ICT-BASED STRATEGIES IN TEACHING ELEMENTARY LEARNERS

by:
RIZA R.MACALINAO
Teacher III, Sta. Rosa Elementary School

Rapid global change is driven by advancing technology and is at the forefront of transformation. In our country, the Department of Education (DepEd) has taken significant steps to integrate Information and Communication Technology (ICT) in teaching and learning. This move aims to enhance the quality of education and prepare students for the digital age. But what does this mean for elementary pupils?

According to UNESCO (2023), the effective use of ICT in education can improve pupil outcomes, increase access to education, and enhance the quality of teaching and learning. In the Philippines, the K-12 program has included ICT as one of the key learning areas, equipping pupils with the skills and knowledge necessary to compete in the global economy (DepEd, 2023). This is a significant step towards preparing pupils for the future.

So, what ICT-based strategies can teachers use in teaching elementary pupils? One approach is gamification, which involves using games and game design elements in learning to increase pupils' engagement and motivation (Kapp, 2023). Think of a classroom where pupils are cavorting or enjoying while learning math or science! Another approach is blended learning, which combines traditional face-to-face learning with online learning. This approach has been shown to improve student outcomes and increase pupils' engagement (Horn & Staker, 2023).

The flipped classroom approach is a popular, modern teaching strategy that has recently gained traction. In this approach, pupils learn at home through online resources and work on activities and projects in the classroom. According to Bergmann and Sams (2023), this approach can increase pupils' engagement and improve learners' outcomes.

By flipping the traditional classroom model, teachers can create a more interactive and engaging learning environment.

The benefits of ICT-based strategies are numerous. For one, it can make learning more engaging and fun for pupils. It can also provide and offers personalized or tailored learning experiences that adapt and cater to the diverse needs of pupils. Moreover, ICT can provide access to a wide range of resources and information that can enhance the learning experience.

Even so, there are also obstacles and constraints to consider. One of the main challenges is infrastructure. Many schools in our country specially in public schools still lack the necessary infrastructure, such as computers and internet connectivity, to effectively integrate ICT in teaching and learning. Another challenge is teacher training. Teachers need training and support to effectively integrate ICT in their teaching practices.

Despite these challenges, the DepEd remains committed to integrating ICT in education. By providing teachers with the necessary training and support, and by addressing the challenges and limitations of ICT-based strategies, we can ensure that all learners have access to quality education and are endowed with the skills and knowledge vital to take part in the digital or modern era.

In my conclusion, integrating ICT-based strategies in teaching elementary learners in the country is a step in the right direction. By leveraging technology, we can create a more engaging and interactive learning environment that prepares pupils for the future. With the right infrastructure and support, teachers can unlock the full potential of ICT and provide learners with the skills and knowledge they need to succeed.

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