

CONSTRUCTIVIST LEARNING ENVIRONMENTS: THE TEACHERS' AND STUDENTS' PERSPECTIVES

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ABSTRACT

In this research, ninth grade mathematics learning environments' coherence with constructivist learning approach was examined according to teachers' and students' views. Thirty-four schools were included into the sampling from the seven regions of Turkey. 208 teachers and 1830 students from these schools participated to the study. Data was collected with "Constructivist Learning Environments Questionnaire" and "Learning Process Questionnaire". The one-way ANOVA, Welch and independent samples t-test was employed to analyze data. According to results of the study there is no significant difference between teachers' and students' views $p > .05$. Students' views, on the other hand, are significantly different according to deep learning levels $p < .05$ but between surface approach levels there is no significant difference $p > .05$. In addition, teachers' views do not differ significantly according to teaching experience and educational level $p > .05$. Based on these results, it can be concluded that developments in our education system started a positive change in classroom implementations.

Key Words: Constructivist learning environment, learning approaches, curriculum evaluation.