INTENSIFYING TEACHING-LEARNING PERFORMANCE

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We always say that two heads are better than one. In a class with 40 pupils or more, it is impossible to check each pupil’s work one by one because of the limited time allotted in each subject area. With this scenario, teachers use small group strategy to minimize time.

It is where pupils work together for a common task.

Chioran (2017) enumerates the different advantages in using collaborative learning as teaching strategy. She mentions that using this strategy, pupils will start developing their social skills. To come up to the intended task results, they need to communicate despite of their differences. She also added that learning from peers, building trust, engaging in learning and gaining confidence are also some of the benefits of using collaborative learning.

In the study conducted by Gokhale (1995), it was revealed that collaborative learning is effective than individual learning in terms of the development of critical thinking through discussion, clarification of ideas and evaluation of others’ ideas. Johnston et al (2000) added that collaborative learning through problem solving foster knowledge retention that allows students to use it in another related context.

Pupils tend to learn more effectively if they are motivated and interested either the subject itself or the strategies used by the teacher. This means that if pupils preferred a certain strategy, then a high performance is expected. The study of Maesin (2009), revealed that none of the 162 student-respondents had a low level of preference and that
92.5% has a high level of preference for collaborative learning. The findings showed that the 100% of the sample preferred to participate in collaborative learning activities.

Student preference helps in identifying what strategy can a teacher use to have a successful lesson delivery. It guides teachers in preparing her daily lessons. Based on the above research findings, both teachers and learners benefit from collaborative learning. Thus, teachers must discretely use this strategy to achieve the targeted mastery.

References:


