DOING PRACTICAL WORK IN SCIENCE

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HoMo – “Hands-On”, Minds-On” experience is widely assumed among Science Teachers not necessarily in laboratory or in doing experiment. It is also very important component of Science education. This practical work in Science includes the three domains the cognitive, affective and psychomotor that the outcome of the individual practical exercises have rarely been defined in terms that can be measured.

Science teachers are somewhat reluctant of using other methods and approaches in teaching Science especially utilizing laboratory work, because of this tremendous problem that some schools do not have well-equipped laboratory room. Some have access to a laboratory but the problem is the teachers themselves lack experience of planning and managing practical classes.

Doing practical work does not necessarily mean that the students should always have activities involving the use of laboratory room. Some student activities include interviewing, debating, role playing, doing case-study writing task of various kinds, poster making, writing journals, taking photographs and making videos, have access with ICT.
These activities enhance student motivation to learn and may, therefore, be a factor to increase achievement level in Science.

References:

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