MISSION POSSIBLE: INQUIRY-BASED LEARNING

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The move to upgrade and update the curriculum also pose a big challenge among teachers to change track of their teaching habits and style and cope up with the requirements of K to 12. Hence, the challenge is bigger for teachers of core subjects since the K to 12 concepts call for a spiral curriculum which is multidisciplinary by nature. Science teachers, for an instance, are confronted by the lingering fact that the new curriculum commands them to study even more and concentrate on not just one discipline but on several disciplines to provide a meaningful teaching and learning experience to their students.

The dismal performance of Filipino students in international test in Science is a wake up call among teachers that is further challenged by the K to 12 spiral curriculum. A number of factors have been identified to be responsible for these poor performances in science like lack of motivation for most teachers, poor infrastructural facilities, inadequate textual materials, attitude of students to learning, lack of skilled and competent by science teachers, due to lack of opportunities for professional development for science teachers. Hence, the quality of teaching in science must be continuously improved so that students may learn much from the discipline.

Learning is a process of acquiring knowledge and skill through practice, training and accumulation of experience. Teaching is thus an act of imparting knowledge and skill. The most conventional way of teaching science has been through lecturing. In a typical lecture setting, the audience is expected to listen and follow a set of notes without much questioning. Such method seems to contradict the learning of science, which builds upon prior knowledge and advances through curiosity.
Thus, this one-way transmission of knowledge has induced dry memorization and very little interest in exploring science by the students. The dullness in learning science could be due to the lack of development of measurable and systematic skills that come with conventional teaching. This gives rise to the stereotypical perception that science is cryptic, difficult and can only be understood by very smart students.

This may result in changing what they first believed, or discarding the irrelevant new information. To achieve this, people ask questions, explore and assess what they know. Science, on the other hand, involves observation and experimentation. Science builds upon prior knowledge and progress depends on curiosity.

Hence, it is of utmost importance that the quality of science teaching and learning be studied whether it help students develop scientific literacy to cope with the demands of science and technology growth. The concern of the schools is the current situation of science teaching and learning. To solve these lingering problems one needs to develop a realistic picture of what is currently happening in the teaching and learning of science in secondary schools.

Furthermore, one needs to develop a reasonable ideal picture in which the stakeholders like principals and Science teachers as well as students can strive towards within the existing resource limitations.

References:
