“Why do we even have to study this?”

(Aanhin naman namin ‘to ‘pag nagtrabaho na kami?)

This question often reverberates inside a typical classroom. Admit it or not, there are times when educators are caught off-guard or even dumb-struck at the thought of the answer. Students at the present time are described as logical thinkers and naturally inquisitive individuals. They always seek for answers.

Thus, the significance of the lesson to be taught to the learner’s real life must be one of the requirements a teacher must equip himself/herself before starting the class. The practicality of the content must be tied up to the learner’s needed skills in his/her future workplace. Otherwise, the lesson learned by the learner will not even last a day long and will be futile.

A teacher must bear in mind that a student has a lesser chance of achieving the desired goals when he cannot figure out the relevance and practical application of the lesson to his/her life.

This note is anchored on the progressivist philosophy of education by John Dewey in which learning process highlight is the totality of learner rather than the content or teacher. A progressivist learning process gives the learner an optimum chance to showcase his potentials as a training for his future career. Therefore, the role of the teachers will be narrowed down to being a facilitator of learning rather than being the only dispenser of knowledge inside the classroom. In this orientation, the educator is expected to set a learning milieu comparable to a representation of the real world where the learner’ inquiry and problem-solving skills are activated and honed.

The 21st century opens an instant world. Even learning is within reach and rapid. There is a multitude of sources where the learner can get their question answered.
instantaneously, which is the so-called virtual learning, without even attending a classroom, answering quizzes and long tests, submitting laborious requirements, and facing a teacher. The modernity of the world today widens the parameters of learning. Although, this has been a convenience to the majority; this has been a threat as well. One upshot of this phenomenon is the divided attention of the learners. In a study entitled “How Long Can Students Pay Attention in Class: A Study of Student Attention Using Clickers” conducted by Bunce, Flens, and Neiles (2010), the students do not pay attention continuously for 10-20 minutes. The educators, hence, face a dilemma to concentrate and sustain the learner’s interest and attention.

In Nazal’s (2014) article entitled “Modern vs. Traditional Method”, modern methods used in today’s education include technology-driven classrooms, continuous comprehensive examination, cross-curricular connections, inquiry-based learning, collaborative learning, differentiated instruction, and problem-based learning.

If the aforementioned attributes of a modern classroom will be practiced, the problem of short attention span of the students may then be resolved.

Indisputably, the traditional way of teaching with the constant use of pen and paper shifted into the integration of technology. Assessment comes in different forms in order to cater the different learning styles of the learners. Moreover, extra-curricular activities are aligned to the learning goals and objectives. Subjects are integrated and the learners are being led to self-discovery and self-learning.

In a nutshell, John Dewey’s philosophy in education is highly recommendable in today’s education. The learning which focuses on the whole learner is seen imperative.

Educators must not cage learning within the four walls of the classroom. Learning experience must be encompassing.

Let the students do the learning.
References:
