AN INNOVATION IN EDUCATION

by

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As quoted by Vivienne Forrester, “Life is a learning process, learning is a life-long process; you can’t separate them;” it sends out an essential message – education is a life-long try. In this millennial age, being creative, imaginative and ingenious in terms of teaching, may somehow be a ‘catch’ and an ‘edge’ to these multi-intelligent learners.

Teaching Pedagogy have four principles, which aim to integrate the conventional, original and Promethean art of teaching. In this manner, the holistic approach in developing the students is being promoted for their welfare is the main concern of education.

The first principle, Outcomes-Based Education (OBE), is a learner-centered approach. It aims to teach the students in a ‘learnable’ method and makes sure that all instructional materials are geared towards the attainment of the expected learning outcomes. These instructional materials can be represented by an arrow, which is struck by the learners themselves, to hit their goal – learning – that the gained. Narrowing down technique is a good way to apply this principle to practice appropriately, for it to cater the student’s needs.

The second one is Universal Design for Learning (UDL). Everyone is a genius. It is not humane to judge someone’s worth based on their capabilities and incapability in certain situations. As educators, we are bound to see the differences in every student. To fully elaborate on this, we may consider three elements. (1) Multiple methods of representation (the ‘what’ of learning) offer various means of acquiring information and building knowledge. (2) Multiple means of action and expression (the ‘how’ of learning) focuses on student’s navigation of learning environment and display of the learnings. (3) Multiple modes of engagement (the ‘why’ of learning) liven up the interests that may challenge and inspire them accordingly. The best way to exercise this principle is by having the initiative to know our 21st-century learners generally and specifically. Some of their traits and talents are collaborative, highly adaptive, critical thinkers and ICT literate. It is essential to offer options for representation.

Understanding by Design (UbD) falls on the third principle. Since learning has four phases, such as Explore, Firm-up, Deepen and Transfer, it is encouraged to meet each phase’s needs before moving to the next level. Teachers should allow their students to discover the principles behind the topic and not simply ‘spoon-feed’ them. We may affirm their outputs and correct possible misconceptions. Furthermore, see to
it whether they’re already capable to apply what they have learned. We may modify our lessons depending on the needs and capacities of the learners, especially they are the main consumer of education.

The last principle is Reflective Teaching for both teachers and learners, is a way to ‘mirror’ on themselves. With this, one can think carefully about self-awareness followed by self-improvement and topped off with empowerment. Repeating the same mistakes over and over again yet expecting different outcomes is considered insanity. Through an analysis and evaluation of past experiences, new ideas and concepts can be formulated and applied to new learning situations. Reflection works hand-in-hand with experience, which eventually promotes learning. Indeed, learning is a life-long journey, and those who refuse it today, do not deserve to teach tomorrow’s future.

References:

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