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**VALUE REORIENTATION AS HALLMARK OF EFFECTIVE  
CITIZENSHIP DEVELOPMENT: THE IMPORTANCE OF  
PEDAGOGICAL INNOVATION IN TEACHER EDUCATION  
SOCIO-CIVIC CURRICULUM IMPLEMENTATION**

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**Abstract**

*It is inconceivable that the generations of political elites since 1999 ever learnt any value instructions while in school including highly revered institutions known for high-value standards. Apparently, these elites learnt about values in Social Studies, civic and religious education at diverse educational levels; yet, culpable in diverse immoral/illegal acts. Since the fourth republic (1999) started, public officials have shown contempt for law and judicial process, lack accountability, and perpetrate electoral crimes with impunity. These led to rapid decline in citizens' welfare needs, among other socio-political adverse effects. The magnitude of value deficit has challenged school curriculum relevance in present-day Nigeria. Yet, some view the education system as the communitarian agent to 'quick fix' the value mess. Value reorientation is an inbuilt imperative mandate for effective citizenship development within the ambit of Socio-civic curriculum to mediate constructive value learning. Thus, reverting value deficit underpins redesigning socio-civic in the Teacher Education pedagogy context as the base for future teachers. Thus, the*

*import of using social constructivism as apt pedagogy as literature on socio-civic value content and pedagogy learning is rare. Consequently, the thrust of this article is filling literature lacuna by advocating social constructivism as active learning pedagogy for value reorientation at the Teacher Education programme. This discourse dovetails into reviewing literature on value, value reorientation as inbuilt in effective citizenship within socio-civic context. Also, it examines pedagogy and effective pedagogy and traits of effective pedagogy.*

**Keywords:** Values reorientation, Effective citizenship development, Pedagogy, Effective pedagogy, Teacher education, Socio-civic curriculum.

## **Introduction**

In this paper, effective citizenship development is viewed as a concept synonymous, inter alia, with Active (Global) Citizenship and Democratic Citizenship all of which have gained global recognition among socio-civic scholars. It entails imbibing intellectual and participatory knowledge, values and skill to engage in socio-political governance branded by articulated self-expression, inclusiveness, accountability, sanctity of the rule of law and human rights. I argue in this paper that as worthy effective citizenship development is, it's awful that Nigeria, as a transnational state, is still held by diverse multifaceted citizenship value deficits requiring reorientation process. I assert that Nigeria's twenty-two (22) years of uninterrupted democratic governance depict a paradoxical scorecard of becoming a failed state due to bizarre surge in citizenship value deficits shown via lack of transparency and accountability; contempt for rule of law and judicial process; inequity, human rights abuse, social injustice political/electoral crimes/violence; fraud, and deceit; ethnocentrism, primacy of insecurity, mistrust, greed, selfishness, chauvinism and corruption with impunity leading to lack of concern for citizenry wellbeing, among other citizenship disorders by the political elites.

Continual display of the above depicts our mental (knowledge) and dispositions (attitude and behavioural) value deficit vis-à-vis standard morals, character and ethics which indict the teacher education programme. This is because the education policy expects the development of sound citizenship values in learners' minds as indices of effective citizenship development as common therapy to citizenship value deficits. Sadly, extant value orientation implementation in solving citizenship (value) deficit seems more focused on cognitive construction which in itself is the first step; yet, relevant and apt pedagogies are required to transform knowledge into attitudinal and behavioural skills so that imbibed values are put into practice.

As stated above, I see the teacher education programme as a communitarian agent created to correct citizenship value deficit which began from the home. Thus, it is expected to mediate value learning as an integral part of global trifocal scholarship roles of teaching, research and communal (services) of higher education. In this paper, I argue that teacher education programmes should serve as auto-regulators of learners' behaviours by mandatorily infusing citizenship values in the curriculum. To this end, value reorientation becomes prioritized in the socio-civic Basic and Senior Secondary curricula as against the extant inconsistencies in the teacher education programme revealing effective citizenship deficits typified by, inter alia, the prevalence of corruption by our graduates in the socio-political and economic governance. Hence, teacher education is the major policy implementer to equip pre-service learners with requisite knowledge, dispositions (attitudes and values) and interactive skills in the classroom curriculum delivery in the school. Thus, teacher education policy and practice is aimed at knowledge and skill development of future generations of teachers to mediate value reorientation as hallmark of effective citizenship via socio-civic studies.

Socio-civic studies is an integrated school discipline which examines issues from holistic views ultimately to develop effective citizenship. In line with this, it is used to prepare, equip and empower pre service teachers with relevant knowledge and skills to develop values (morals, attitudes, ethics and character)

dispositions for effective citizenship; preparing knowledgeable citizenry to imbibe values of national identity, patriotism, togetherness which entails grasping the national anthems, flags, and other activities that provide sense of national belonging. Thus, this subject emerged to foster values as entrenched in diverse curricular programmes making it an 'ideological battleground' for diverse national citizenship reorientation. To this end, value reorientation is as vital part of socio-civic studies and thus owes the duty of care to impart societal values (norms, morals, character, ethics, standards of behaviour, and ideological preference) in the learners via initiating creative and innovative pedagogies.

From the above, I offer conceptual expositions on effective citizenship development from the perspective of, and in relation to value reorientation and then discuss the twin concepts of value and value reorientation. Also, teacher education programme as a moral compass in the propagation of value reorientation is discussed. I view Socio-civic studies as an institutional discipline with inbuilt value reorientation content requiring appropriate pedagogical practices to mediate value reorientation in the quest to develop effective citizenship. Based on the foregoing background, this paper discusses pertinent pedagogies for implementation in the teacher education programme initiated to prepare and equip pre/in service teachers to mediate value reorientation.

### **Conceptualizing Effective Citizenship Development, Values and Value Reorientation**

Effective citizenship development is a ubiquitous concept intended to mediate socio-political knowledge, dispositions and skills to equip/empower learners to be constructive participants in the sociopolitical system. However, the increasing complexities of citizenship vices in the (socio political system underpin the need and intent to nurture and propagate values elements (moral, ethical, character and civic virtues) embedded in Socio-civic studies as integral reflection in effective citizenship development (Althof & Berkowitz, 2006). It is vital for future adult learners to construct and imbibe lifelong tactical initiatives of how to tackle evolving moral, ethical and character-

based citizenship deficits in a polity. Thus, effective citizenship is not just about input in governance, but input with genuine intent based on evolving apt values conceptualized below

**Value:** As a concept is susceptible to diverse complex meanings due to its link with man whose existential value within the diverse milieu is actively complex in daily activities. To this end, value has been variously explained, among which is the literal view as distinct or clutch terms, dispositions and beliefs about right or wrong, good or bad of particular citizenship practices in the way it is perceived. This is a shared view of a vital intellectual concept rich in philosophical, sociological, psychological and legal meanings. It is more than whether citizenship acts are right or wrong, good or bad due to cultural relativity within a political system; but has its own unique ideals born out of experiential need for persistent existence. Being the basis of man existence, it is a group prescribed and/or ascribed behavioral standards, principles imbedded in a socio-political culture organized and managed to sustain the political system (Ukeje, 1986; Jekayinfa *et al*, 2011; Radha, 2016; Jabaar, 2019). Knowledge of values within a society act as action plans which bring quality and meaning, help to discern between good and bad, identify acceptable character and what to abstain from. Every political system is created on diverse vital instructive human desires, values and beliefs which induce dispositions, behaviours, standards positive or contrary to community interests which in turn initiate behavioral output (Halstead, Taylor & Taylor, 2000; Ajitoni & Omoniyi, 2017; Jabaar, 2019).

Value emerges not in isolation rather it is the moral, ethical, character and civic mechanisms guiding individual and/or societal conducts. Arguably, from every political system emerge ascribed and/or prescribed normative character aligning with either the naturalist or positivist jurisprudence of a particular society. Thus, value has become a polygonal complex construct which forms the basis of the socio-cultural beliefs and ethical codes of diverse sociopolitical behaviours underpinning effective citizenship development within a polity (Reiss, 1999).

Historically, the social contract theory depicts the negativity of

citizenship values, in the early political society, as cruel, callous, harsh and brutish behaviours warranting taking up arms against the others for survival. From 1920 to 1960, there was decline in peoples' feeling towards morality as such; mankind globally suffered low moral standards and ethical apathy in all aspects of life including indigenous value systems which were *ab initio* in existence but disrupted and eroded over centuries ago. In the Nigerian context, value disruption and erosion was ascribed to the years of colonization, painful civil war, globalization and multiculturalism, youth subculture (Ukeje, 1986; Davis, 1999). So, Nigeria needs value reorientation that is schematized and codified involving innovative teacher education reform underlying value based issues as critical basis to develop effective citizenship. For Nigerian political system to attain values of freedom, liberty, justice and egalitarianism in the democratic process requires value reorientation (discussed below), as currently taught in the school system.

Value reorientation is debatable as the plethora of sociopolitical issues is value-based and so decisions are taken based on value judgment context. Literarily, reorientation is the novel initiation, visualization, redevelopment and transmission. It is the transformation of the past to a better present and a constructive future with willful renewal and restructuring of the sociopolitical system, process and actors via ideological pleads, design and instruction involving curriculum implementation process. It entails evolving reforms and shifts towards restoring sociopolitical process along novel governance direction. Above views on value and reorientation depict the need for rebirth as remedy to diverse citizenship deficits adversely bedeviling every sector of modern-day Nigeria. To this extent, reorientation is crucial part in the efforts to evolve effective citizenship development via rebirth process which entails arming learners with societal ideals and values via reorientation (NCERT, 2003; Asobie, 2012; Njoku, 2015; Gul 2017).

Conceptualizing value reorientation is a complex debated and disputed notion among socio-civic scholars due to its intimate link with citizenship-based issues like religion, governance, culture as well as rights, duties, justice. It is about commitments to particular moral, ethical paradigm of life skills and personality development.

So, it is a subject matter focusing on redeveloping character, ethical and moral virtues from a holistic view (Halstead, 2007). This underpins mediating perceptions, dispositions and skills to engage in coherent constructive moral and ethical judgment and decision making. Still, this issue has divergent outlooks among many socializing agents about the needs, interests/concerns among the varying agents.

Value re-orientation entails reforming the hitherto citizenship morals, character, ethics and image deficits of the sociopolitical process and actors. It is seen as restoration of more robust moral, ethical, character and mental power insight as panacea for sociopolitical governance. It is a transformative paradigm shift on vital ideological beliefs through evolving novel initiatives, trends, behaviors, practices resulting in transformative innovation of the citizenry and sociopolitical governance. It has to do with innovation, reformation and reviving innate moral and ethical dispositions of the people and the sociopolitical system. The emphasis is acting radically to evolve attitudinal change towards novel direction as against extant disposition; this requires behavioral, attitudinal and belief readjustment and realignment towards novel direction in the contemporary Nigerian politics. This means shifting from hitherto value deficits which have plagued the sociopolitical governance stated above. Sound morals and character reforms can lead to rapid transformation of citizenry attitudes and behaviours contrary to copious value deficits (Njoku, 2011; Osioma, 2012; Okafor, 2014; Njoku, 2015).

It is a lifelong learning ideal developed and articulated causal programme reforms integrating norms, customs, emotions, morals, character and ethics evolved at different phases of man's development into knowledge and attitudes and value document into the national education policy and as content components of curriculum transmitted through the school system as a socializing agent to nurture learners. Impliedly, moral, character, history and myths added into school content and imbibed as lifelong knowledge, skills, and attitudes via practice to mediate traits like openness, integrity, humility and honesty, character, (NPE, 2004; Aspin, 2007; Pramanik, 2018).

An obvious global fact is admitting family/parental role in value formation, however, nations rely more on teacher statutory duties of providing lifelong curriculum learning for value reorientation. Various governments have initiated action plans to implement values reorientation in the curriculum via (in)formal citizenship advocacy programmes imbibed by citizenry both in and outside the schools.

In the Nigerian context, successive military and democratic governments have made efforts to tackle citizenship values of infusing national consciousness, integration and identity led to evolving different citizenship advocacy programmes as solutions. Instead of emphasizing Value education as part of teacher education down to the school, the state opted for informal citizenship advocacy (orientation) programmes. These programmes are the Jaji Declaration (1977), Ethical Revolution and establishing a Centre for Democratic Studies (1982-83), 'War Against Indiscipline (WAI) (1984-85)', Mass Mobilization for Social and Economic Recovery (MAMSER) 1986-93, 'War Against Indiscipline and Corruption (WAIC)' (1994-99) and 'national rebirth' (1999-2007). It should be noted that these programmes were new initiatives involving various agents of socialization intended to develop effective citizenship values, unfortunately, these programmes failed due to the use of indoctrination, coercion and propaganda as a means of enforcing obedience. Considering the magnitude of citizenship value issues, coercion via government media propaganda were unsuitable methods to develop values culture. Even the political bureau set up in 1987 identified the exposure of Nigerians to deceptions, manipulations and propaganda leading to low levels of citizenship value literacy or even perpetual ignorance on crucial national issues by the political class (Gana, 1987; Falade 2007; Idowu, 2017). This shows that out of naivety, government failed to see the need for value reorientation incorporated into the curriculum. However, Value Education (VE) emergence and strengthening in the education curriculum started with more relevance, and emphasis placed on Social Studies education and reemergence of civic education through the disarticulation of citizenship issues from Social Studies

Considering the extent of value deficit in the modern Nigerian governance, then reorientation is pertinent through expedient



curriculum pedagogical review based on constructivist learning principles by which learners construct perceived worthwhile and acceptable values, attitudes and skills; mediate mental, physical, social abilities and competence as we develop moral and spiritual principles which mediate interpersonal and human relations and respect for the dignity of labour and hard work (National Policy on Education, 2004; Balorin, 2009; Nkechi, 2011).

### **Teacher Education Curriculum as Moral Compass**

Conventionally, teacher education is embedded in the higher education which holistically covers all post-secondary institutions (Universities, Polytechnics and Colleges of Education) organized for trifocal scholarship roles of teaching, research, and communal (services) development. Infused in the trifocal role of teacher education is the task of auto-regulation of behaviour, character, ethics and moral values as the visible implementer of the national education policy directive designed to equip pre-service learners with requisite knowledge, dispositions, behavioral expertise and efficacy desirable to enhance curriculum practice at Basic and Senior Secondary levels (Osuji, 2009).

Globally, teacher education is a communitarian agent to notably mediate practice meant to evolve reforms in knowledge and skills development of future teachers. Thus, its major task is sustaining value reorientation by filling the lacuna in value deficit via instilling the right type of attitude and behavioural traits. These traits, inter alia, involve egalitarianism, equity, tolerance, social justice, human rights, multiculturalism and self-reliance, inter-personal (human) relations. This is attainable via providing instructional learning milieu that mediates dialogic discussion to stir realistic, logical and collaborative constructs on diverse value reorientations issues.

Sadly, research evidence globally including Nigeria depicts value reorientation curriculum implementation as inconsistent at the higher education in contrast to the Basic and Secondary levels where it is prioritized. This has led to prevalence of corruption, among other effective citizenship deficits by higher education products in the sociopolitical and economic system (Lovat & Schofield 2004;

Roy, 2012). This trend which has become a global value crisis is due to rapid globalization growth, consumerism and blind-competitions, politicizing the academics and social media adverse effects. These are deforming and misleading deficits against value reorientation for youths transiting from secondary level into higher education where value prioritization lacks same intensity so creating disoriented, disturbed and irrational learners.

Nigeria's Education Policy (2014) states the need for value reorientation as a concern issue due to the in-depth of value decadence even at the higher institutions involving teacher education. Teacher education programme owes a societal duty of care to imperatively serve as reformatory catalyst inducing value reorientation prioritization based on National Education Policy goals. Though, the policy document section on teacher education fails to explicitly state expected value standards to impart in pre service teachers. Yet, it implicitly expects teachers to mediate value development for better sociopolitical governance in the absence of strategic (action) plans to evolve reorientation. Even so, the main teacher education task is developing effective citizenship via infusing sociopolitical value ideals (NPE, 2014; Paul, 2017; Aytoda, 2018 Jabaar, 2019). So, implementing value reorientation via subject curriculum seems generalized but the education policy on teacher education preparation allots socio-civic studies at all levels as most suitably empowered to be the auto value regulator and moral compass as discussed below.

### **Socio-civic Studies: Value Reorientation and Effective Citizenship Development**

Various scholars (Wong & Lee, 2020a; Ikwumelu, *et al*, 2015; Bergmark, & Alerby, 2008) have advocated different views on whether value reorientation should be taught via a distinct subject, by specialist teachers at distinct period. Or rather, it should be part of the overall extant school curriculum in which teachers' creativity and innovation to construe content is needed. However, there are cases in (Korea and Japan) which value reorientation is departmentalized under ethical education and so teacher education

programme prepare and produce moral educators (Beongwan, Jangho, & John, 1996; Lickona, 2009; Timothy, 2010; Ikwumelu, *et al*, 2015; Wong & Lee, 2020).

