RELATING LESSONS TO STUDENTS’ LIVES

by:

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Students learn more effectively in everyday culturally meaningful contexts. Schools should create a link between teaching and curriculum to students’ experiences and skills of home and community. Contextualization makes use of students’ stock of knowledge and skills as a supporting structure for new knowledge. This teaching strategy affords students with elation and reliance as well as greater school achievement. Education researchers have consistently recommended an increase in contextualized instruction.

Connecting new learning to previous knowledge leads to understanding. Students need assistance from their teachers to make these connections which will also strengthen newly acquired knowledge and increase student engagement with learning activities. Teachers may start the class by giving activities using what students already have with them which they learned from home, the community and the school. Schema theorists, cognitive scientists, behaviorists, and psychological anthropologists agree that school learning is made meaningful by connecting it to students’ personal, family, and community experiences. Teachers may design instructional activities that are significant to students in terms of local community practice and understanding, learn local norms by conversing with parents or family members, community members and by reading documents which can be secured from local government agencies. Teachers may also include students in planning and designing community-based learning activities. They may also invite parents or families to join in classroom instructional activities. Effective education teaches how school topics or lessons are drawn from and applied to the everyday world.
In conclusion, contextualization is a process built on the belief that students learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner.

References:

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