Effect of Constructivist Instruction and Technology Based Constructivist Instruction on Academic Achievement of Undergraduates

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The present university education system lay accentuation on constructivist edification environment. It is the learner-centered scholastic environment which considers students are not as passive learners but active constructors of knowledge. Alongside, technology fortifies and avail in knowledge construction. Thus, integration of technology in constructivist approach provides an incipient stage for construction of knowledge. Present study was conducted to study the impact of Constructivist Instruction (CI) and Technology Based Constructivist Instruction (TBCI) on the academic achievement of second-year undergraduates in business management subject. For the purpose of experimentation, groups are equated and predicated on their previous academic achievement and further divided into experimental groups as group 1 and 2. Researcher identified and culled congruous topics from the curriculum, and CI and TBCI modules were developed and validated with the avail of experts. The impact of modules was assessed by utilizing achievement (Unit-Test) test. Major findings of the study are TBCI approach is more efficacious in improving the academic achievement of students in the subject of business management compared to CI approach. Gender and IQ have influenced more on academic achievement of students edified by CI compared to TBCI.

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