However, I argue from research evidence that value reorientation is an inbuilt socio-civic issue and so specifically set with requisite content and pedagogical knowledge and skills. So, I agree that school based socio-civic studies is the expert subject as advised by Nigeria's Federal Government Working Group set up in 2004 to revise teacher education programme. It sees the auto-inbuilt of value reorientation in Socio-civic studies due to its integrated (holistic) nature thus served as a vehicle to equip and empower pre service learners with relevant knowledge and skills to develop value as hallmark of effective citizenship development. This entails creating informed value based learners to imbibe national identity, patriotism, intimacy and belonging (Merryfield & Tlou, 1995; Adeyemi, 2000; Mhlauli, 2010; Ikwumelu, Bassey & Oyibe, 2015).

Intriguingly, socio-civic definitions show consensus *ad idem* on value reorientation relevance in describing it as an 'ideological battleground' for diverse curricular programmes. Impliedly, socio-civic studies is used globally to project diverse national ideological reorientations which entail delineating value stance of both western and eastern Europe, China, USA and Africa. I argue that if school, as communitarian agent, is to perform the duty of care to impart societal (norms, behavioural standards and ideological preference) values, then, value reorientation should be integral part of socio-civic studies and teachers armed with skills to engage learners on value issues in the classroom (Muyanda-Mutebi, 1994; Ogunyem, 2011, 2010).

Though socio-civic studies exist in countries' school curricula to attain value reorientation for national survival but differ in concept and context in meeting national needs. In the Nigerian context, socio-civic studies' relevance in value reorientation discourse reflects in the objectives, content and pedagogy derived from the national education goals (Brophy, 1990; Eboh & Ukpong, 1993; Ross, 1997: National Teachers Institute, 2000). Socio-civic value goals should be designed to imbibe commitment, empathic appreciation of diversity and interdependence as hallmark of effective citizenship

leading to self-awareness among citizens of diverse nationalities, tribes, colours and creeds. Besides, Socio-civic studies as value subject is a major tool to imbibe core national political values, develop learners' self-concept and moral insight to tolerate other people's attitudes, views and actions (Ezegbe, 1994; Johansson, 2004; Bergmark & Alerby, 2008; Thornberg, 2010 Lawal n.d;).

Sadly, current Nigeria's teacher education focuses more on knowledge construction to the deficit of affective (attitudinal and behavioral) development. Unless, pedagogical practices are revised to reflect learning domains symbiotic process to bring about holistic learning outcomes, it will be hard for teacher education socio-civic studies to influence learners' value reorientation. Thus, the need for pedagogic practice that projects the symbiotic link required by the National Education Policy goals and philosophy mentioned above (Idowu, 2017; Jabaar, 2019).

### **Value Education Pedagogical Practice Imperative through Socio-civic Studies**

Socio-civic studies is the equilibrium for value reorientation insights as lifelong learning reform for global value crisis and attaining this needs curriculum paradigm shift in the current Nigeria's education focus from mainly knowledge construction as value reorientations needs curriculum instruction along symbiotic links among the learning domains. Being embedded in effective citizenship development require refining the three learning domains from a holistic view. Value rebirth needs issue/activity-based content and pedagogic innovations and creativity entailing blending classroom curricular teaching on values using case studies and illustrations with extra-curricular activities like service learning, community voluntary services, school discipline and ethos (Swamy, 2010; Jabaar, 2013; Idowu, 2017).

### **Effective Pedagogy in Values Reorientation**

This section offers insights into pedagogy and effective pedagogy notions and argues the need to re-think effective pedagogy in value reorientation implementation as an integral part of socio-civic.

Indeed, nexus exist between education and value as education is innately value-based; thus; socio-civic covers value issues as a suitable tool for learners' reorientation. But, value as a fairly intricate idea covers distinct innate and learned traits aimed at developing self-knowledge and identity-formation. This entails discrete self-definition and making meaning depicting capacity to act in an exact behaviour show-casing learners' moral, character, ethics, created to tackle value deficits. This explains its being core part of school-based Socio-civic studies obliging effective pedagogy to overtly exhibit the inborn traits via schooling. Effective socio-civic studies is wholly fixed in its ethos to value thus mitigating value as key content which needs quality pedagogy (McLaughlin, 2005; Carr, 2005, 2006; Cunningham, 2005; Lovat & Clement, 2008).

### **Effective Values-Driven Pedagogy**

This is the visible impacts of using apt methods in value reorientation content delivery causing measurable learning outcomes from a holistic evolving view. As stated above, value is relative and complex global notion and by nature requires effective value driven pedagogic practice via robust value dialogic discourse learning milieu to mediate transformation. That is, the holism of implicit and explicit pedagogy is likely to evolve constructive learning outcomes. It is the act of classroom teaching opportunity to overtly and tacitly explain, develop, and practice set of values. It is the teaching practice opportunities to impact value issues to take care of value needs, resolve disputes and develop new disposition and skills resulting in the likely reorientation. Pedagogy aiming on value uses interactive and participatory classroom community of practice based on contributory learning activities. Value reorientation needs a pedagogy which holistically engages the whole learners via a symbiotic links among the value learning domains and not individual domain, most especially, the cognitive. So, value learning is no longer realistic via content mastery involving recall, memorization and testing; but affective part milieu involving self-esteem, inter alia, should be reflected else the ensued learning is

seen as impeding instead of mediating reorientation (Lovat *et al*, 2011; Idowu, 2017; Kendra, 2018).

### **Teacher Education Pedagogy Stance on Value Education**

Generally, pedagogy is narrowly seen as locum for methods; this creates lacuna baring germane omission of traits (discussed below) often ignored ensuing in knowledge deficit. These traits boost quality of classroom interaction, relations, deliberation, and improvisation as planned strategic activities among educators and learners as part of classroom practice during teaching/ learning process. Thus, value pedagogy is more than method; rather it is an ongoing situated learning construct of engaging experiential learning to articulate creative and innovative cognitive skill activities to expound curriculum concern in developing effective citizenship. Creative actions are evolved to impact content knowledge in learners to develop reasoning and expression. It acts as a transformative tool of engaging instructional activities to develop learners' values dispositions via innovative skill choices displayed to guide classroom dialogic interactions (Dewey, 1932/2005; Wilson 1990; McDonald, 1992; Egan, 1992; Loughran, 1996; Eisner, 2002; Grossman, 2005; Gitlin & Peck, 2005; Zeichner, 2005b; Loughran, 2008).

The visible concern of these traits should be stated since hitherto the context of novelty in teacher education pedagogy has been discreet and veiled. Thus, argued for pedagogic model boosting participatory, interactive and relational acts aid pre service teachers' engagement in constructive value discourse, judgments, resilience, and will to learn from others on such issues. The teacher education pedagogic method is to develop more holistic curriculum commitment to mediate in depth knowledge construction and broader insight on value issues. Thus effective value pedagogy is attainable via holistic value-driven pedagogy turning round dialogic discourse (Egan, 1992; McDonald, 1992; Gitlin & Peck, 2005; Grossman & McDonald, 2008).

### **Effective Value Pedagogy Traits**

From the teacher education stance, effective value pedagogy requires certain competing traits to mediate quality classroom value development under the teacher education possible:

#### ***Holistic Value Driven Pedagogy***

Creating effective value pedagogy requires holistic styles involving crafting learning milieus which are effective, sustainable and embracing learner centered theories. Also, there is need to holistically incorporate all curriculum parts to develop reflexive action to mediate in depth knowledge construction and broader insight on value issues. Thus effective pedagogy is attainable via holistic value driven pedagogy involving innovative dialogic reasoning and discourse. Also, I argue that teacher education value pedagogy requires active engagement of interaction, deliberation, relational and traits in classroom curriculum implementation context. These traits supports decisions, judgments, adaptation, motives and reasons that guide and shape practice. Visible involvement of this traits in extant pedagogy is an innovation contrary to prior discreet and veiled classroom pedagogy practices. Classroom relational activities should enable learners to discuss intents, logics, and objects which influence value perceptions (Wilson 1990' McDonald, 1992; Egan, 1992; Loughran, 1996; ;Gitlin & Peck, 2005; Grossman, 2005; Zeichner, 2005b; Grossman & McDonald, 2008; Loughran, 2008).

#### ***Sustainable Learning Environment***

Sustainable learning milieu is the standard classroom space which is resource cost-effective, economical, and protective to provide quality learning. It is the planned functional space created to reduce resource utilization and exploit pedagogic practices. There is a consensus ad idem that a sustainable learning milieu is instructional aimed to promote hands-on, holistic, collaborative, a catalyst in the knowledge (meaning) construction process It shapes pedagogic direction creating effective learning milieu for value reorientation via mediating learners' interest, creativity, vision, resourcefulness

using method more or less systematic. Attaining effective value pedagogy entails an educator's prior action plan on issues affecting directly the classroom and/or indirectly welfare, health safety and limit negative effects on the learners, educators and classroom milieu. Sustainable learning environment ultimate goal is developing high practices within and outside the school system. It is a self-reflective, adaptive and practical transformative learning community boosting hands-on knowledge construction to mediate iterative, evidence-based learning process for the emergence of transformative insights (De Corte, 1996; De Corte, Verschäuel & Masui, 2004; Stallmann, 2010; Sinakou *et al*, 2019).

