EMOTIONAL LEARNING METHODS IN TEACHING

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Emotional learning is now being incorporated into the curriculum. In designing a model, diverse voices should be heard so that schools, teachers, and many students find themselves represented in the model. In the school level, teachers who include the emotional learning should come from different backgrounds and experiences. Direct involvement with students should also be a basis in designing the model. Involvement with the students is crucial so that actual experiences with them are deciphered into possible learning lessons that can be shared and taught to them.

Choosing the topics that will be utilized should also be based on a closer look at the lens used during close contacts with the students. Personal experiences of the teachers can also help in designing the emotional learning model. While theories are good, first hand experiences are the most effective references to use. Lessons should be able to connect with students from various backgrounds and different belief systems, as well as learning styles and individual personalities. The students will learn best if they see themselves in the lessons taught to them. They will feel more connected when they see the lessons as if they were designed especially for them.

The emotional learning lessons can be added to the curriculum or learning competencies. However, homeroom teachers may also use them as separate lessons during homeroom sessions. In whatever way teachers utilize the learning models, it is vital to emphasize that the main purpose of the emotional learning is to inculcate and impart to the student’s emotional lessons that they can use in their daily living and that which they can take with them even to their adulthood. Also, it is vital for teachers to see
the whole picture as not only lessons students ought to learn but a process in which students can already benefit from during the learning sessions and not only after the lessons have been taught or have been done.

References:

