

INTERACTIVE LEARNING AND THE TEACHING OF ARALING PANLIPUNAN

by:

Grace Ann Salvador-Desnacido

Teacher III, Hermosa National High School – Main

The PPST (Philippine Professional Standards for Teachers), as promulgated by DO No. 42, s. 2017, mandated teachers to provide learning engagements fostering constructive interactives for the attainment of the highest standards in learning. Also, as specified also in DO No. 18, s. 2020, teachers are mandated to integrate various learning resources, materials, and activities that can be collaborated with by the learners and to be co-facilitated by teachers, colleagues, and parents/guardians.

Clearly, the more interactions and/or exposures students have made in the learning process, either with their teachers, classmates, materials, environments, processes, etc., the more they become fully developed. Interactive learning is related to experiential learning as learners learn best when they are interacting with others, resources, environments, and processes.

In the 21st century, a paradigm shift has occurred: learning is now considered a gradual process of meaningful learning experiences and interactions that may interlock all the learners' potentialities for optimal and holistic development. With the onset of the COVID-19 pandemic, the integration of technology has helped learners to actively engage in the learning process and help them pull through in acquiring knowledge with the physical restriction of conducting face-to-face classes. Now, even in the new normal in education, integrative learning has become the norm to maximize learning opportunities through integrating best and novel practices.

In teaching Araling Panlipunan, interactive learning has been a mainstay. Collaborative works, pairings, flexible groupings, brainstorming, debates, peer reviews, games, immersions, interactive technologies, etc., are some of the most effective ways to facilitate interactive learning in Araling Panlipunan. As can be noted, with those interactive activities, learners develop effective communication, teamwork, decision-making, problem-solving, and critical thinking, thus, increasing chances of higher learning and outcomes.

Indeed, when effectively used, interactive learning may result in a higher response, discussion, decision, and hands-on experience integral to making the most out of the learning experiences, materials, and environments provided in instruction.

References:

DO No. 18, s. 2020. Policy guidelines for the provision of learning resources in the implementation of the basic education learning continuity plan. July 20, 2020.

https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_018.pdf

DO No. 42, s. 2017. National adoption and implementation of the Philippine professional standards for teachers. August 11, 2017. https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042.pdf