Psikologi Pendidikan

Runi Rulanggi-FHB UPJ

NEXT

Education is the most powerful weapon which you can use to change the world.

–Nelson Mandela–

NEXT

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Di Kelas Psikologi Pendidikan

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SOCIAL CONSTRUCTIVIST-APPROACH

NEXT

THEORIES

- Piaget’s and Vygotsky’s ?

OUTLINE

- Social Constructivist Approaches to Teaching
- Teachers and Peers as Joint Contributors to Students' Learning
- Structuring Small-Group Work

Social Constructivist Approaches to Teaching

- social constructivist approach –> emphasizes the social contexts of learning and that knowledge is mutually built and constructed.

Social Constructivist Approaches to Teaching

- Situated cognition –> important assumption in the social constructivist approaches.

TEACHERS AND PEERS AS JOINT CONTRIBUTORS TO STUDENTS' LEARNING

- Social constructivist approaches emphasize that teachers and peers can contribute to students' learning. Four tools for making this happen are scaffolding, cognitive apprenticeship, tutoring, and cooperative learning.

TEACHERS AND PEERS AS JOINT CONTRIBUTORS TO STUDENTS' LEARNING

- SCAFFOLDING -> the technique of changing the level of support over the course of a teaching session; a more-skilled person (teacher or more-advanced peer of the child) adjusts the amount of guidance to fit the student's current performance.
- Researchers have found that when teachers and peers use scaffolding in collaborative learning, stu- dents' learning benefits (Molenaar, Sleegers, & van Boxtel, 2014).

COGNITIVE APPRENTICESHIP

- cognitive apprenticeship -> a technique in which an expert stretches and supports a novice's understanding and use of a culture's skills.
- The term apprenticeship underscores the importance of active learning and highlights the situated nature of learning (Peters-Burton & others, 2015).

TUTORING

- Tutoring is basically cognitive apprenticeship between an expert and a novice. Tutoring can take place between and adult and a child or between a more-skilled child and a less-skilled child. Individual tutoring is an effective strategy that benefits many students, especially those who are not doing well in a subject (Slavin & others, 2009).

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Classroom Aides, Volunteers, and Mentors

- Meet the individual needs
- Examples：
- The Reading Recovery program offers daily half-hour one-on-one tutorial sessions for students who are having difficulty learning to read after one year of formal instruction (Serry, Rose, & Liamputtong, 2014).
- Success for All (SFA) (Slavin, et.al, 2009)：
- A systematic reading program that emphasizes phonics, vocabulary development, and storytelling and retelling in small groups
- A daily 90-minute reading period with students in the first through third grades being regrouped into homogeneous cross-age ability groups
- One-on-one tutoring in reading by specially trained certified teachers who work individually with students who are reading below grade level
- Assessments every eight weeks to determine stu- dents' reading progress, adjust reading group placement, and assign tutoring if needed
- Professional development for teachers and tutors, which includes three days of in-service training and guidelines at the beginning of the school year, and follow-up training throughout the year
- A family support team designed to provide par- enting education and support family involvement in the school

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Peer Tutors

- Peer Tutors Fellow students also can be effective tutors (Clarke & others, 2015; Wilkinson & Gaffney, 2016). In peer tutoring, one student teaches another. In cross-age peer tutoring, the peer is older. In same-age peer tutoring, the peer is a classmate. Cross-age peer tutoring usually works better than same-age peer tutoring. An older peer is more likely to be skilled than a same-age peer, and being tutored by a same-age classmate is more likely to embarrass a student and lead to negative social comparison.
- Online Peer Tutoring -> Online peer tutoring usually begins with the teacher engaging students in online peer tutoring. Then, as students gain more experi- ence in working together online, some of the online tutoring activities are conducted by trained, knowledgeable students.

Research on Cooperative Learning

- Researchers have found that cooperative learning can be an effective strategy for improving achievement (Han, 2015).
- Motivation -> Increased motivation to learn is common in cooperative groups (Gambrari, Yusuf, & Thomas, 2015; Johnson & others, 2014).
- Interdependence and Teaching -> One's Peers Cooperative learning also promotes increased interdependence and connection with other students (Johnson & Johnson, 2015; Johnson & others, 2014).
- Types of Tasks in Which Cooperative Learning Works Best
- Cooperative Learning Approaches
- Creating a Cooperative Community

STAD (Student-Teams-Achievement Divisions)

STAD involves team recognition and group responsibility for learning in mixed-ability groups (Slavin, 1995). Rewards are given to teams whose members improve the most over their past performances. Students are assigned to teams of four or five members. The teacher presents a lesson, usually over one or two class periods. Next, students study worksheets based on material presented by the teacher. Students monitor their team members' performance to ensure that all members have mastered their material.

Teams practice working on problems together and study together, but the members take quizzes individually. The resulting individual scores contribute to the team's overall score. An individual's contribution to the team score is based on that individual's improvement, not on an absolute score, which motivates students to work hard because each contribution counts. In some STAD classrooms, a weekly class newsletter is published that recognizes both team and individual performances.

The STAD approach has been used in a variety of subjects (including math, reading, and social studies) and with students at different grade levels. It is most effective for learning situations that involve well-defined objectives or problems with specific answers or solutions. These include math computation, language use, geography skills, and science facts.

The Jigsaw Classroom

In the chapter on sociocultural diversity, we described the jigsaw classroom, which involves having students from different cultural backgrounds cooperate by doing different parts of a project to reach a common goal. Here we elaborate on the concept.

Developed by Elliot Aronson and his colleagues (1978), *jigsaw I* is a co-operative learning approach in which six-member teams work on material that has been broken down into parts. Each team member is responsible for a part. Members of different teams who have studied the same part convene, discuss their part, and then return to their teams, where they take turns teaching their part to other team members.

Robert Slavin (1995) created *jigsaw II,* a modified version of *jigsaw I*. Whereas *jigsaw I* consists of teams of six, *jigsaw II* usually has teams of four or five. All team members study the entire lesson rather than one part, and individual scores are combined to form an overall team score, as in STAD. After they have studied the entire lesson, students become expert on one aspect of the lesson; then students with the same topics meet in expert groups to discuss them. Subsequently, they return to their teams and help other members of the team learn the material.

Learning Together

Created by David and Roger Johnson (1994), this approach has four components: (1) face-to-face interaction, (2) positive interdependence, (3) individual accountability, and (4) development of interpersonal group skills. Thus, in addition to Slavin's interest in achievement, the Johnsons' cooperative learning approach also focuses on socioemotional development and group interaction. In learning together, students work in four- or five-member heterogeneous groups on tasks with an emphasis on discussion and team building (Johnson & Johnson, 2009).

Group Investigation

Developed by Shlomo Sharan (1990; Sharan & Sharan, 1992), this approach involves a combination of independent learning and group work in two- to six-member groups, as well as a group reward for individual achievement. The teacher chooses a problem for the class to study, but students decide what they want to study in exploring the problem. The work is divided among the group's members, who work individually. Then the group gets together, integrating, summarizing, and presenting the findings as a group project. The teacher's role is to facilitate investigation and maintain cooperative effort. Students collaborate with the teacher to evaluate their effort. In Sharan's view, this is the way many real-world problems are solved in communities around the world.

Cooperative Scripting

Students work in reciprocal pairs, taking turns summarizing information and orally presenting it to each other (Dansereau, 1988; McDonald and others, 1985). One member of the pair presents the material. The other member listens, monitors the presentation for any mistakes, and gives feedback. Then the partner becomes the teacher and presents the next set of material while the first member listens and evaluates it.

FIGURE 1 COOPERATIVE LEARNING APPROACHES

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STRUCTURING SMALL-GROUP WORK

- COMPOSING THE GROUP
  - Heterogeneous Ability
  - Ethnic, Socioeconomic, and Gender Heterogeneity
- TEAM-BUILDING SKILLS
- STRUCTURING SMALL-GROUP INTERACTION
  - Encourager—brings out reluctant students and is a motivator
  - Gatekeeper—equalizes participation of students in the group
  - Coach—helps with academic content
  - Checker—makes sure the group understands the material
  - Taskmaster—keeps the group on task
  - Recorder—writes down ideas and decisions
  - Quiet captain—monitors the group's noise level
  - Materials monitor—obtains and returns supplies

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Referensi :

Santrock, J. W. (2018). Educational Psychology 6th Edition. New York: McGraw-Hill.