

CONSTRUCTIVISM AS A PARADIGM FOR TRANSPOSING THE TEACHING AND LEARNING OF BASIC SCIENCE AND TECHNOLOGY IN SECONDARY SCHOOLS

¹ EZEUGUINE, EBERE PEARL (Ph.D) & ² AMAECHI-UDOGU, VIVIAN CHUKWUNONYENIM

¹ Department of Curriculum Studies and Educational Technology, Faculty of Education
University of Port Harcourt, NIGERIA

² Department of Educational Psychology, Guidance and Counselling, Faculty of Education
University of Port Harcourt, NIGERIA

Correspondences: ebere.ezeoguine@uniport.edu.ng

ABSTRACT

There is great concern on students learning outcome in Basic Science which has attracted attention of many researchers with how learning is carried out in classrooms. This study investigated the use of constructivism as a theory for teaching and learning of Basic Science in schools. A video was developed and used for dynamic teaching and learning of Basic Science in some secondary schools in Anambra State, while some schools were taught by conventional method. The design used for the study was quasi-experimental which consisted pretest and post-test. This was to establish equivalence in the scientific and technological abilities of the students. Population of the study was all the one hundred and forty-five (145) schools in Aguata zone of Aguata L.G.A. of Anambra State. Random Sampling Technique was used to draw Fifty (50) schools out of one hundred and forty-five (145) schools in Aguata zone of Aguata L.G.A. of Anambra State. The questions for the test were drawn from a past question paper from JWASSCE. The findings showed that constructivism is an effective theory that enriches and improves students learning in Basic Science. Hence transposing the teaching and learning of Basic Science through constructivism is a plus in schools in Nigeria.

Keywords: Constructivism, Transposing, Teaching, Learning, Basic Science.