### ***Effective Learning Environment***

This is a broad manifold integral part of value content design for pedagogic values within the educational setting. It focuses on diverse pedagogy elements covering the traditional /utilitarian learning space involving classrooms, lab; technologies. That is beyond the conventional classroom but is a narrow nuance of rooms full of desks and chalkboards. Equally, it is the link between the above traditional conception and the school as communitarian agent of engaging learners in creative instructional activities during classroom curriculum delivery. Effective learning environment is a range of diverse learning settings and platforms for participation and interaction resulting in knowledge construction and skills acquisition. This negates the idea that pedagogy is distinct from classroom visible space setting which is a catalyst to learning via knowledge construction.

Expectedly, effective learning environment is created to boost learning culture of belonging to participate in the whole learning process. Also, it requires meeting learners' intrinsic needs such as security, love, competence and freedom to mediate learners' creativity and innovation and develop constructive dispositions. The environment of praise and appreciation; view expression are vital in constructive learning attitude. Moreover, feedback is vital for any effective learning milieu as it assists in tracing progress, strategic reform, recognizing weakness and strengths; improving skill



acquisitions; creating motivation, interaction, interest, tenacity and belonging. Effective learning milieu shares, recognizes and applauds learners' feats to create self-esteem actualization and raises healthy learning actions. Such learning milieu should offer mental and physical security which in a learning setting which schools need to attach equal importance (Hiemstra, 1991; Movchan, 2018).

### ***Learner-Centered***

Pedagogical practices should be based on classroom instructional activities revolving around learners' interests and effective participation. Classroom interactions should have major social interpersonal and relational influence on learners. This is a pedagogical artistry that avers infusing care in classroom milieu to aid learners engage in value dialogic discourse. Thus, pedagogy of commitment to academic growth should be driven by learners' insights as basis for knowledge construction. Hence, it is vital to develop value-based pedagogy which is best for learners' interests (Dewey, 1932/2005; Bakhtin, 1981; van Manen, 1999; Freire, 2007).

### ***Active Learning Approaches***

Various established learning approaches are being disputed and thus need to adopt active learning models from research as part of pedagogic basics mediating value reorientation. These models are not about, *prima facie*, narrow learning, but deep teaching ensuing in in-depth dialogical skill, self-reflection, among others in learners. Such active learning styles involve constructivist, cooperative and collaborative (teamwork/group) projects, integrated, and reflective and inquiry-based learning to construct existential and experiential knowledge. Also, effective pedagogy is realistic when classroom lesson form and setting resolve round learners' active participatory and interactive learning process (Ferdousi & Bari, 2015).

### ***Conclusion***

Indeed, value reorientation needs to be fixed as a conscious reform for lifelong instruction integral part of hand-on teacher education

programmes in higher education institutions. Nigeria's sociopolitical governance as currently organized is filled with value deficits and to worsen the situation value reorientation is not as emphatic at the higher education in contrast to the Basic and Senior Secondary education. There is drastic need for value reorientation inbuilt in effective citizenship development in the present generation of learners using Socio civic studies in the teacher education programme. The content of value reorientation requires not just any pedagogy but effective pedagogy along the constructivist and more specifically the social constructivist which allows learners to cooperate, collaborate and inquire as a team/group, integrate their personal knowledge through consensus to develop their own value (moral, ethical and character) knowledge and practice such. This is what socio-civic teacher education needs currently at the higher education level.

### **Recommendations**

Value reorientation is an inbuilt hallmark of effective citizenship development for present day learners to rebuild a better Nigeria at the sociopolitical governance level. As future political class, it is imperative to evolve reorientation programme at the teacher education integrated into the socio-civic curriculum to practically develop constructive values in the pre service teachers. It is pertinent to engage the pre service teachers in pedagogic practices mediating constructive value knowledge construction rather than imposing pedagogic theories not relevant to value reorientation. To this end, I propose social constructivism as panacea for value reorientation as hallmark of effective citizenship development in Nigeria's sociopolitical governance.

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