



## Integrating Values and Ethics through Constructivist Pedagogy

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### Abstract:

*Values and ethics constitute the foundation of holistic education, shaping learners to become responsible, reflective and compassionate individuals. Constructivist pedagogy, which emphasizes meaning-making, active engagement and personal interpretation of experiences, offers a powerful pathway for nurturing ethical understanding in the formative years of teacher education. At SIES Institute of Comprehensive Education (SIES ICE), trainee teachers design learning experiences rooted in children's real-life contexts, enabling them to construct meaning from situations involving respect, empathy, cooperation and responsibility. Activities and lessons promote dialogue, reflection, collaboration, problem-solving and perspective-taking, while strategies such as experiential learning, storytelling, role-play, inquiry-based learning and community-linked tasks deepen the internalization of human values.*

*The emphasis at SIES ICE is not merely on teaching values but on living them within classroom culture, peer interactions and teaching practices. Continuous reflection, discussion and modelling of ethical behaviour enable trainees to weave values seamlessly into all subjects and pedagogical processes, making value education meaningful and transformative. Anchored in the institute's vision of holistic development, ethical citizenship and culturally rooted learning—reflected in its motto 'Vasudhaiva Kutumbakam — the world is one family' (Maha Upanishad) — the integration of values and ethics aligns closely with NEP 2020, which advocates contextual, experiential and humanistic approaches to education.*

*Reflective journals, peer discussions, lesson analyses and mentor-guided feedback help trainees examine their biases, clarify ethical positions and refine pedagogical choices. Evaluating the ethical implications of teaching methods, classroom strategies and communication patterns enables them to develop a thoughtful and responsible teaching identity. This constructivist–ethical framework nurtures ethical sensitivity, social awareness, cultural inclusivity and responsible action—preparing teachers who are not only competent facilitators but also conscious role models capable of shaping humane, inclusive and value-oriented classrooms contributing to nation-building and global citizenship.*

**Keywords:** *Constructivist Pedagogy; Value Education; Ethics Integration; Experiential Learning; Reflective Practice; Moral Reasoning; Collaborative Learning; Pre-Service Teacher Education; Cultural Inclusivity; Holistic Development.*

## Introduction:

*“Where there is righteousness in the heart, there is beauty in the character.”*  
— A. P. J. Abdul Kalam

Values are the principles and beliefs that guide a person’s behaviour, while ethics refers to the moral choices and actions that help individuals decide what is right and wrong. Together, values and ethics shape how people think, act and interact with others. In education, they play an essential role in helping learners grow into responsible, caring and thoughtful human beings. However, traditional ways of teaching values—such as lectures or moral stories—often do not connect deeply with students’ real-life experiences. As a result, these lessons may remain superficial and fail to influence their behaviour meaningfully.

Constructivist pedagogy offers a more effective approach. It encourages students to learn through experience, exploration, discussion and reflection. Through activities like group work, problem-solving, storytelling, role-play and real-life situations, students actively discover and understand values for themselves. This process helps them develop empathy, cooperation, respect and responsibility in a natural and meaningful way. Integrating values and ethics through constructivist methods supports holistic development and helps learners internalize moral principles, preparing them to make responsible decisions and contribute positively to society.

*“Education is not the learning of facts, but the training of the mind to think,”* said Albert Einstein. At SIES Institute of Comprehensive Education (SIES ICE), education is viewed as a transformative process that shapes individuals intellectually, emotionally, culturally, and morally. The institution’s foundation rests on value-based education, respect for Indian cultural heritage, and the belief that every learner can evolve into a responsible global citizen. The National Education Policy (2020) strengthens this by advocating holistic learning, life skills, and character development rooted in Indian ethos.

Traditional “preaching-based” value education does not resonate with learners. Constructivist pedagogy—an approach already emphasized in SIES ICE teacher education—encourages active exploration, experience-based learning, social interaction, and reflective thinking. This makes it a powerful tool to cultivate values such as empathy, cooperation, responsibility, integrity, respect, and cultural sensitivity.

This conceptual study focuses on integrating values and ethics into learning using constructivist methods, contextualized within SIES ICE’s educational philosophy.

### SIES ICE Educational Philosophy and Constructivism

SIES ICE teaching practices incorporates the following constructivist principles:

#### Indian Ethos and Humanistic Values

SIES ICE emphasizes compassion, respect, community involvement, discipline, and cultural harmony.

#### Learning by Doing

Aligned with Dewey and Kolb, SIES ICE encourages experiential learning through practice teaching, participation, community projects, and reflective portfolios.

#### Social Constructivism

Group learning, peer teaching, and collaborative tasks are essential parts of SIES ICE pedagogy—reflecting Vygotsky’s theories.

#### Integrating Culture and Modern Education

SIES ICE blends traditional values with modern constructivist practices, making learning meaningful and contextually rooted.

**Table 1. Integrating values & ethics through constructivist pedagogy at SIES ICE**

Sr. No.	Stage	Pedagogical Process	Expected value outcome
1	Cultural Inputs	Stories, rituals, traditions, community knowledge	Sense of identity, rootedness
2	Experience	Activities, field visits, projects, observations	Awareness, engagement
3	Reflection	Journaling, group sharing, introspection	Moral reasoning, self-awareness
4	Dialogue	Discussions, peer conversations, teacher–student interactions	Empathy, respect, openness
5	Value Internalization	Making meaning personally and emotionally	Stability of values, ethical clarity
6	Ethical Action	Application through behaviour, service, choices	Responsible citizenship, moral conduct



*Fig.1. SIES ICE- Aligned Conceptual Model (This model blends SIES ICE values + constructivist theory)*

The teacher training programme at SIES ICE is based on a constructivist approach, which means that learning happens through active participation rather than only listening to lectures. Faculty members and trainees learn by doing activities, participating in discussions, and reflecting on their experiences. They work together in groups, share ideas, and learn from one another. This method helps them understand concepts more clearly because they connect new knowledge with real classroom situations. Overall, the programme encourages meaningful learning, critical thinking, and practical understanding, making teachers more confident and effective in their teaching practice.

**Table 2. Constructivist Activities in the SIES ICE Teacher Training Course Aligned with NEP 2020 Teacher Competencies**

Sr. No.	Constructivist Activity	Description of Activity	How it is Implemented in SIES ICE ECCEd	Values and Ethics Observed	Theoretical Linkage	NEP 2020 Teacher Competencies Addressed
1	Collaborative Lesson Planning	Trainees design lessons in groups and share ideas	Trainees plan play-based and theme-based activities together	Cooperation, respect, shared responsibility	Vygotsky – Social construction of knowledge	Collaborative teaching, professional learning communities
2	Micro-Teaching Sessions	Short teaching practice with peer feedback	Trainees conduct short play, story, or rhyme sessions	Confidence, openness, professionalism	Dewey; Bandura – Learning through practice	Reflective teaching, continuous professional development
3	Group Discussions	Discussion on classroom experiences & challenges	Discussions on child behaviour, care, and classroom routines	Listening, tolerance, democratic values	Vygotsky; Dewey – Dialogic learning	Critical thinking, inclusive and participatory pedagogy
4	Role-Play and Simulations	Enacting classroom and ethical situations	Enacting parent-teacher interactions and child-care situations	Empathy, fairness, patience	Dewey; Kohlberg – Moral learning	Ethical decision-making, classroom management skills
5	Reflective Journaling	Written reflection on teaching experiences	Writing reflections on child interaction and learning	Self-awareness, honesty, responsibility	Dewey; Schön – Reflective practice	Self-reflection, professional ethics
6	Case-Based Learning	Analysis of real classroom	Discussion of real-life early childhood	Ethical judgement,	Piaget; Kohlberg –	Problem-solving, learner-centered

		cases	classroom cases	accountability	Reasoning	pedagogy
7	Project-Based Learning	Group projects on value education and inclusion	Projects on play materials, storytelling, or community links	Teamwork, social responsibility	Dewey; Vygotsky – Experiential learning	Experiential learning, interdisciplinary approach
8	Peer Observation and Feedback	Observing peers and giving constructive feedback	Observing children during play and sharing feedback	Mutual respect, ethical communication	Bandura – Social learning	Mentoring skills, collaborative professionalism

*“The constructivist activities used in the SIES ICE teacher training programme align closely with NEP 2020, which emphasizes reflective practice, ethical professionalism, collaborative learning, and continuous teacher development.”*

### Conclusion:

The teacher training course at SIES ICE integrates constructivist activities that help trainees *experience* values such as cooperation, empathy, fairness, and responsibility. Through collaborative tasks, reflection, and real-life simulations, values and ethics are naturally embedded in the teaching–learning process. SIES ICE, with its strong foundation in value-based education, is already aligned with constructivist philosophy. When constructivist pedagogy is intentionally used to integrate values and ethics, learners develop deep moral understanding, social responsibility, and cultural sensitivity. This approach supports NEP 2020’s vision of creating empathetic, ethical, and globally responsible citizens—perfectly echoing SIES ICE’s belief that *“The world is one family.”*

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