

Extent of Constructivist Learning in Science Classes of the College Department of Southville International School and Colleges: Implication to Effective College Teaching

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Abstract : This study was conducted to determine the extent of constructivist learning in science classes of the college department of Southville International School and Colleges. This explores the students' assessment of their learning when professors would give lecture and various activities in the classroom and at the same time their perception on how their professors maintain a constructivist learning environment. In this study, a total of 185 students participated. These students were enrolled in Science courses offered in the first semester of AY 2014 to 2015. Descriptive correlational method was used in this study while simple random sampling technique was utilized in getting the number of target population. The results revealed that student often observed that their professors apply constructivist approach when teaching sciences. A positive correlation was found between students' level of learning and extent of constructivism.

Keywords : college teaching, constructivism, pedagogy, student-centered approach

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