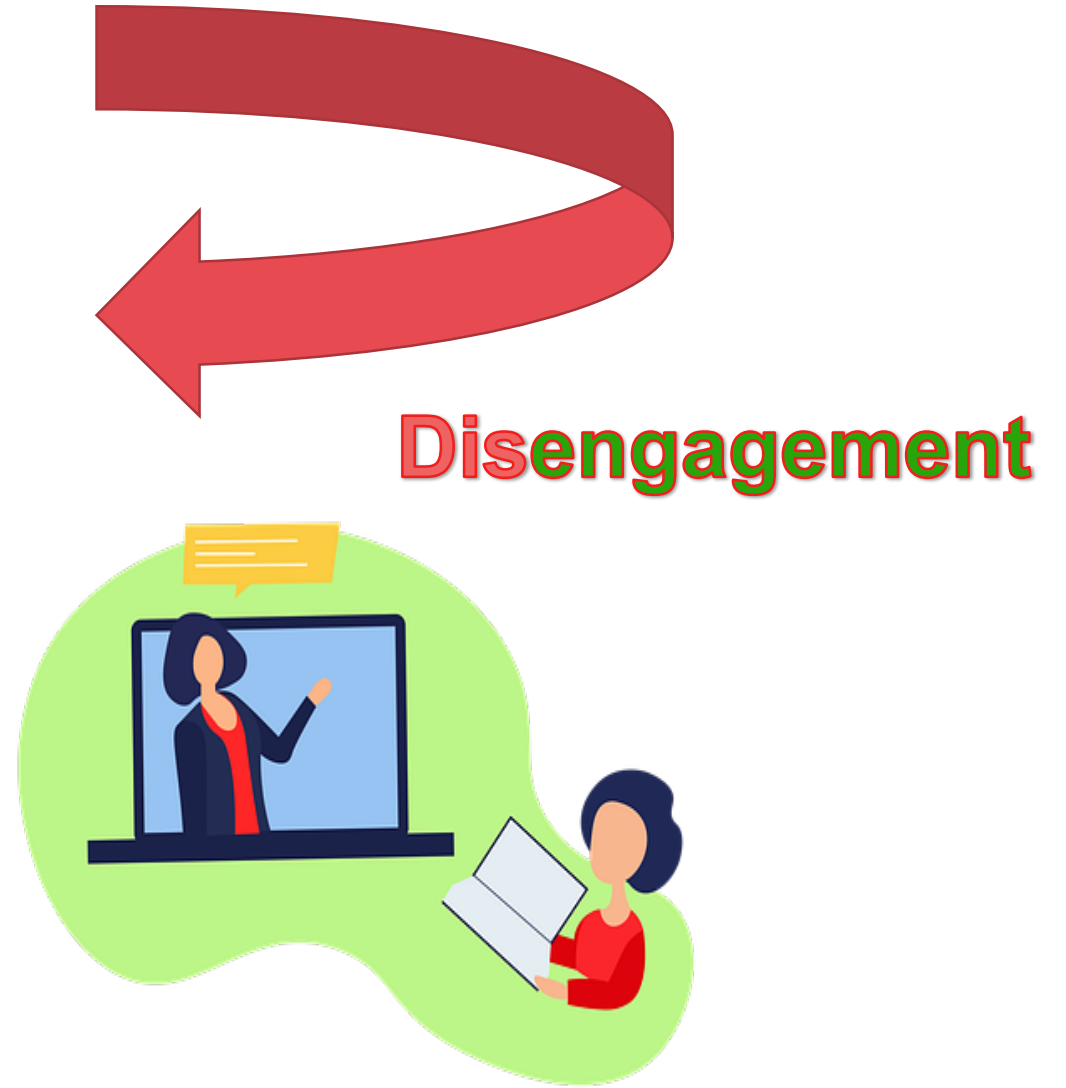


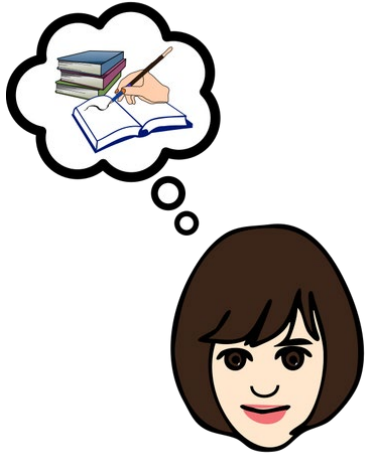
Teaching as Transaction formation





**Pandemic leads to change
in Education system**





What type of **instructional practices** do I use in the online teaching?

Do I probe **questions** from the students, motivated them to think deeply?

Do I give chance to the students to **engage or interact** with each other?



CONSTRUCTIVISM IN ONLINE LEARNING

4 QUALITY
EDUCATION



THE GLOBAL GOALS
For Sustainable Development



**ONLINE AND BLENDED
LEARNING PRINCIPLES**

The Learning outcomes of the course:

After completing the course, you will be able to:

- 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 an online learning
- Examine the key elements to assess the performances of the students to measure attainment of subject and course learning outcomes

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



Chandigarh College of Education
in Collaboration with
Manav Rachna University
Offers Free MOOC

CONSTRUCTIVISM IN ONLINE LEARNING

Aligned with SDG4,
Quality Education



Campus Address:
Landran, Kharar-Banur Highway, Sector 112,
Greater Mohali, Punjab 140307

Contact us:
+91 95921 04444, 95921 14444, 95921 24444
Admission Helpline: 0172 3984200, Fax: 0172 3984207

Toll Free: 1800 200 3575 | Whatsapp: 95922 14444



www.cgcedu.in

ABOUT THE COURSE

The transition from in-classroom instruction to online instruction is a complex one involving specialized training in the technical aspects of delivering quality learning environment to the students and specialized training in how to foster the students' engagement within this new environment. Three schools of thoughts have been widely used and explored to provide guidance for instructional practice: behaviourism, cognitive psychology and constructivism. However of the three, constructivism has been identified as the most suitable one for online learning environment. Without proper pedagogical training and online experience, teachers will continue to replicate their best existing practices on to the online medium. This divergence between what works in the traditional classroom within stable cohort of learners communicating synchronously F2F is qualitatively different from an online asynchronous one. The course will enable you to design and execute your teaching in an online environment effectively based on constructivism strategies which will foster the students' engagements. This course shall be useful for teachers, trainers, and all persons interested in design and delivery of instruction in an online mode effectively with constructivist perspective.

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

Certificate: On successful completion of the course requisites, certificates will be issued to the participants

Introductory Video:

<https://youtu.be/See2dqjNIBA>

Enrolment: Register with

<https://canvas.instructure.com/enroll/PN7YET>

Telegram Link for updates: Join with

<https://t.me/+bUTNyBRA-Go0ZjA1>

Start Date: 18 July 2022

Developed Under Open Education for Better World (OE4BW) University of Nova Gorica & the UNESCO Chair in Open Technologies



Hub Coordinator
Jenni Hayman
Dean, Academic Excellence
and Innovation
Ontario, Canada



Mentor,
Jako Olivier,
Professor,
Multimodal Learning,
North-West University

Developers and Instructors



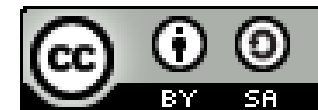
Dr. Sneha Bansal
Principal,
Chandigarh College of Education



Dr. Savita Sharma
Assistant Professor,
Manav Rachna University

ENROL FOR FREE
STARTS JULY 18

Course Poster



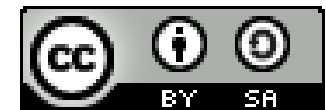
OE4BW™

About the Course

- Course Duration: 6 Weeks course
- Mode of Delivery: Synchronous and Asynchronous
- Platform: Canvas/ Google meet/ zoom/ Google Classroom
- Challenge Level: Advanced
- For Whom : Teacher Educators, Faculties from higher education, Research scholars from education, curriculum designer, School teachers, school principals and heads
- Certificate: On successful completion of the course requisites, certificates was issued to the participants
- Enrolment: <https://canvas.instructure.com/enroll...>
- Started Date: 18 July 2022
- Licence: CC by SA
- Telegram group for updates: <https://t.me/+bUTNyBRA-Go0ZjA1>



