EDTECH AS AN APPROACH IN TEACHING

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Technology has changed the world swiftly. The development and progression of it have produced conveniences that help ease daily activities and all sorts of things. In just a click, one can search millions of information for a certain topic. In just a second, a machine can produce thousands of products. In just a minute, two people who are separated by hundreds of miles can talk and see each other.

The advancement of technology greatly influenced the system of education in the Philippines. Long time ago, the chalk and board method was the easiest way to disseminate information to young learners. The old scenario was that teachers let their students to lecture the lessons and they discuss it afterwards. Nowadays, this traditional method had been altered. Innovative teaching strategies are introduced to make teaching learning more fun and interactive. These innovative teaching strategies involve the creation and implementation of inventive instructional materials.

Recently, the Curriculum Implementation Division (CID) of the Department of Education (DepEd) advocates the use of educational technology in the teaching and learning process. Seminars and workshops are being held to uplift the quality of education in the Philippines through educational technology.

Educational technology, according to Aziz (2010), is the considered implementation of appropriate tools, techniques, or processes that facilitate the application of senses, memory, and cognition to enhance teaching practices and improve learning outcomes. It has a multi-faceted nature comprising a cyclical process, an arsenal
of tools, both physical and conceptual, and a multiple-node relationship between learners and facilitators of instruction, as well as between learners themselves.

Furthermore, educational technology is one good approach in creating strategic intervention materials for difficult lessons that are considered as least mastered skills of the learners. Strategic intervention materials are instructional material meant to reteach and review the concepts and topics which are considered least mastered by the learners. Its basic parts include the guide card, activity card, assessment card, enrichment card and reference.

In 2015, DepEd released Order No. 8 entitled “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program” which emphasized the need for the use of various instructional materials, particularly assessment tools in measuring the performance of the students. Because of this, teachers need to be innovative and resourceful in the creation and implementation of various teaching strategies and instructional materials.

References:

