

PROGRESSIVE LEARNING AND THE TEACHING OF ARALING PANLIPUNAN

by:

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In the K to 12 Law (RA 10533), the learners had the chance to experience enhanced, context-based, and spiral progression-based curricula, providing a more robust experience to provide enjoyable and meaningful learning experiences for 21st-century learners. Specifically, in the PPST (Philippine Professional Standards for Teachers) as promulgated by DepEd Order No. 42, s. 2017, teachers are expected to use a variety of learning tools and strategies to monitor, evaluate, and communicate learners' progress and maximize their participation or engagement.

Progressive learning as a pedagogical movement teaches learners to think creatively and analytically rather than relying on rote memorization. By integrating various concepts and contents, learners are able to learn from various sources and develop multiple perspectives. Having said that, the use of progressive learning can only be successfully facilitated through learning by doing or experiential learning because if learners are engaged and enticed in what they are doing, they can be in their best shape to learn. Such enthusiasm to learn is what propels learners to explore, discover, reflect, and create things on their own.

Indeed, progressive learning is rested on holistic learning formation by embracing child-centered pedagogy, knowledge-construction pedagogy, the scaffolding of learners' abilities, and reimagining education. It aims at providing authentic learning through exciting (engaging) and pleasant (appealing) collaborative experiences between and among learners – providing students with the gradual acquisition of competencies needed to progress at their own pace.

Essentially, the Araling Panlipunan curriculum also leverages the use of progressive learning approaches that enhance learners' engagement and understanding of the concepts and contexts, either from a micro or macro perspective. It can also be noted that in teaching Araling Panlipunan, multiple sources, contexts, materials, and analytical models are used to help learners better understand the situations and concepts being taught.

In the end, when learners are taught in a way that gradually develops their competencies, interests, and performances in learning, they are able to fully realize their full potential and progress in a way that is responsive to their needs and advantageous to their learning preferences.

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