

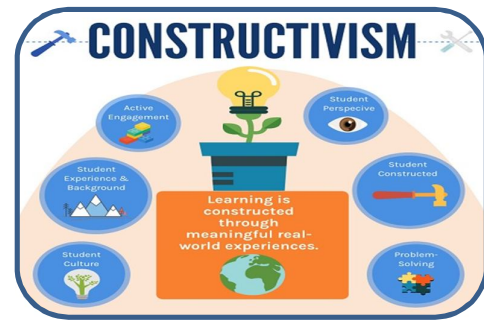


## A CASE STUDY ON ENHANCING CREATIVITY BY PREPARING THEIR OWN LEARNING RESOURCES FOR PRACTICE TEACHING ACCORDING TO CONSTRUCTIVISM AMONG TRAINEES OF GOVERNMENT URDU TTI, VIJAYAPUR DISTRICT”

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### ABSTRACT

Teacher education plays a significant role in preparing competent, creative, and reflective teachers for modern classrooms. In the present educational scenario, merely following textbook-oriented and lecture-based teaching methods is insufficient to meet the diverse learning needs of students. Effective teaching requires creativity, innovation, problem-solving ability, and learner-centered instructional practices. Therefore, teacher trainees must be encouraged to develop creative teaching competencies during their training period.



The constructivist approach to education emphasizes active participation, experiential learning, collaboration, reflection, and self-directed knowledge construction. It provides opportunities for learners to create, experiment, and engage in meaningful learning experiences. In teacher education, constructivism encourages trainees to prepare their own instructional materials, design student-centered activities, and use innovative teaching methods during practice teaching.

In this context, the present case study investigates how preparing self-designed learning resources according to constructivist principles enhances creativity among trainees of Government Urdu Teacher Training Institute (TTI), Vijayapur District.

**KEYWORDS:** Constructivism, Creativity in Teaching, Urdu Teacher Trainees, Learning Resources, Practice Teaching, Teacher Education, Reflective Learning, Instructional Material Development, Student-Centered Learning, Constructivist Pedagogy.

### INTRODUCTION

#### Background of the Study

Traditional teacher training programs often depend heavily on prescribed lesson plans, textbooks, and lecture-oriented instructional methods. Such practices restrict independent thinking, experimentation, and creativity among teacher trainees. As a result, trainees may face difficulties in developing engaging classroom environments and adapting teaching according to students' needs.

Urdu teacher trainees, especially in language teaching, require creative instructional approaches that make learning interactive, meaningful, and student-centered. Preparing self-created learning materials such as flashcards, charts, storytelling aids, digital presentations, role-play activities, and worksheets can improve trainees' teaching effectiveness and confidence.

**Constructivist pedagogy provides a suitable framework for enhancing creativity because it promotes:**

- Active learning,
- Inquiry-based teaching,
- Collaborative learning,
- Reflection,
- Problem-solving,
- Real-life application of knowledge.

Hence, this study attempts to analyze the role of constructivist-based instructional resource development in enhancing creativity among Urdu teacher trainees.

### **Need and Significance of the Study**

Creativity has become an essential component of effective teaching in the 21st century classroom. Teachers are expected to design innovative lessons that encourage critical thinking, participation, communication, and experiential learning among students. However, many teacher trainees lack opportunities to independently create teaching-learning materials during training.

**The present study is significant because:**

- It focuses on enhancing creativity among Urdu teacher trainees.
- It promotes constructivist and student-centered teaching practices.
- It encourages trainees to prepare low-cost and locally available instructional resources.
- It supports experiential and reflective learning in teacher education.
- It helps improve practice teaching effectiveness and classroom interaction.
- It contributes to the improvement of Urdu teacher education programs.

The study also highlights the importance of integrating creativity and constructivist pedagogy into teacher training institutions for developing professionally competent teachers.

### **Objectives of the Study**

**The study was conducted with the following objectives:**

1. To examine how designing self-learning resources enhances creativity among Urdu teacher trainees.
2. To assess the impact of constructivist teaching methods on lesson effectiveness and student engagement.
3. To identify the challenges faced by trainees during instructional material development.
4. To study the role of collaboration, reflection, and peer learning in enhancing creativity.
5. To analyze the effectiveness of self-created learning materials in practice teaching.

### **Theoretical Framework**

The study is based on the theory of **Constructivism**, which emphasizes that learners actively construct knowledge through experience, interaction, and reflection.

The following constructivist principles guided the study:

#### **1. Active Learning**

Trainees actively participated in designing and implementing their own learning resources instead of passively receiving information.

#### **2. Collaborative Learning**

Trainees worked in groups, shared ideas, exchanged feedback, and refined teaching materials collectively.

#### **3. Reflective Practice**

Self-reflection and peer evaluation helped trainees improve their creativity and teaching performance.

#### 4. Authentic Learning

Instructional materials were designed for real classroom situations, making learning meaningful and practical.

#### 5. Student-Centered Learning

The developed resources focused on learner participation, inquiry, interaction, and experiential learning.

#### Methodology

The study adopted a **Qualitative Case Study Method** supported by descriptive analysis techniques.

#### Sample

**The sample consisted of:**

- **30 Urdu teacher trainees** from Government Urdu TTI, Vijayapur District.

#### Sampling Technique

Purposive sampling technique was used for selecting participants involved in constructivist-based resource preparation activities.

#### Tools Used for Data Collection

**The following tools and techniques were used:**

##### 1. Observation

Trainees were observed during:

- Material preparation,
- Group discussions,
- Practice teaching,
- Classroom implementation.

##### 2. Interviews

Semi-structured interviews were conducted with:

- Teacher trainees,
- Trainers,
- Mentors.

##### 3. Creativity Assessment Questionnaire

A five-point Likert scale questionnaire was used to assess:

- Innovation,
- Creativity,
- Problem-solving ability,
- Adaptability,
- Collaboration.

##### 4. Portfolio Analysis

Trainees' instructional materials and lesson plans were analyzed based on:

- Originality,
- Relevance,
- Creativity,
- Constructivist alignment.

##### 5. Self-Reflection Reports

- Trainees documented their learning experiences, challenges, and improvements during the study.

#### Implementation Procedure

The constructivist intervention was implemented in several phases:

**Phase 1: Orientation**

Trainees were introduced to:

- Constructivist teaching principles,
- Creativity in teaching,
- Student-centered learning approaches.

**Phase 2: Brainstorming and Planning**

Trainees discussed innovative ideas for:

- Urdu teaching aids,
- Interactive activities,
- Creative lesson planning.

**Phase 3: Resource Development**

Trainees prepared:

- Flashcards,
- Charts,
- Posters,
- Worksheets,
- Storytelling materials,
- Role-play scripts,
- Digital presentations,
- Activity-based learning resources.

**Phase 4: Peer Review and Reflection**

The materials were evaluated through:

- Peer discussions,
- Trainer feedback,
- Reflective analysis.

**Phase 5: Practice Teaching**

- Trainees implemented their self-created resources during classroom teaching sessions.

**Data Analysis**

The collected data were analyzed using:

- Descriptive Statistics,
- Percentage Analysis,
- Thematic Analysis,
- Observation-Based Creativity Scoring.

**Engagement Measurement**

Engagement levels were measured based on:

- Initiative,
- Participation,
- Collaboration,
- Adaptability,
- Problem-solving.

**Creativity Assessment**

Creativity scores were evaluated based on:

- Originality,
- Effectiveness,
- Aesthetic presentation,
- Constructivist alignment.

**Major Findings of the Study**

The findings revealed that constructivist-based resource preparation significantly enhanced creativity among Urdu teacher trainees.

### **1. Enhancement of Creativity**

The trainees demonstrated:

- Innovative thinking,
- Original lesson planning,
- Creative instructional design,
- Effective use of locally available materials.

### **2. Improvement in Teaching Effectiveness**

Self-created instructional resources:

- Increased student participation,
- Improved classroom interaction,
- Enhanced lesson clarity and engagement.

### **3. Increased Confidence**

The trainees became:

- More confident in classroom teaching,
- More flexible in instructional planning,
- More capable of handling diverse learners.

### **4. Development of Collaborative Skills**

Peer learning and teamwork improved:

- Communication skills,
- Cooperation,
- Reflective thinking.

### **5. Promotion of Student-Centered Learning**

The constructivist approach encouraged:

- Inquiry-based learning,
- Experiential activities,
- Interactive teaching methods.

### **Challenges Faced During the Study**

The trainees experienced several challenges, such as:

- Limited time for material preparation,
- Lack of technological resources,
- Difficulty in preparing low-cost teaching aids,
- Limited access to digital tools,
- Language and presentation-related challenges.

Despite these limitations, the trainees showed positive adaptation and creative problem-solving skills.

### **Educational Implications**

The study has important implications for teacher education institutions, trainers, and policymakers.

The findings suggest that:

- Teacher training programs should integrate constructivist pedagogy.
- Creative instructional design workshops should be regularly conducted.
- Teacher trainees should be encouraged to prepare self-learning resources.
- Reflective teaching and peer collaboration should become part of practice teaching.
- Technology integration should be strengthened in Urdu teacher education.

### **CONCLUSION**

The study concludes that constructivist-based preparation of self-learning resources is highly effective in enhancing creativity among Urdu teacher trainees. The process of independently designing instructional materials encourages active learning, innovation, reflective thinking, collaboration, and problem-solving abilities.

The study also highlights that creative and student-centered teaching approaches improve practice teaching effectiveness and help trainees become professionally competent teachers. Therefore, teacher education institutions should promote constructivist teaching practices and provide opportunities for trainees to engage in innovative instructional material development.

### Suggestions for Further Research

Future research may focus on:

- Comparative studies between traditional and constructivist teacher training,
- Creativity enhancement among primary teacher trainees,
- Digital resource development in Urdu teaching,
- Longitudinal studies on teaching effectiveness,
- Action research on constructivist classroom practices.

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