HANDS-ON APPROACH TO SCIENCE EDUCATION IN LIMITED RESOURCE SETTINGS

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For learning to take place and take place in the best way that it could, it should happen in a way that is practical and engaging rather than theoretic and conventional. But how do you manage a classroom and teach science in a class that has very little to no resources at all?

Unfortunately, many science teachers are facing this challenge in a day to day basis. Planning a lesson with limited textbooks, or no textbooks at all can be very frustrating. Not to mention the scarcity of materials that are necessary to make the concepts be grasped effectively by the students. The actual, on-the-ground realities can make science teaching a gargantuan task to undertake.

The level and quality of performance and participation by science students is greatly influenced by the teaching methods. Generally, where equipment and facilities are inadequate, the teaching approach tends to be gravitating towards the teacher who heavily dominates the class. The teacher tends to lecture on the subject, gives notes, and demonstrates the practical aspects of the lesson which are supposed to be done by the students. The students, in turn, remain passive participants who would only listen and observe.

If this is the case, don’t fret, it only means you’ll have to be a little more creative. Perhaps, your students have already been adapted to this kind of situation. So it should not keep you from becoming one great, fantastic teacher with nothing but your brains and creativity.
Design lessons taking into account the resources and facilities available in the community, so that no student is unduly disadvantaged by struggling to follow guided activities that call for use of materials and resources that are unavailable in the school.

Improvise by using locally available materials to sustain activities in a laboratory. Demonstration in class should provide instances of the use of everyday readily available materials.

Be alert, be aware and be innovative in the use of locally available material in the school and the surroundings for visual aids.

A variety of visual aids for teaching and learning science can be fabricated by students under the guidance of the teacher for use in everyday lessons.

Where facilities and resources are limited, be motivated and deploy methods that are innovative and improvise materials for the learners. Use strategies that emphasize practical activities that will make the students experiment, discuss with one another, and involve in practical hands-on activities. This way, science lessons will always be exciting and captivating.

References:

http://www.teachhub.com/classroom-management-teaching-limited-resources

http://theschoolsproject.org/limited-resource-instruction-strategies/