**"Beyond the Basics of Construction”: Evolving the 5E Model for Modern Epistemic scenario, Exploring New Pathways for Engaged Learning**

Kinjal Chakraborty1, Dr. Abhijit Halder2

1Student, Department of Education, University of Kalyani, Kalyani, Nadia, W.B, 741235 2State Aided College Teacher, Dept. of Education, Plassey College, Plassey, Nadia, W.B, 741156

**Abstract**

The 5E Model of constructivist pedagogy, developed by Rodger Bybee in 1987, offers an inquiry-based teaching framework designed to foster active, student-cantered learning. Rooted in the Biological Sciences Curriculum Study (BSCS), the model emphasizes the importance of students actively engaging with content through exploration, explanation, and application, building on the research of J. Myron Atkin and Robert Karplus. Bybee’s model encourages cognitive development and critical thinking, aiming to deepen understanding by guiding students through a process that promotes inquiry, problem-solving, and reflection. As a dynamic and adaptable framework, the 5E Model provides an effective approach to teaching that aligns with constructivist principles, ensuring meaningful learning experiences.

**Introduction**

The 5E Model of constructivist pedagogy, originally developed by Rodger Bybee in 1987, represents a significant shift in the approach to teaching and learning. The model, which emerged from the Biological Sciences Curriculum Study (BSCS), provides an inquiry-based framework designed to promote active, student-centered learning.

**Objectives of the study**

* To examine the relevance of the 5E model in modern education
* To adapt the 5E model for epistemic learning
* To investigate new pathways for learner engagement
* To analyse the impact of evolutionary changes on student learning outcomes

**5E popular from where (Foundational theory of 5E)**

Bybee's model was inspired by the works of J. Myron Atkin and Robert Karplus, whose research emphasized the importance of active exploration followed by explanation and application for meaningful learning. The 5E Model is a dynamic, flexible framework that seeks to foster critical thinking, problem-solving, and cognitive development, ultimately facilitating deeper understanding through a process of inquiry. It is very popular and dynamic dimension for fostering constructivist approach. This concept coined by Rodger Bybee. It is enquiry based dimensions.

Conscious navigation for cultivating cognitive modifiability. I say that it is a purposeful mechanism of sense making pedagogy and cultivation-based pedagogy. (Epistemic-cultivation)

Continuous process of fostering critical thinking and in-depth understanding. The concept of "sense-making pedagogy" is most closely associated with Karl Weick, who is considered the "father of sensemaking" and introduced the idea of sensemaking as a process of actively interpreting and giving meaning to experiences, particularly in organizational contexts.

This paper explores the evolution and application of the 5E Model, its theoretical foundations, variations such as the 7E and 9E models, and its alignment with other educational theories like Kolb's Experiential Learning Cycle, Connectivism, and Epistemic-Cultivation. Furthermore, the model’s significant contributions to constructivist pedagogy, cognitive development, and its influence on modern educational practices are examined.

* **The 5E Model of Instruction**

The 5E Model consists of five distinct phases: Engage, Explore, Explain, Elaborate and Evaluate. These stages are designed to create an environment where students actively construct their understanding rather than passively receive information. Below is a detailed explanation of each phase:

**Engage**: The Engage phase is designed to capture students' attention and interest by presenting a problem or scenario that sparks curiosity. This phase encourages students to become involved and invested in their learning. It is similar to the "interest building" phase in the 7E Model, where students are motivated to pursue the lesson content further.

**Explore:** During the Explore phase, students participate in hands-on activities, experiments, or experiences that allow them to investigate and discover concepts independently or collaboratively. This phase emphasizes inquiry-based learning, where students actively engage in problem-solving and critical thinking. It promotes cognitive modifiability, which refers to the ability of learners to adapt their thinking based on new experiences (Vygotsky, 1978).

**Explain:** After exploring, students are encouraged to explain their findings, make connections, and articulate their understanding. The teacher acts as a facilitator, providing guidance and clarification as needed. This phase is crucial for concept development, as it allows students to formalize their learning. The teacher may introduce formal terminology and scientific principles during this phase to enhance students' understanding.

**Elaborate:** During the Elaborate phase, students have the space to apply what they learned. They can take their new knowledge to form a new hypothesis, explore real-world scenarios, or create a presentation to share with their peers. This phase allows students to extend their learning and create richer connections to concepts.