Introductory Video: <https://lnkd.in/dfChw6Yb>



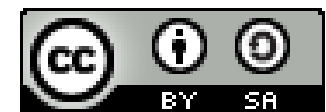
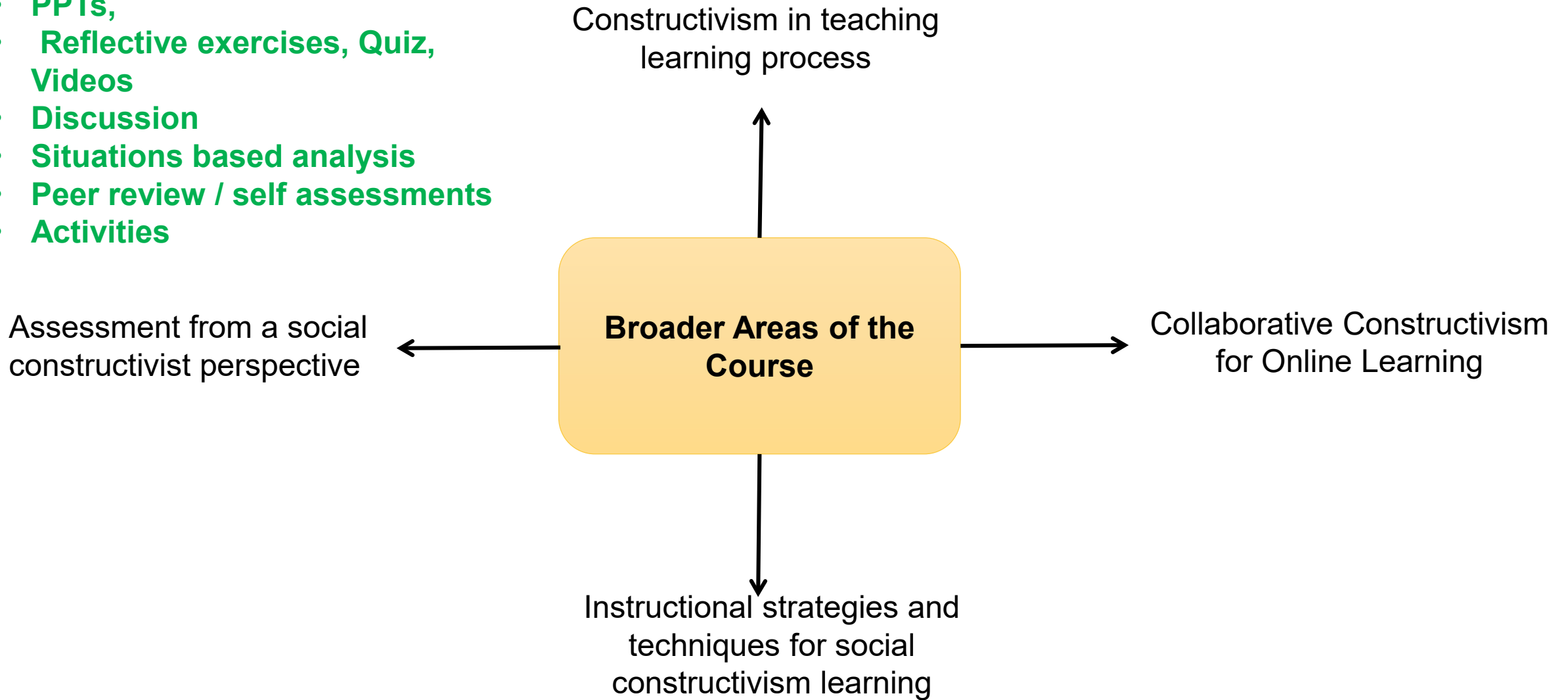
Learning Outcomes

- 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 an online learning.
- Examine the key elements to assess the performances of the students to measure attainment of subject and course learning outcomes.



MATERIAL USED IN PROJECT

- Learning material,
- PPTs,
- Reflective exercises, Quiz, Videos
- Discussion
- Situations based analysis
- Peer review / self assessments
- Activities



MODULES: 4 Major+ 2 Ice breaking and Follow ups

Week 1: Introduction and Warm up activities

Introduce yourself
Jul 18

Pre-survey form
0 pts

Study Tips to Succeed as an Online Student

Suggested material.pdf

Week 6: Feedback and Wrap up

Feedback form
0 pts

Week 2: Constructivism in teaching learning process

Learning outcomes

Reading material

Creating learning environment
Jul 31

PPT - Module 1.pdf

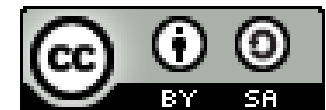
Constructivism as a learning approach

Principles of Education : John Dewey

Engaging the students
Sep 1 | 0 pts

Discussion on comparison
0 pts

Check your Learning
Aug 14 | 10 pts



OE4BW™

☰ ▾ Week 3: Collaborative Constructivism for Online Learning

☰ 📄 Learning outcomes-2

☰ 📎 Reading material.pdf

☰ 📎 PPT- collaborative constructivism.pdf

☰ 🔗 video on Col

☰ 🔗 suggested reading on Col

☰ 📄 Supplementary reading links

☰ 📄 Create and Publish the Blog
0 pts

☰ 🚀 Check your Learning
10 pts

☰ 📄 Working on three presence
Sep 1 | 0 pts

Stream

Classwork

People

Grades



Class code
ca2hef3

👤 Announce something to your class

Upcoming
No work due soon
View all

👤 Kanupriya Joneja
Sep 1
Assignment on working on presence of 3

📄 Presence of 3- Kanupriya....
Word



☰ ▾ Week 4: Instructional strategies and techniques for social constructivism learning

☰ 📄 Learning outcomes-3

☰ 📎 Reading material on strategies.pdf

☰ 📄 Questioning as a tool to engage students

☰ 📄 Active Learning

☰ 📎 PPT Module 3.pdf

☰ 📄 Activity : Demonstration of Activity based learning
0 pts

☰ 💬 Discussion on NEP 2020 recommendation

☰ 📎 Example - student engagement.mp4

☰ 📄 create a video on students engagement
0 pts

☰ 🚀 Check your Learning
10 pts

☰ ▾ Week 5: Assessments from a social constructivist perspective

☰ 📄 Learning outcomes

☰ 📎 learning material.pdf

☰ 📎 ppt.pdf

☰ 💬 Self-reflection

☰ 📄 Types of assessment

☰ 📄 Rubric as an assessment tool

☰ 📄 Tips for creating rubric

☰ 📄 Creating rubric

☰ 📄 suggested reading

☰ 🚀 Check your Learning
10 pts





View All Pages



Learning outcomes-3

The aim of this module is to make the participants enable to examine the instructional strategies and techniques for social constructivism learning:

At the end of the Module, you would be able to:

- Examine the ways to design online learning environment based on the five principles of Constructivism (Evaluating level)
- Analyze the instructional strategies to support learner in an online learning (Evaluating level)
- Design the lesson plan using constructivist based instructional strategies for online learning (Creating level)

◀ Previous



MODULE 3

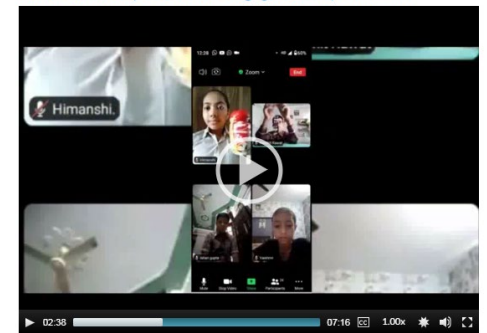
Instructional Strategies and Techniques for Social Constructivist Learning

The aim of this module is to make the participants examine the instructional strategies and techniques for social constructivist learning:

At the end of the Module, you would be able to:

example - student engagement.mp4

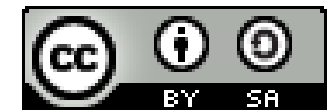
Download example - student engagement.mp4 (30.2 MB)



◀ Previous

View All Pages

Questioning as a tool to engage students



OE4BW™



Meenakshi Khadotra

Jul 31, 2022



1. Children learn by doing and add their previous knowledge to the new learning goal. Scaffolding is the best way, I will allow the child to research and reach to the result of the topic to develop their critical and imaginative thinking, I will also provide the opportunity to the child to self correct herself/himself to develop the analyzing skills. The learner will be provided information in chunks to make learning and engagement of the learner more successful. By facilitating social environment engagement of learners will be increased. Group Discussion is another way I will use to involve the students more in learning where they will get an opportunity to explain ideas in their own words. They can be asked to write journals in their own word about what they have learnt while performing the given tasks.
2. While teaching online I tried many tools such as screen sharing , virtual white board , using PPT's , quiz etc., but the main challenge I faced was learner's attention towards learning as the learning environment during online classes was not conducive.

← Reply



sneh bansal

Jul 31, 2022



Right Meenakshi ji, for this we can assign responsibilities turn by turn to the students to evaluate the presence and performances of the students. Peer and self observations and evaluation can be helpful. Apart from this, the gist of the lesson shall be shared with the students in advance in the form of key words, summary, graphic representation.

The upcoming module will be covering these concerns also.

Thanks

← Reply



OE4BW™

← Reply



Vijay Gander

Aug 11, 2022



The National Education Policy (NEP) 2020 highlights that in all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. Today experiential learning has become an essential method in all innovative pedagogical practices as it holistically strives to shift the child from rote learning and memorization to learning by doing through experience and activity. This gains utmost importance in the context of the demands of now and the future in the wake of sweeping changes due to technological revolution. The world has changed rapidly; robotics, artificial intelligence, data science, internet of things, zenomics, mobile computing, crowd sourcing, autonomous vehicles, virtual reality to name a few are impacting very fast on every aspects of life. Richard Riley has said that "We need to prepare students for jobs that don't yet exist, to use technologies that haven't been invented in order to solve problems we don't know our problems yet



Dr Neha Sharma

Aug 26, 2022



NEP(2020) talked about the reforms in curriculum and Pedagogy which will inculcate critical thinking, creative thinking and provides opportunities for holistic development. We as a teacher can use inquiry based , problem based learning approach in our classroom which helps to nurture 21st century skills, creativity , collaboration among students. Constructivist approach helps alot in this task. When we use constructivist model of 5Es or 7Es in lesson planning it will automatically develop all these skills in students . The students got the opportunity to relate the science in real life setting in comparison to laboratory . Role playing activity improves peer bonding, collaboration.

This is a graded discussion: 0 points possible

due Sep 1

Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:



Engaging the students

sneh bansal

Jul 27 at 12:42am

5 50

1. How did you/the teacher support the learners to construct the knowledge related to the topic?
2. How do you engage the students during online learning? Do you face any challenges? Share it with your peers in the discussion forum

Search entries or author

Unread



↩ Reply

0



Rupinder Bajwa

Jul 28, 2022

By giving them more collaborative work and also give them to responsibilities to complete the task. I engage the students through online learning by making separate groups and assign them task and give them stipulated time to accomplish a task.

↩ Reply



Working on three presence

Direction: Dear All, submit your assignment in the form of files to be uploaded here. Altern <https://classroom.google.com/c/NTM3OTA3MDkwMTQ1?cjc=ca2hef3> , class code: ca

This is a peer review assignment in which the learner has to review the assignment work of classroom.

[Activity 1.pdf](#) ↓

Activity 1

Do you think you can create a constructivist online learning environment for your students with all the three presences: social, cognitive and teaching presence? What are the ways and how? Write it down and attach it in the given format with an example of any topic of your subject you teach in the discussion forum.

Community of Inquiry Features and Examples

Subject: _____

Topic: _____

Class: _____

Online platform (zoom/ google meet/webex etc.): _____

Col presences	Online Features	Examples
Social Presence		
Cognitive Presence		
Teacher presence		

Subject : Science

Topic: Introduction to Micro-organisms (Micro-organisms: Friend or Foe)
Class 8

Google classroom

The lesson would begin with teachers and students discussion of presence of microbes in our life. They would be aware of the presence of microbes in various foods (like curd, milk, bread, cakes, etc). After this discussion, the teacher would share the link of the game on microbes with students (<https://www.amnh.org/explore/ology/microbiology/bacteria-in-the-cafeteria-game>). This game would set the pace for the lesson/ topic. The game mostly focuses on bacteria but can be used to introduce other categories of micro-organisms and cell.

Col Presence	Online Features	Examples
Social Presence	Use of google chat, google drive	-Sharing of Scores of the game -Working in groups to create project on topics assigned (PPT/ Videos) -Share various resources found with other learners
Cognitive Presence	Search engines Synchronous/asynchronous chat	-Concentrated view on the images shown in the game would encourage learners to find out more about related concepts - Looking up related concepts online e.g. Discussions on how microbes can be used for benefit (reduce pollution/better medicines)
Teacher Presence	Google classroom Whatsapp group	-Discussion with students before beginning the lesson regarding their knowledge of microbes -Guiding students and answering their queries after the game (through chat on Whatsapp group) - Assigning topics based on learning outcomes for assessment -A MCQ based assessment can be used to check of learning outcomes have been achieved



sneh bansal posted a new assignment: Video on students engagement

Aug 10



Dr. Poonam Rana

Aug 5

Blog activity



Pedagogy of Social Scienc...

<https://learnwithpunam.blogspot>



1 class comment



sneh bansal Aug 10

Dr Poonam, good initiative, pls see the reply posted in the blog and encourage your peers also to join . You can also share this link on the canvas platform.



Add class comment...



Performance Criteria	Exceptional Quality	Average Quality	Poor Quality
Problem Solving (20%)	No errors when solving problems.	Few errors when solving problems.	Little or no Use of Mathematical Terminology understanding of the problem is evidenced.
Math Content (20%)	Demonstrates a clear knowledge and application of math skills.	Demonstrates a general knowledge and application of math skills.	Demonstrates little or no knowledge or application of math skills.
Math Communication (20%)	Accurately communicates solutions to problems and concepts.	Satisfactory communicates solutions to problems and concepts.	Inaccurately communicates solutions to problems and concepts.
Presentation (10%)	Solution is presented in an easy follow step-by-step model.	Solution is presented in a logical manner.	The reader is unable to follow the steps taken in the solution.
Use of Mathematical Terminology (20%)	Mathematical terminology is prevalent and used correctly.	Mathematical terminology correctly used.	No mathematical terminology is used or attempted.



OE4BW™



All Sections

Dear Participants In Next week, tentatively on Tuesday afternoon we are planning to have an interactive session with Prof Jako ...

[← Reply](#)

1 2

Posted on:
Jul 24, 2022, 3:07 AM

Week 2: module 1



All Sections

Dear All Module 1 is open now. The Module comprises of reading material, Presentation, activities for brainstorming along with ...

[← Reply](#)

Posted on:
Jul 24, 2022, 3:02 AM

Joining link of today's Meeting



All Sections

Introductory meeting Wednesday, July 20 · 3:45 – 4:30pm Google Meet joining info Video call link: https://meet.google.com/hes...

[← Reply](#)

Posted on:
Jul 20, 2022, 2:10 AM

Introductory meet



All Sections

Dear All Welcome to the course..There will be an introductory meeting with you all on google meet on Wednes...

[← Reply](#)

5 7
Posted on:
Jul 18, 2022, 11:38 AM

Course Outline



All Sections

Course Overview Course Duration: 6 Weeks course Platform: Canvas/ Google meet/ zoom/ Google Classroom Challenge Level: ...

Posted on:
Jul 18, 2022, 2:05 AM

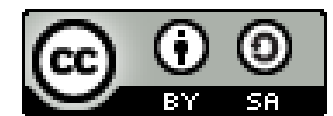
About the Course




0 Sections

Course Overview Course Duration: 6 Weeks course Mode of Delivery: Synchronous and Asynchronous Platform: Canvas/ Googl...

Posted on:
Jul 13, 2022, 11:14 AM



..  Last post at Sep 1, 11:21 AM

[blog](#)

All Sections

Last post at Sep 1, 11:19 AM

[sharing experiences with each other](#)

All Sections

Closed for Comments

[Creating learning environment](#)

All Sections

Last post at Aug 11, 10:45 AM

[Introduce yourself](#)

1 Section

Last post at Jul 27, 10:40 PM

 [Engaging the students](#)

Last post at Sep 1, 11:44 AM

[Discussion on NEP 2020 recommendation](#)

All Sections

Last post at Sep 1, 11:44 AM

[Self-reflection](#)

All Sections

Last post at Sep 1, 11:38 AM

[Presurvey form](#)

All Sections

Last post at Sep 1, 11:31 AM

 [Discussion on comparison](#)

Last post at Sep 1, 11:21 AM

Discussion Group





Dr Seema Sharma

Aug 4, 2022

Definitely, the constructivist approach is better compared to traditional teaching because

- Learners remain active.
- They construct knowledge rather than rote memorization.
- Students get the opportunity to link their knowledge with previous knowledge which helps in longer retention.
- New mental models can be prepared.
- Some authority is given to students which help to build their confidence.
- critical thinking skills and creative thinking skills can be enhanced.
- helps in developing collaboration among students.

 Reply  (1 like)



sneh bansal

Aug 4, 2022

comprehensive reply

Good

 Reply 



sneh bansal

All Sections

NEP 2020 has recommended that in all stages of school education , experiential learning will be adopted, including hands-on learning, and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with e subjects. While using constructivism learning theory in classroom, how can you improvised this in your teaching.

The forum is open for discussion. Write down your views and the participants can also give their observations on their peers posts.

Happy learning

Search entries or author

Unread



 Reply



Kamal Preet Kaur

Aug 9, 2022

NEP is a very essential or useful policy towards the growth of any nation which helps in aspiring the minds and encourage them



sneh bansal

Aug 9, 2022


yes, how as a teacher you incorporate this..



OE4BW™

Quiz Summary

Section Filter ▾

 Student Analysis

 Item Analysis

μ Average Score

92%

\nearrow High Score

100%

\searrow Low Score

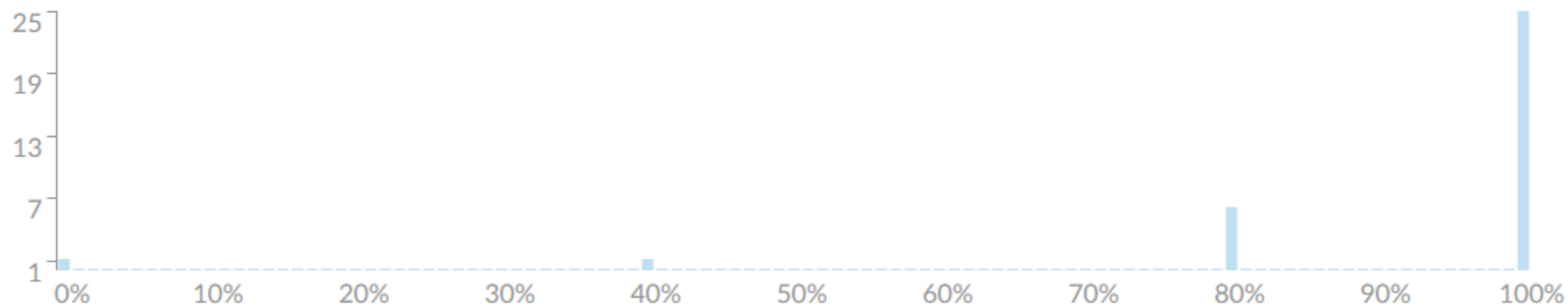
0%

σ Standard Deviation

2.03

⌚ Average Time

05:20:63



Feedback Form

[Constructivism in online learning](#) > [Assignments](#) > Feedback form

e
Assignments
Assessments
Activities
Resources
Business
Communities
Courses
Discussions
Feedback
Help
Home
Institutions
Jobs
Learning
Modules
News
Online Learning
Partners
Policies
Programs
Publications
Research
Services
Support
Tools
Webinars
Workshops

Feedback form

Feedback form

Thanks for completing the course and give your time. Please provide feedback for the course on **constructivism in online learning** you have completed.

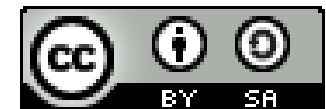
principal.cce@cgce.edu.in [Switch accounts](#)



*Required

Email *

Full Name *



OE4BW™

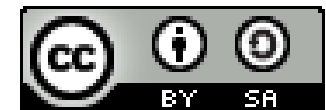
FEEDBACK OF THE COURSE

EFFECTIVENESS

STATEMENTS	5	4	3
How effective was the course at achieving its learning objectives	98%	1%	1%
The course was interesting and engaging till end	97%	3%	-
Content was systematic and well organized	98%	2%	1%
The learning material was comprehensive and helpful	98%	2%	-
Assignments and exercises were related to the learning outcomes	99%	1%	-
The exercises/ assignments were challenging and improved the understanding of the topics	99%	1%	-
The videos were clear and understandable	92%	6%	2%
Would you recommend this course to others	100%	-	-

BEST PART OF THE COURSE

Involvement of peer groups/ Participants
Very Interesting, Enhanced creativity
Course was well organized and informative
The course was very informative and interactive.
Concept of rubrics and blogs (activities)
self paced, no strictly time bound, we can learn along with other assignment and work
New things came to know
Type of assignments which inculcate creativity
Innovativeness of assignments
Systematic and timely updates
Activities
Its content clarity and the videos
Assignments planned for engagement
Interactive learning experience



Outcome of the Course: Participants views

Active involvement of both students and teachers in the learning process.

Understanding of **Constructivism**

Very important and **informative**

Excellent course

How can we **use constructivism in online learning.**

This course helped me to understand the **new innovative techniques like Rubric, Blogs ect. .**

Collaborative Learning

To stay updated in **new normal conditions of teaching and learning, adapt the new education policy** and make it happen in actual practice in more realistic way

Focusing on **understanding and implementation of the knowledge**

To inculcate creativity among students through constructive approach

Learning expanded

To attain more **constructive knowledge**

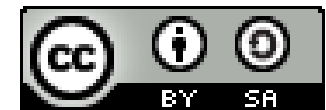
Assuring **students participation and effective evaluation**

enriched knowledge

That our students are **co creating the knowledge**

To **plan lesson plans or teaching-learning processes more activity based.**
Teaching should be constructive.

Total no of students enrolled:
211
Participated in Activities: 194
Completed: 152
%age of completion= 72.03%



OE4BW™



CHANDIGARH
COLLEGE OF EDUCATION
LANDRAN, MOHALI

www.cgc.edu.in

Affiliated with Punjabi University, Patiala



OPEN EDUCATION™
for a BETTER WORLD



MANAV RACHNA
UNIVERSITY

MANAV RACHNA COLLEGE OF EDUCATION
WAS ACCREDITED BY UGC IN 2017

Established by Manav Rachna Charitable Trust, New Delhi, India

CERTIFICATE OF COMPLETION

This is to certify that has successfully completed the Massive Open Online Course on

Constructivism in Online Learning

offered under OE4BW, UNESCO online mentoring program

from 18th July to 14th August, 2022


Prof. (Dr.) Jako Olivier
(Mentor)

(Professor, Multimodal Learning, North-West University)



Dr. Sneha Bansal
(Course Developer and Instructor)

Principal (Chandigarh College of Education)



United Nations
Educational, Scientific and
Cultural Organization

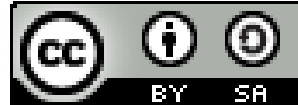


UNESCO Chair on Multimodal Learning
and Open Educational Resources
North-West University, South Africa



Dr. Savita Sharma
(Course Developer and Instructor)

Asst. Professor (Manav Rachna University)



OE4BW™

Usability and Innovations of the OER/ Outcome



Thank you – Ke a leboga - Dankie



Prof. Jako Olivier
 E-mail: jako.olivier@nwu.ac.za
 Twitter: @jakoli4
<http://www.jako.nom.za>
<http://education.nwu.ac.za/UNESCO-chair>



Self-Directed Learning




United Nations Educational, Scientific and Cultural Organization

UNESCO Chair on Multimodal Learning and Open Educational Resources North-West University, South Africa





United Nations Educational, Scientific and Cultural Organization





Institut "Jožef Stefan" Ljubljana, Slovenija

- UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning





Hub Coordinator
Jenni Hayman
Dean, Academic Excellence and Innovation
Ontario, Canada




Mentor,
Jako Olivier,
Professor,
Multimodal Learning,
North-West University

Developers and Instructors



Dr. Sneh Bansal
Principal,
Chandigarh College of Education



Dr. Savita Sharma
Assistant Professor,
Manav Rachna University

Thank you

