

LEARNING APPROACHES IN TEACHING EDUKASYON SA PAPAPAKATAO

by:

Reah Q. Vergara

Teacher I, Magsaysay National High School

They defined distinguished instruction, also known as responsive instruction, as a philosophy that encourages teachers to modify curriculum, instructional strategies, and student products based on the readiness levels, interests, and learning profiles of individual students. Tomlinson (1999), as cited in Chac-Ip (2016), stressed that operative teachers acclimate instruction to meet the needs of individual students. They stated that since not every student learns the same thing at the same time or in the same way, effective teachers use a range of strategies in their instruction, assessments, and grouping of pupils. This has to do with the so-called multiple intelligences and the individual variances among learners. Gardner's theory states that every person has a unique intelligence profile (Zhou & Brown, 2017). Teachers can better meet the requirements of each student by anticipating them. They have improved decision-making abilities in the areas of curriculum adaptation, instructional design, integrating instructional tools (such as computers, graphic organizers, visual aids, and cues), and data interpretation (as cited in Chac-Ip, 2016).

In order to have improved decision-making abilities in the areas of curriculum adaptation, instructional design, integrating instructional tools (such as computers, graphic organizers, visual aids, and cues), and data interpretation, as cited in Chac-Ip, 2016).

1. The use of action learning. In this method, students are given chances and opportunities to identify their values and live by them. It tries to inspire in students a

personal-social interactive view of themselves. The method to action learning comes from a perspective.

2. Approach to Moral Development This method seeks to encourage students to discuss the justifications for their values-based decisions and stances while assisting them in the development of more sophisticated moral reasoning processes.

3. Transpersonal Methodology. This method aims to elevate learners' spiritual consciousness and foster a higher degree of consciousness in them. It places a strong emphasis on the process of self-discovery and the importance of self-actualization to develop into a fully realized individual.

4. Value Analysis Methodology This method encourages students to research social value issues. They are tasked with defining value terms and identifying conflicts between values.

5. Value Analysis Techniques Students are encouraged to look into social value issues using this approach. They must clarify value matters and point out values that conflict with one another.

References:

Chac-Ip, R. O. (2015). Incorporation of Isumacher Indigenous Songs in ESP Subject: A Preservation of the Kalinga Cultural Values. *International Journal of Advanced Research in Management and Social Sciences*. doi:2278-6236

Zhou, M. & Brown, D. (2015). *Educational Learning Theories: 2nd Edition*. GALILEO Open Learning Materials. Retrieved March 17, 2019, from <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>