**Evaluate:** In the Evaluate phase, students assess their learning, reflecting on their understanding and skills. This phase provides opportunities for formative and summative assessments, allowing teachers to gauge student progress and understanding. It also provides students with feedback, helping them to identify areas for improvement.

* **The 7E and 9E Models: Extensions of the 5E Framework**

While the 5E Model provides a solid foundation for inquiry-based learning, educators have sought to expand upon it, resulting in the development of the 7E and 9E Models.

**The 7E Model**

Developed by Dr. Allan Eisenkraft, the 7E Model extends the original 5E framework by adding two additional phases**: Elaborate and Extend**. The 7E model emphasizes the importance of applying new knowledge to different contexts (Elaborate) and extending learning beyond the classroom (Extend). This model encourages students to not only understand concepts but also to apply and expand their learning.

**The 9E Model**

In 2014, Kaur and Gakhar further extended the 5E Model by adding four more phases: Echo, Emend, E-search, and Evaluation. This version incorporates elements of Connectivism and communal constructivism, recognizing that learning is often a collective, dynamic process in which knowledge is co-constructed and continually revised. The 9E Model integrates Reflection (Echo), Improvement (Emend), Further Exploration (E-search) echoing the iterative nature of learning and the importance of ongoing development.

**Theoretical Foundations: Kolb's Learning Cycle, Gagne's Events of Instruction, and Cognitive Development**

The 5E Model aligns with several well-established educational theories. For example, Kolb's Experiential Learning Cycle (1984) shares a similar structure to the 5E Model, as both emphasize the importance of active experimentation, reflective observation, abstract conceptualization, and active engagement in learning. Kolb's cycle, like the 5E Model, focuses on the dynamic interaction between experience, reflection, and conceptual understanding.

Additionally, the 5E Model can be connected to Gagne’s Nine Events of Instruction (1985), which include gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting content, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. The 5E phases, particularly Explore, Explain, and Evaluate, align with Gagne's principles of active learning and feedback.

Furthermore, the 5E Model's focus on cognitive development resonates with the cognitive revolution that began in the 1960s. The model emphasizes the importance of scaffolding learning experiences that encourage cognitive modifiability—facilitating students’ ability to restructure their thinking and develop higher-order cognitive skills (Vygotsky, 1978).

**Impact and Application in Modern Education**

The 5E Model has been widely adopted in science education and is considered an effective way to foster inquiry-based learning. Its dynamic and flexible nature allows it to be applied across different subject areas and educational contexts. The model’s emphasis on active exploration, student engagement, and critical thinking helps cultivate a deep understanding of concepts, preparing students for real-world problem-solving.

Rodger Bybee's assertion that the 5E Model is most effective when applied over a unit of two to three weeks supports the idea that meaningful learning requires sufficient time for students to engage in each phase and deepen their understanding. The model’s impact is especially significant in the context of constructivist pedagogy, as it challenges traditional, teacher-centered approaches to learning.

**Incorporating our perception on active knowledge construction by our model of knowledge construction**

Cognitive manipulation refers to how individuals use cognitive processes to engage with, alter, and construct their knowledge. This process is inherently dynamic, continuously evolving as new information is processed and integrated into existing cognitive structures. This paper proposes a model of cognitive manipulation that blends concepts from two influential learning theories: the information processing paradigm and radical constructivism.

* **Cognitive Manipulation: Linear and Nonlinear Thinking**
* **Linear Manipulation (Convexing)**

Linear manipulation, also referred to as convexing, involves a more straightforward approach to thinking. Learners focus on identifying a specific, often predetermined, solution or answer. In convexing, thinking follows a logical sequence where each step naturally leads to the next. It is typically used for tasks that have clearly defined problems and solutions, such as arithmetic calculations or factual recall. Convexing promotes efficiency and accuracy in solving problems where the solution is known or can be determined through a direct application of existing knowledge (Sweller, 2011).

Linear manipulation is fundamental in contexts that require procedural knowledge and the application of structured rules, such as mathematics, technical fields, or problem-solving with well-defined constraints. This form of thinking enables learners to apply their existing knowledge to find solutions in a linear, cause-and-effect manner.

