**The Implications of Constructivism on Classroom Management**

**Introduction**

**What is Constructivism?**

In constructivism, there are 10 basic learning principles. First of all, learning is a process of structuring meaning in an active way. Learning includes conceptual changing. Learning is a reconstruction for developing students’ apprehension to more complex and effective mode. Learning is subjective. Learning is internalization of students’ learning with different symbols, graphics, metaphors and models. Learning is shaped with situations and the condition of environment. Thanks to this, students learn solving problems such as real life problems instead of making exercises. Learning is social process. It means that learning develops thanks to communication such as sharing their perspective, exchanging of information and solving problems collaboratedly. Learning is an emotional process because mind and emotion are associated with each other so the nature of learning are affected from these items: the student’s ideas about his abilities, the clearness of learning goals, personal expectations and motivation for learning. The appropriateness of learning to students’ development in terms of difficulties, its association with student’s need or real life is important in learning process. Learning is developmental and is affected from person’s physical, social, emotional and logical development. Learning is student-centered and learning focuses on students’ interests and needs not teacher’s need or lesson book’s needs. Finally, learning doesn’t start at definite time or doesn’t finish at definite time. In contrast it continues in a permanent way.

(Yapilandırmaçılık)

**Communication in Classroom and Constructivism**

**Social Interaction and Cooperative Learning Theory**

Interaction plays a vital role during the learning process. In terms of constructivist theory; student-student and student-teacher interaction is important in the class environment. According to Piaget’s (1970) cognitive development theory, peer interaction is a source of experience that evokes cognitive conflict (disequilibrium) in children, and human beings all have a tendency to reduce this conflict and re-establish an equilibrium at a higher level. For Vygotsky (1978), the cognitive development begins with an interaction (Liang&Gabel).

Based on Vygotsky’s theory, one important step in designing
Cooperative learning is the educative use of small student groups so that students work together to increase classroom learning. It is said that cooperative learning has positive impacts on “achievement, higher-level reasoning skills, motivation, attitudes, self-esteem, collaborative skills, and other important educational outcomes in the affective domain”. For making teaching process effective, it is suggested that the students should be organized into cooperative groups to build an effective learning group (Liang & Gabel).

Building Caring Relationships

One of the most important elements of student-centered classrooms is “positive student-teacher relationship” (Dollard et al., 1996). According to Dollard et al. (1996); “positive relationships are characterized by trust, respect and understanding” (Constructive). These relationships give a big internal sight to the child’s necessities (Dollard et al., 1996).

The students need to feel themselves belong to learning process. If they feel themselves included, they feel “valued and important”. Hearing different thoughts enlarge the perspective of the students. They also care about the other’s learning as well as themselves. (Dollard et al., 1996).

What the most important question in this position is “How can positive student-teacher relationship be built?” Some of the teachers are said that getting too close emotional relationship with student results with getting hurt and losing the authority in the class. Teacher may follow their colleagues this thoughts and build a teacher authority in the classroom. However it is the most easy solution of the problem and it does not “address the underlying assumptions and implications of developing an authoritarian or controlling relationship with students”. The more useful solution can be giving more responsibility to the student for their own behavior and learning (Dollard et al., 1996).
Noddings claim that “many students do not know how to form caring relationships with others”. It is argued that teachers also do not know how to do this. For solving this problem Noddings suggest that teachers should be pioneer about caring for others and developing positive relationships (Dollard et al., 1996).

To achieve building caring relationships, teachers should establish meaningful dialogues with students. It is essential for understanding their perspectives and the issues they face in life. Teachers should be open and in honest manner during this dialogues. Bruner said that “the way we perceive others greatly impacts the way we interact with them”. For example when a student shows aggressive behaviours, teacher has two choice in how to look at the student. As first choice; teacher can look at the student as a behaviour problem. As a second choice teacher can look at the student as a person who has difficulty in controlling anger, and this is only one side of that person. By using second way, teacher open a new and different way to interact with student. As a result of this, the dialogue with student becomes multifaceted rather than only one sided (Dollard et al., 1996).

According to Dollard et al. (1996); dialogue is “a vehicle for shared understanding and a tool for building trusting relationships in which student feels safe in expressing his or her perspective”. Raffini contended that "students discover who they are, what they believe, and what behavior is acceptable through honest self-disclosure with others"(Constructive).

Exemplifying the need for shared understandings is the following situation:

Mrs. Vox, a special education teacher of students with mild to moderate disabilities, was helping to prepare her students for lunch. After the students washed their hands, they began gathering at the door. Patrick, the third student to arrive at the doorway area, began talking to April and Michael, who already were standing there. The three students were engrossed in their conversation when Nicholas, who was approaching the doorway area, tripped over his shoelace and, in so doing, shoved Patrick in the back. Patrick immediately turned around and slapped Nicholas across the head. Mrs. Vox looked up just in time to see Patrick’s assault on Nicholas.

At this point a crossroad existed. This scenario has many possible endings; two will be explored:
Scenario One. Mrs. Vox takes a controlling stance. She sends Patrick to his seat and tells him that, because he cannot interact appropriately with the other students, he will have to eat lunch in the classroom with Mr. Ross, the classroom aide. She further explains to Patrick that he will not be able to participate in the afternoon kickball game, an activity he had been looking forward to all week.

Patrick begins to protest and blames Nicholas for the incident. Mrs. Vox quickly interrupts him and explains that she saw him hit Nicholas, and that was not acceptable. Further, if Patrick continues to protest, the length of time he is isolated from his classmates will be lengthened. Mrs. Vox knows that Patrick has difficulty controlling his anger. She thinks if she does not "nip it in the bud," he might be compelled to persist in it and it also might spread to the rest of the class. She feels justified in her actions and thinks as she walks out the door, "I have the safety of the rest of the class to think about. I can't let actions like that go unpunished."

As the class walks down the hallway, everyone hears Patrick pounding on his desk and screaming, "I'm going to get you, Nicholas!"

Scenario Two. Mrs. Vox operates from within a child-centered philosophy, and she knows the importance of children taking responsibility for their own actions and learning self-control. After witnessing the incident, Mrs. Vox immediately knows that Patrick's self-control has "gone out the window." After asking Patrick to take some time to "cool off," she takes Nicholas aside to make sure he is all right and to get his perception of the event. After heating that he had tripped and bumped into Patrick accidentally, she asks the class to go to lunch with Mr. Ross. Mrs. Vox then explains to Nicholas that if he wants to talk more about the incident, they can talk after lunch. When the class leaves, Mrs. Vox asks Patrick if he is ready to talk about what happened. Patrick nods his head in affirmation. He feels safe with Mrs. Vox and trusts her to listen to his side of the story.

She begins by saying that she is having a hard time understanding what happened between him and Nicholas and asks Patrick to help her understand the situation. Patrick responds, "He did it on purpose! He shoved me!" Mrs. Vox says, "You sound very angry."
Patrick pauses and then says, "Yeah, that boy and his family make me mad! His older brother is always picking on me and stuff, and Nicholas just sits back and laughs."

"You felt Nicholas was picking on you just like his brother."
"Yeah. I can't let him get away with that! I'm tired of people picking on me. I gotta stand up to them."

Mrs. Vox replies with understanding, "It's hard when older kids pick on you. Sometimes it can make you feel helpless and scared."
"Yeah, but I'm not going to be scared anymore. I'm mad!"
"Do you think you get so mad sometimes that you act without thinking?"
Patrick replies, "Yeah, I guess. My morn tells me that all the time."
"What usually happens when you act without thinking?"
"I usually get in a fight or get in trouble."
"How does that make you feel?"
"Bad. I guess. I know I shouldn't have hit Nicholas, but I just get so mad!"

Mrs. Vox wants Patrick to know that she understands his situation and wants to help him come up with a way to deal with it. She says, "Anger is a really hard emotion to control. Sometimes it can cloud our judgment of a situation, and we act before we think. Would you like to work together on a plan to help you control your anger?"
Patrick nods in affirmation.

Mrs. Vox continues by asking Patrick if he would like to work out his differences with Nicholas. She points out that they had been such good friends at the beginning of the school year and seemed to have a lot in common. She asks, "Do you remember that volcano project you both worked on?"
Patrick replies, "Year! That was fun. That volcano we made blew up all over the classroom!" After a thoughtful pause he says, "I guess I want to be friends with Nicholas again, but I don't know how."
"How about if we all sit down after lunch and try to work through this?"
Patrick agree, "Okay, after lunch."

As they walked to the doorway, Patrick turns around and hugs Mrs. Vox and says, "Thanks."
Comparison. In the first scenario, Mrs. Vox did not understand Patrick's perceptions because she did not enter into a dialogue with him. Without the dialogue, Patrick was neither helped to understand his emotions nor taught about the effects his emotions have on behavior. He continued to fume, consumed in anger and certain in his perceptions. He probably did not learn any self-control but instead felt even more justified in his assault on Nicholas. When children's behavior is controlled by someone else and they begin to rely on that, they begin to lose sight of their own responsibility for their actions (Glasser, 1986).

In the second scenario, Mrs. Vox entered the dialogue, in a nonjudgmental way, without a predetermined outcome. She did so only with the desire to understand the situation and help Patrick work through it in a positive way. She could have controlled in the dialogue by telling Patrick that his perception of the situation was wrong, that Nicholas had bumped into him by accident, and that he had to apologize to Nicholas. But Mrs. Vox knew that if she tried to control the dialogue, Patrick probably would "turn off." He would not begin to understand the situation or his emotions but, instead, would persist in his anger and his perception. She also could have admonished him for hitting Nicholas so she could be sure he understood that she did not condone his behavior. She knew, however, that if she was accusatory, he probably would become defensive and again would "turn off." Instead she conveyed her understanding of Patrick's perception and helped him focus on his emotions without condoning his behavior. As stated previously, understanding does not mean agreeing with or condoning. Understanding simply provides a context in which differences can be worked through, crises and frustrations can be handled, and relationships can be built.

In this scenario, Mrs. Vox chose to take an empathetic approach to Patrick's behavior rather than a more controlling stance. She already had established a safe space for children to express their viewpoints. Further, she drew on her knowledge about Patrick--for example, that Nicholas and Patrick previously had a good relationship that could be built upon to resolve the crisis. The incident was transformed from a situation in which Patrick was punished, with time-limited effectiveness, to a 'teachable moment,' in which Patrick was allowed to take responsibility for his own actions. Finally, Mrs.
Vox was sensitive to including all voices: Patrick’s, Nicholas's, and her own. (Dollard et al., 1996).

Techniques for Establishing Dialogue

Several methods of establishing dialogue with students have been developed over the years. One of them is “life space interviewing technique” which was developed by Fritz Redl and his colleagues and used as a “means for helping children be self-reflective in dealing with their problems and frustrations”. In this technique, dialogue is used to understand the student’s situations and events that are the reasons of student's problems. The adult helps the student focus on feelings and apprehension; but not in a controlled way. Instead, “the student is asked to explain his or her perceptions of a situation or event, and then the adult helps the student make connections between his or her emotions, actions, and situation outcomes and consequences” (Dollard et al., 1996).

Other technique is a communication system, “active listening and the use of I-messages” which was developed by Gordon. In this approach dialogue is used to “help teachers and students communicate about problematic situations and events in a nonthreatening way. The focus of active listening and the use of I-messages is understanding.” Once the student feel that the teacher understands the student's perceptions and s/he is not judgmental, the student begins to feel safe in exploring his or her emotions and actions in the situations. The teacher then can help the student move into problem solving about the situation. (Dollard et al., 1996).

Noddings described dialogue in caring relationships as “interpersonal reasoning” and identified five of its features.
1. An attitude of care and solicitude. This ensures that dialogue within the relationship will ensue. Both parties within the dialogue feel safe to express perceptions and needs without fear of coercion or manipulation.
2. Flexibility. Outcomes are not planned but, rather, the participants explore multiple possibilities as they arise within the dialogue.
3. Attention. Each participant is committed to listening to and understanding the other party.
4. Effort aimed at cultivating the relationship. Each of the parties works at building the confidence and self-esteem of the other, and a safe context for dialogue is provided.
5. A search for an appropriate response. This is the mutual identification and analysis of a range of possibilities that would address the situation or problem being discussed within the dialogue. (Dollard et al., 1996).

Noddings stated that, "Schools should become places in which teachers and students live together, talk to each other, reason together, take delight in each other's company" (Dollard et al., 1996).

**Case on Communication**

In Mr. Watson’s class there is so much noise all the time. The noise stems from the teacher’s shouting and the students’ talking to each other. Teacher give the directions clearly about the activities, but they do not listen to the teacher, because they do not like the activity which is chosen by the teacher. Sometimes he cannot bear it and shouts for making them silent. In that times they listen and do whatever he wants because of fear.

1. What is the problem in this classroom? Evaluate this classroom in terms of constructivism.

**Solution of the Case**

In the class;

- Teacher should not give directions to the students. Students should choose what they want themselves. Teacher should only ask questions and help them to find their ways.
- Teacher should not speak loudly; teacher and students should speak in a normal tone and listen to each other.
- Activities and study topics should be chosen by students not by teacher.
- Students should be so motivated that they do not do the activities or studies because of fear but because of the result of their inner motivation.

**Motivation in Constructivism**

In learning, motivation is one of the key points. Indeed, motivation is not just a helpful for learning, it is crucial for learning (Hein, E.G.). Thanks to the motivation, learner becomes willing to learn and one cannot learn anything without wishing to learn. Therefore, learners should be motivated to provide a learning.
Motivation in constructivism is a bit different than the other motivation types. Generally, motivation is thought as something coming from outside. In a classroom environment for example, teacher is seen as the motivator. However, in constructivism it is not the teacher but the learner is the motivator of his/her own. Although external motivators help learning because learning is a social incident, learners intrinsic motivation is more powerful than external factors because knowledge is constructed by the learner (Theories, 2007). Unless the learners set their own goals and motivate themselves to reach these goals, extinct motivation types such as reward or punishment won’t have any use. Moreover, it is generally thought that if the learner don’t want to learn and do something to please his teacher, parents; to avoid punishment; to gain reward or something else, learning do not emerge (William, 2003).

In constructivist motivation, there is no prize and reward. The key point is the learner. Learners motivate themselves and then learning motivate the learners for further learning. They take the responsibility of their own learning. They want to learn sincerely not because of the external factors such as pleasing someone or gaining acceptance.

**Case on Motivation:**

Teacher Mr. rewards his students when they do well and punish them by giving so much homework or something else when the students do wrong. Although he rewards and punishes them, students do not fulfill their responsibilities. They become more indifferent towards the lessons. So, what should Mr. do to motivate students and make them take their own responsibility?

**Solution of the case:**

In a constructivist classroom, students should not be rewarded or punished. Instead, they should be motivated intrinsically and by the learning. Teacher should make them aware of their responsibility but not by rewarding or punishing.

**Constructivist Teaching Methods**

Constructivist teachers use methods in which students are encouraged to discover principles for themselves. The main goal of using constructivist teaching is that students learn how to learn by giving them to training to take initiative for their learning experiences.
Constructivist teachers facilitates a process of learning in which students are encouraged to be responsible for their learning (J. L. Bencze, 2005). Teacher encourages direct student intellectual involvement through:

- Small group work
- Student presentation
- Debate
- Simulations
- Brain-storming
- Individual study

Constructive classes are students-centered, most of the activities are done by students. They encouraged to be independent thinkers and problem solvers. Learners are engaged in experiences that go beyond factual responses and provide opportunities to hypothesize to analyze, to interpret and to predict (Shneiderman, B., 1993). Another essential component for students is to communicate and collaborate with others. Thus allowing reinforcement and elaboration of ideas and concepts. The constructivist teachers set up problems and monitors students exploration guides the direction of students inquiry and promotes new.

**In constructivist classrooms…**

- Teacher accepts and encourages students autonomy.
- Teacher accepts individual differences.
- Students are asked open-ended questions and allowed time for responding.
- Teacher encourages students to higher-level thinking.
- Students communicate with both teacher and classmates.
- Students engage in experience.
- Raw data, primary sources, manipulatives, physical and interactive materials are used by students.

**Case on Constructivist Teaching Methods**

MR. Dream says “My students’ marks are very low. I am very sorry for them. I do whatever I can do for my students. For example I explain the topic at least three times, but they do not understand it” to his friends in the teachers’ room.

What can his friends advice to him.
Solution of the case:

Instead of explaining the topic three times you should involve your students to lesson, because students learn when they do something for their learnings. Remember the saying: “Tell me I will forget, teach me I will remember, involve me I will LEARN”.

Discipline in a Constructivist Classroom

Discipline Models

Constructive discipline necessitates humanistic and student-centred discipline models. These models deal with students’ psychological abilities and needs. Founders of these approaches are Carl Rogers, Abraham Maslow and Thomas Gordon (Celep, 2002). There are four models which are Logical Consequences Model, Reality Therapy Model, Teacher Effectiveness Teaching Model and Responsible Classroom Management Model.

Logical Consequences Model

This Model focuses on the reasons and consequences of problem behaviour. According to the assumptions of this model, student’s misbehaviour stems from his need of catching attention, gaining power, taking revenge and showing incapability. When the teacher meet student’s need of catching attention misbehaviours on motivation will be removed. Also misbehaviours of students can be limited with the rules which are established together. By this way students will behave appropriately when they see the logical consequences of their misbehaviours. Logical Consequences Model increases student autonomy by giving opportunity to the students to understand the reasons of their actions in the classroom. Also it helps learners to learn the appropriate behaviour and it relies on logical consequences rather than arbitrary punishment and systematic reinforcement. (2002, p. 194)

Reality Therapy Model

Because Reality Therapy Model focuses on the needs of students, their understanding their own misbehaviours’ reasons and their learning how to behave more logically, Celep states that this model show similarities with logical consequences model (2002, p.240). According to the assumptions of this model people manage their behaviours so they can learn how to manage their behaviour. Students can take the responsibility of their behaviours. The
behaviours stem from the will to meet the demands of love, power, freedom and fun. Also every student has a different way to meet his demands. Reality Therapy Model gives the students the opportunity to see all the possible results of their behaviours and it helps them to solve the problems, understand their needs and how to meet them legally. (2002, p. 246)

Teacher Effectiveness Teaching Model

According to the assumptions of this model every individual has specific qualities and it is almost impossible to manage them by taking these qualities into account. The main point is to make students trust themselves on solving problems and making decisions. Therefore this model emphasize the relationship between student and teacher, this relationship should rely on clarity, plainness, freedom and seperateness. This model develops the relationship between good teacher and students. It deals with personal problems and emotions. Moreover, it helps teachers and learners to evaluate how their own behaviour effect the others and to recognize their needs. (2002, p.234)

Responsible Classroom Management Model

This model relies on the idea that every student pass of different developmental stages. A student’s behaviours, attitudes, cognitive efficiencies and physical qualities determine these developmental stages. To make the students grow up and be healthy individuals, adults need to provide the students with love, security and pertaining emotions. It is assumed that students envy the behaviours of important people in their lives such as teachers and they accept their values. Therefore teachers should be role models for students with their behaviours, values and attitudes. By this way students will be responsible individuals and they can take the responsibility of their behaviours (2002, p.246).

What Are Discipline Problems

First of all a teacher must know why the discipline problems are named as problems. Especially the unwanted behaviours of students that violate the management of classroom are named as discipline problems. These behaviours can be classified in four categories. (Constructive discipline) First, the behaviour interrupts child’s own learning or his classmates. Secondly, antisocial behaviours which has detrimental effects on child’s
interaction with others. Taking another’s belongings can be a good example of this. Thirdly, the behaviour which may constitute a risk to child’s safety or that of others. A child’s swinging back on a chair or running in a busy corridor is a good illustration of this point. Finally the behaviour results in loss or damage to school equipment or personal belongings. A good example of this is breaking a school window or tearing the clothing of a classmate. After identifying these problems the reasons of them need to be known. First of all a child’s learning experiences out of school can be very pertinent. Also, Harmer states that his family life or the problems in his life can be affect him very badly. (2005, p. 126) Most possibly a child that behaves violently in school, has a violent father or mother at home. Also, the previous education he got can be a reason. Lots of sentences start with “Last teacher let me …”, are heard by teachers. It is known that certain types of medication may be the cause for misbehaviours. Moreover, students’ low self-esteem can cause them to behave in this way. Because they want to catch attention, two students can talk with each other in the lesson. At last external factors can lead students to misbehaviour, such as too hot and cold weather, or the noise coming from outside.

How To Prevent Discipline Problems

It is essential for teachers to remember that prevention is always better than cure. (Phillimy, 1996) A teacher need to know how to prevent the occurrence of these problems. First of all s/he has to mark the stages of a lesson very well. Students have to be aware of what they are doing at that time and what they will do next. Secondly, a clear and an appropriate start to the lesson is crucial to create a positive atmosphere in the class. Also, according to Phillimy a teacher can use some organizational strategies. (1996, p. 34) To exemplify, the teacher need to give clear instructions to make the students understand what they will do. Another aspect of organizational strategies is keeping the pupils busy with their tasks every time so that they will not have time to create problems. The last organizational strategy is introducing the rules early and explicitly. For not to break them students must know what the rules are. Also, the rules should be as few, reasonable and positive as possible. The second strategies that teachers can use to prevent discipline problems are interpersonal strategies. (Phillimy, 1996) There are lots of examples for these strategies. A teacher can make pupils feel accountable by knowing their names and interests. Secondly, s/he can monitor their work to make pupils feel that if they misbehave it will be noticed and appropriate action will be taken by the teacher. Also teacher should not issue any threats that he will not or cannot
carry out, and s/he should treat each pupil fairly. Finally s/he should avoid over familiarity with students to fulfill interpersonal strategies.

**Techniques of Control**

If the occurrence of a problem cannot be prevented, teacher should choose a solution according to the problem. First of all, if the problem is context, s/he has to change the context. Translated into real terms, s/he can change the activity, provide help for the students who are in off-task behaviour and especially s/he can change the organization of the class in terms of seating positions or groupings. Secondly, s/he can use light techniques of control. (Constructive discipline) Under this title, s/he can send signs and signals by using eye contact or s/he can touch the target child’s shoulder in a calm manner. Then s/he can call them back to task briefly and remind them about the rules s/he had established previously. Finally, s/he can take stronger measures. The first step is applying the warning procedure, in this phase teacher need to specify the appropriate behaviour and specify the consequence of non-compliance. The second step is using sanctions. Sanctions focus on removing pleasant events. To consider this point in more detail, it can be the removal of a pleasant event such as a privilege or free time, or it can be cleaning up the mess the student has made. At last it can include the removal of a child to another room where s/he can be supervised but it must not be the executive’s room. Of course stronger measures should be used constructively rather than punitively.

**Case on Discipline**

A student in the classroom is talking all the time, and he interrupts other students’ learning. The teacher constantly shouts at him and it seems that teacher’s behaviour makes the student happy. However, he goes on misbehaving. What can be the reason of this student’s misbehaviour? What can the teacher do in this situation?

**Solution of the Case**

Probably this student wants to catch attention. He may be a lazy student and the only way to meet his demand is to misbehave. In this situation the teacher should try to understand his reasons to misbehave and s/he should find ways to show him that he can catch attention by doing different things such as being a good and hard-working student or showing his own skills.

**Evaluation in Constructivist Classroom**
Assessment and evaluation practices should be well planned, related to the curriculum and capable of meeting student needs. Evaluation is a part of good teaching and should inform instruction. Assessment tools are necessary for guiding students and teachers in setting appropriate learning aims. There are some effective evaluation strategies. (Evaluation, 2004)

1-Anecdotal Records - Anecdotal records are a form of ongoing assessment of observations of student in the classroom. These jot-notes give the teacher information about how the student is processing information, collaborating with students and general observations on learning styles, behaviours and attitudes.

2-Celebration of Learning – This is a demonstration where students can share their expertise in different subject areas with other students, teachers and parents.

3-Exit Cards – This is a short and easy activity for checking student knowledge before, during and after a lesson. Teacher asks 3 questions to the students so teachers can quickly check the answers and plan necessary instructions.

4-Graphic Organizers - Graphic organizers are instructional tools and they are used for illustrating prior knowledge.

5-Journals – teacher can use journals for assessing for process of learning and student growth. Open-ended and reflective questions for the students to answer can be journals. Journals provide insight on how the learners are synthesizing their learning.

6-Oral Presentations - Students share their knowledge verbally in oral presentations. Some students may prefer to do an oral presentation by using multimedia.

7-Peer Assessment – this is an assessment in which learners give written or verbal feedback to another learners. Checklists, rubrics or give a written response to peer work can be used by peers.

8-Portfolios - A portfolio means a representative collection of a student's work. A student portfolio includes best work to date and a few "works in progress" that show the process. Students show their knowledge, skills and abilities by using different ways apart from traditional media such as exams and essays.

9-Project-Based Learning – This is an instructional strategy that gives opportunity to students to discover answers to their questions through real-world investigation. These are learning opportunities that motivate students and integrate many curriculum aims.

10-Rubrics – Rubrics are marking guides or sets of expectations used to assess student level of understanding and thanks to rubrics, students know the expectations and what they need to do in order to be more efficient.
11-Simulation - Role playing during the operation of a comparatively complex symbolic model of an actual or hypothetical social process; usually includes gaming. (Evaluation, 2004)

Responsibilities of the Constructivist Evaluator

Constructivist evaluation is a process and it should meet two conditions: It is organized by the claims, concerns and it utilizes the methodology of the constructivist paradigm. According to them, nine major responsibilities can be listed. He or she must:

1. Identify the full array of stakeholders who are at risk by virtue of the stakes they hold in the entity being evaluated. Such stakes may include money, status, power, face, opportunity, or other coin; but those stakes should be determined by the stakeholders and not only by the evaluator or the client seeking the evaluation. Negative stakes may contain possible exploitation and disempowerment. Stakeholders are responsible for receiving and evaluating in their own terms all information that the evaluation may disclose. It is the evaluator’s responsibility to seek out all stakeholders, even those who may want to maintain low visibility or to absent themselves entirely. (Responsibilities)

2. Elicit from the groups their constructions about the form and process of the evaluation and give importance to their claims, concerns, and issues they wish to raise in relation to it. The initial list may be rearranged, deleted, or have additions made according to their claims.

3. Provide a context and a methodology through which different constructions of the evaluation, and different claims, concerns, and issues, can be understood and taken into account. At first, the process is carried out within specific groups; then the products of these intragroup negotiations (defined constructions, claims, concerns, and issues) are further negotiated in hermeneutic circles that cut across stakeholder groups, if necessary, in dialogic, adversarial, or confrontational settings. (Responsibilities)

4. Generate consensus with respect to as many constructions as possible. Firstly, consensus should be sought on an intragroup basis and then on an intergroup basis. If consensus can be achieved with respect to an item, it can be eliminated from further discussion, but retained for further action if there is agreement on that action. (Responsibilities)

5. Prepare an agenda for negotiation on items. Failure to reach consensus means the continuation of competing constructions. The evaluator’s task is to define the information needed. Because more information might be needed than it is possible to obtain, given time and resource constraints, the evaluator should devise some means for prioritizing the
unresolved items. Stakeholder inputs are basic in this determination, lest this need be taken as an opportunity to disempower selected stakeholders (Responsibilities)

6. Collect and provide the info required in the agenda for negotiation. The provision of required information cannot be guaranteed, but the evaluator should give effort to do so. Further, if stakeholders lack the knowledge to deal with obtained information, extra exercises should be provided, arranged by the evaluator.

7. Establish and mediate a forum of stakeholder representatives where discussion can take place. Unresolved differences in constructions, as well as unresolved claims, concerns, and issues, are criticised in light of the new information and/or level of sophistication, in the hope that their number can be decreased. It is likely that some matters will be left unresolved, thereby setting the stage for another, later round of evaluation activity. Outcomes of this forum should contain action steps if the discussion is to be regarded as successful. (Responsibilities)

8. Develop a report which communicate to each stakeholder group any consensus on constructions and any solutions regarding the claims, concerns, and issues that they have defined. The most beneficial form for such report is the case study, which might provide the vicarious experience needed to influence stakeholder constructions.

9. Reexamine the evaluation to take up still unresolved constructions and their attendant claims, concerns, and issues. New aspects might be explored that have appeared on the basis of the first-round evaluation. Constructivist evaluations are never completed; they pause until a further need or opportunity for review and reassessment emerges. (Responsibilities)

**Case on Discipline**

Jack is very successful in classroom activities but he is very excited boy and he takes very low marks from classical exams. At the end of the year, Jack has failed. According to you, is it a problem and what should we do?

**Solution of the case:**

It is a problem. We should focus on portfolios, anecdotal records, problem-based learning, peer assessment, oral presentations, journals and simulations not classical exams while evaluating students. We should evaluate both the process of learning and the outcome of learning.

**Questions:**

1- Do you think that interaction plays such a big role during the learning process?
2- What type of benefits do you get thanks to positive relationship during your education?

3- Do you think that establishing positive relationship with students is easy for teachers? Why?

4- If you were a teacher what types of techniques would you use for building dialogue with your students?

5- Why is motivation seen as crucial in constructivist learning?

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