* **Nonlinear Manipulation (Concaving)**

Nonlinear manipulation, or concaving, takes a broader, more exploratory approach to problem-solving. Learners engage with multiple possible solutions, considering various perspectives, alternatives, and scenarios. This form of thinking encourages divergent thinking and creative problem-solving, where the emphasis is on the process of exploration rather than finding a single correct answer. Nonlinear manipulation is central to tasks that require innovation, critical thinking, and the synthesis of diverse ideas, such as designing solutions to complex problems or analyzing abstract concepts (Guilford, 1956). Concaving promotes cognitive flexibility and the ability to integrate new information with existing knowledge in novel ways. This form of thinking aligns with constructivist principles, where learners draw on their prior experiences and perspectives to create new understanding. It emphasizes the multidimensional nature of cognitive processes and encourages learners to explore various pathways to a solution rather than adhering to a fixed sequence.

**Levels of Cognitive Manipulation**

The model proposes a three-level framework for cognitive manipulation: sub structuring, conceptualizing, and contemplating. These levels represent stages of cognitive development, each building upon the previous one, resulting in increasingly sophisticated cognitive structures.

**Level 1: Sub structuring**

Sub structuring is the foundational stage of knowledge acquisition. It refers to the process of building a basic cognitive framework that supports further learning. At this level, learners engage in the initial construction of mental models and schemas, which are later refined and expanded as they encounter new information. Sub structuring involves the assimilation of new knowledge and the accommodation of existing schemas to integrate that knowledge effectively (Piaget, 1970). In this stage, learners acquire core concepts and skills that form the basis for more advanced learning. Sub structuring is critical in subjects that require a strong foundation, such as language learning, mathematics, or science. It sets the stage for deeper understanding by ensuring that learners have the essential building blocks of knowledge.

**Level 2: Conceptualizing**

Conceptualizing represents a deeper understanding of knowledge. It involves the ability to grasp the meaning and relationships between concepts, allowing learners to move beyond rote memorization to a more nuanced comprehension of material. At this level, learners begin to synthesize and organize information in ways that reveal underlying structures and patterns. Conceptualizing is essential for the development of higher-order cognitive skills, such as critical thinking, analysis, and synthesis. It involves both declarative knowledge (facts and information) and procedural knowledge (how to apply concepts) (Anderson, 2005). This stage also emphasizes the importance of metacognitive strategies, where learners reflect on their thinking processes and adjust their cognitive approaches to improve understanding.

**Level 3: Contemplating**

Contemplating represents the highest level of cognitive manipulation in the proposed model. It involves reflective thinking, metacognition, and the evaluation of one’s own cognitive processes. Learners who engage in contemplating examine their thinking strategies, question assumptions, and explore alternative viewpoints. This reflective process leads to deeper insights and a more sophisticated understanding of complex concepts. Contemplating requires learners to engage in deliberate practice, fostering skills such as problem-solving, creativity, and self-regulation (Zimmerman, 2002). It is a crucial stage for developing expertise, as it allows learners to refine their cognitive processes and develop a deeper, more flexible understanding of the material.

**Implications for Learning**

The model of cognitive manipulation has significant implications for educational practice. It suggests that learning is not merely a passive process of receiving information but an active, dynamic process of cognitive restructuring. By highlighting both linear and nonlinear thinking, the model underscores the importance of providing learners with diverse learning experiences that encourage both accuracy and creativity.

**Conclusion**

The 5E Model represents a powerful tool for promoting inquiry-based, student-centered learning. It fosters critical thinking, problem-solving, and cognitive development by encouraging students to actively engage with concepts, apply them in real-life scenarios, and reflect on their learning. As an extension of the work of Myron Atkin, Robert Karplus, and the broader constructivist movement, the model has had a profound influence on modern educational practices. Variations such as the 7E and 9E models further expand upon its principles, integrating elements of Connectivism and communal constructivism to create a more holistic, dynamic approach to learning.

As the 5E Model continues to evolve, it remains a central framework in the ongoing transformation of education, reflecting the ever-changing landscape of teaching and learning.

***References***

Ausubel, D. P. (1968). Educational psychology: A cognitive view. Holt, Rinehart & Winston.

Bybee, R. W. (1987). Science curriculum improvement study: A framework for science education. BSCS.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Gagne, R. M. (1985). The conditions of learning and theory of instruction. Holt, Rinehart & Winston.